



## Southend High School for Girls Deputy Headteacher – Behaviour and Attitudes

### Responsibilities and Person Specification

#### Key Responsibilities

- 1. Strategic Leadership of Behaviour and Culture** Lead the whole-school strategy for behaviour, attitudes and personal development, ensuring a culture of respect, ambition and responsibility is embedded across all phases and contexts of the school.
- 2. Positive Conduct and High Expectations** Ensure that the school's expectations for behaviour and conduct are clearly defined, consistently applied, and understood by all. Create a climate in which excellent behaviour is the norm and low-level disruption is not tolerated.
- 3. Staff Development and Behaviour Systems** Develop and sustain behaviour and inclusion systems that are intelligent, fair and consistently applied. Support staff at all levels to manage behaviour effectively, confidently and in line with school policy.
- 4. Suspension, Exclusion and Reintegration** Lead on the strategic use of suspension and exclusion (and including internal isolation and detentions), ensuring decisions are proportionate and used only as a last resort. Oversee robust reintegration processes that support pupils to succeed and reduce repeat incidents.
- 5. Respect, Inclusion and Anti-Discrimination** Champion a school culture where diversity is valued, difference is celebrated, and bullying, harassment, and discrimination are never tolerated. Ensure issues are dealt with swiftly, fairly and systemically.
- 6. Pupil Attitudes and Commitment to Learning** Promote high levels of motivation, self-regulation and resilience among pupils. Ensure pupils take pride in their learning, persist through challenges, and actively contribute to the wider life of the school.
- 7. Pastoral Support and Pupil Well-being** Oversee the delivery of high-quality, responsive pastoral care. Ensure all pupils, including disadvantaged pupils and those with SEND, are well supported to thrive emotionally, socially and academically.
- 8. Attendance and Punctuality** Work closely with the Safeguarding and Attendance Manager to drive whole-school improvement in attendance and punctuality.
- 9. Character Education and Personal Development** Deliver a comprehensive and coherently planned personal development offer that builds confidence, independence, and strength of character in all pupils. Ensure this extends beyond the curriculum and impacts meaningfully on behaviour and values.
- 10. SMSC and Citizenship** Ensure pupils benefit from a rich and inclusive programme of spiritual, moral, social and cultural education that equips them to be respectful, tolerant and active citizens in modern Britain.
- 11. Relationships, Health and Sex Education (RHSE)** Ensure RHSE is taught to a high standard, age-appropriately, and in line with statutory guidance. Promote healthy relationships, physical and mental well-being, and a robust understanding of the protected characteristics.
- 12. Enrichment and Wider Opportunities** Design and lead a wide-ranging enrichment programme that nurtures pupils' talents and interests. Ensure disadvantaged pupils engage meaningfully with all aspects of the wider curriculum.

### **13. Safeguarding and Pupil Safety**

Provide strategic oversight of safeguarding and attendance, ensuring full compliance, rigour and a culture of vigilance. Lead targeted, intelligent interventions for pupils at risk of persistent absence, and ensure swift and appropriate action where concerns arise.

To be The Designated Safeguarding Lead and work closely with the Safeguarding and Attendance Manager to ensure all pupils are safe, feel safe, and are taught how to keep themselves safe. Ensure all concerns related to behaviour, safety or welfare are addressed swiftly, thoroughly and with professional integrity.

### **14. Safer recruitment**

Work with the HR Manager to ensure that the safeguarding requirements for recruitment are met and that the SCR is appropriately maintained.

### **15. Admissions and Transition Leadership**

Lead on Year 7 admissions and transition, including liaison with the local authority, primary schools, and families to ensure a smooth, inclusive and well-managed process.

Support the appeals process.

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## **Person Specification**

### **Track Record of Pastoral and Strategic Impact**

- Proven impact at Assistant Headteacher level in a selective school
  - Senior leadership experience with direct responsibility for behaviour, attendance or personal development
  - Demonstrable success in improving student behaviour, attendance and attitudes to learning
  - Led or significantly influenced whole-school personal development strategies
  - Worked effectively with external agencies to support student wellbeing and safeguarding
  - Experienced in leading mental health or character education initiatives
  - Holds a Master's degree or equivalent professional development related to the role (desirable)
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### **Behaviour, Safeguarding and Inclusion Expertise**

- Strong working knowledge of Ofsted expectations for Behaviour & Attitudes and Personal Development
  - Confident in applying statutory guidance on safeguarding, exclusions, and attendance
  - Familiar with restorative practices and inclusive approaches to behaviour
  - Clear understanding of effective wellbeing and mental health provision
  - Knowledge of SMSC, character education, and appropriate systems for monitoring their impact
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### **Strategic Leadership and School Culture**

- Able to lead, inspire and hold both staff and students to high standards of conduct and professionalism
  - Strategic thinker with a track record of implementing and sustaining impactful pastoral systems
  - Skilled in developing and embedding consistent behaviour cultures across the school
  - Experienced in delivering high-quality whole-school CPD focused on inclusion, wellbeing, or behaviour
  - Data-literate: uses evidence and analysis to drive improvement and evaluate impact
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### **Communication and Stakeholder Engagement**

- Clear, confident communicator with credibility across all levels of the school community
  - Builds strong relationships with students, families, external agencies, and colleagues
  - Comfortable presenting to governors, inspectors and external partners with authority and professionalism
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### **Leadership Disposition and Professionalism**

- Models high expectations for student conduct, responsibility and personal growth
- Deeply committed to inclusion, equity, and the holistic development of every child
- Calm under pressure, solutions-focused, and resilient in the face of challenge
- Emotionally intelligent, reflective, and aligned with the values and ethos of the school

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### **Professional Standards and Leadership Ethos**

The Deputy Headteacher will exemplify the **Teachers' Standards** and **Headteachers' Standards (2020)**, demonstrated through:

- Leadership grounded in clarity, evidence, and purposeful delivery
  - Strategic planning and systems-thinking aligned to the school's educational mission
  - Instructional and operational leadership underpinned by high expectations and accountability
  - Relentless pursuit of high reliability, operational excellence, and educational equity
  - Precision in execution: from vision to measurable impact
  - Intelligent prioritisation to support a thriving, sustainable school culture
  - Authentic, values-driven leadership with unwavering professionalism
  - Transparent, reliable, and accountable at all times
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### **2025 – 2027 focus**

Plan and implement pastoral systems and processes for the school expansion to a PAN 224