

Hadrian Learning Trust Job Description and Person Specification

Post Title:	Assistant Headteacher – Personal Development	Director/Service/Sector:	Hadrian Learning Trust
Band:	Leadership Scale	Workplace:	Hexham Middle School - Part of HLT
Responsible to:	Head of School (HMS)	Date:	May 2026
Responsible for:	Curriculum Leaders (as assigned)	School:	Hexham Middle School

Responsible for:

The postholder will have responsibility for **personal development provision** across the school and will be at the forefront of ensuring our school ethos is embedded in everything we do. The successful candidate will be driving forward our vibrant personal development offer and will be at the forefront of supporting our pupils to thrive during their time in middle school. As part of our senior leadership team, you will work to know each of our pupils as individuals, work with them to identify and reduce any barriers to their belonging, engagement and achievement and ensure that all pupils can strive to achieve their full potential through an enriching personal development curriculum. The postholder will have a significant role in whole school improvement including leadership of the PSHE and RSHE curricula. You will have very high ambition for all pupils with a sharp focus on those who face disadvantage and have additional needs and vulnerabilities. You will believe that all pupils deserve the very best experiences and that the middle school years are fundamental in allowing pupils to thrive.

Responsibilities, duties and key result areas:

- Leadership and strategic development of the school's personal development curriculum including PSHE, RSHE and the school's assembly provision.**
 - Strategic planning and implementation of a coherent and contextual personal development curriculum across all year groups.
 - Strategic leadership of the implementation of school values and ethos throughout the personal development curriculum.
 - Strategic leadership to ensure equality of opportunity for all pupils with a sharp focus on provision of strong personal development experiences for pupils with SEND and those are disadvantaged.
 - Monitoring the quality of delivery and reviewing the impact of the curriculum and addressing any areas of improvement.
 - Design of effective PSHE and RSHE curricula including curriculum and assessment planning, resource provision, staff training and reviewing the quality of provision.
 - Plan and monitor the impact of a coherent, relevant and responsive school assembly programme for all year groups.
 - Oversee the provision within form time for all year groups ensuring robust coverage of the personal development curriculum.
 - Report on the impact of the curriculum and offer to senior leaders, trustees and other stakeholders as required.
 - Design and implement the school's approach to citizenship education.
 - Lead the school's sustainability approach and Climate Action Plan.
- Leadership of the extra-curricular, enrichment and experiences offer.**
 - Liaise with staff including Curriculum Leaders to plan and deliver an ambitious extra-curricular and enrichment programme.
 - Analyse the uptake regularly and take action to address any gaps or non-engagement.
 - Promote a culture whereby staff and leaders plan enriching opportunities for pupils through their subject

curricular. Seek new opportunities and experiences for pupils in all year groups.

- Lead the school's 'Great Experiences' commitment to ensure engagement for all pupils covering key aspects of skill and character development.
 - Report on the impact of the programme to senior leaders, trustees and other stakeholders as required.
 - Work closely with the SENDCo and other leaders to provide bespoke and targeted opportunities to enhance belonging, engagement and attendance.
- 3. Strategic leadership of the mental health and wellbeing provision including leadership of the 'Stay Safe and Well Curriculum'**
- Lead the school's mental health provision including signposting support, self-help and overseeing referral pathways as necessary.
 - Liaise closely with other leaders and staff to ensure that provision for mental health and wellbeing of pupils and staff is a priority.
 - Design and implement a coherent and contextual 'Stay Safe and Well Curriculum' ensuring pupils are equipped to stay physically and mentally healthy, as well as staying safe online and understanding risks.
 - Respond to emerging issues on a local, national and global level to ensure that pupils are prepared for the next steps of their education and life beyond school.
- 4. Strategic leadership of careers education, advice and guidance.**
- Oversee the design, implementation and impact review of the school's Careers Education Policy.
 - Design a coherent and enriching careers education programme including planning meaningful engagement with local and national employers.
 - Oversee the annual careers advice and guidance sessions for Year 8 pupils.
 - For each year group, ensure compliance with the Gatsby Benchmarks and promote a comprehensive careers education curriculum including engagement with employers.
 - Liaise with Curriculum Leaders to ensure that careers education is woven into subject curricular.
- 5. Leadership of wider pupil development including character education, pupil voice and pupil leadership.**
- Lead the school's approach to pupil voice and leadership by providing opportunities for additional responsibility across each year group such as Head Pupils, HMS Council and other leadership roles.
 - Oversee the delivery of the pupil voice approach to ensure that pupils understand that their voice is heard in whole school decision-making.
 - Design, implement and review the approach to character education including the implementation of the whole school skills programme.

Other responsibilities

- To contribute to the continuing improvement of the school as part of the Senior Leadership Team.
- To prepare and report to the Executive Headteacher, Head of School and Trustees as necessary.
- To carry out daily duties as part of the Senior Leadership Team as directed.
- To attend occasional meetings during evening hours, weekends or in school holidays as required.
- The postholder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated, and services delivered in a fair and consistent manner.
- The postholder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take a proactive approach to health and safety matters in order to protect both oneself and others.
- The postholder will be required to comply with all Trust policies.

Work Arrangements

Transport requirements:	None			
Working patterns:	Trust working hours / pattern for Senior Leadership Team			
Working conditions:	Office and Classroom based			
	Normally indoors; there may be occasions where you would be required to work at QEHS, Hexham Middle School or other school within the Trust			
PERSON SPECIFICATION				
Essential		Desirable		
Assess by				
Qualifications				
<ul style="list-style-type: none"> A DfE recognised teacher qualification and Qualified Teacher Status (QTS) Educated to degree level or beyond 		<ul style="list-style-type: none"> NPQ for Senior Leadership or working towards securing an equivalent leadership qualification currently Careers leadership qualification Senior Mental Health Lead training or working towards an equivalent qualification 		(a), (t), (g)
Experience				
<ul style="list-style-type: none"> Successful leadership at senior or middle leadership level Track record of successful whole school leadership to improve provision and enhance the wider experience of pupils Experience in developing wider curriculum provision or reform in an area of focus relevant to this post engaging with current and forward-thinking perspectives and research Experience of developing others such as team leadership, line management and coaching Successful experience of managing change Experience of leading a school or departmental calendar to oversee logistics and operational demands 		<ul style="list-style-type: none"> Successful senior leadership experience Outstanding track record as a teacher Evidence of leading whole school change Experience in preparing for inspection 		(a), (i), (g)
Knowledge and Skills				
<ul style="list-style-type: none"> Detailed knowledge of personal development curriculum design to ensure exceptional opportunities for all pupils Detailed knowledge of the Ofsted expectations of personal development, enrichment and engagement Knowledge of PSHE and RSHE curriculum design and legal requirements Knowledge of promoting personal development across the curriculum A strong commitment to inclusion and raising the achievement, engagement and belonging of pupils with special educational needs and those who face disadvantage Able to communicate very effectively including with a wide range of external stakeholders Able to manage complex logistical planning, 		<ul style="list-style-type: none"> Relevant and recent knowledge of the renewed Ofsted Inspection Framework and personal development and well-being criteria Knowledge and skills in collecting, analysing and interpreting data to drive improvement 		(a), (i), (t)

<p>coordination and event management</p> <ul style="list-style-type: none"> ▪ To inspire and motivate teachers and support staff; to model good practice, and develop a whole school commitment to personal development ▪ Interpersonal and communication skills to build effective, productive relationships with families, pupils, teachers, and external professionals and visitors ▪ Clear and concise written communication skills ▪ Analytical and problem-solving skills to analyse school, local and national data to inform appropriate strategies and interventions ▪ Creativity and the ability to think about problems, formulate solutions and lead change ▪ Knowledge of how curriculum should be planned and sequenced to take account of starting and end points for learners ▪ An understanding of inclusion and how equality of opportunity can be addressed in mainstream schools ▪ Excellent organisational skills 		
Personal attributes		
<ul style="list-style-type: none"> ▪ Willingness to contribute to the wider life of the school ▪ Able to work as part of a team as well as a leader ▪ Empathy and emotional intelligence to recognise and be sensitive to the needs of pupils and parents/carers ▪ Approachability, accessibility and flexibility; good personal presence ▪ Resilience and the ability to manage difficult situations ▪ Able to build relationships that bring people with you and ensure pupils, family and staff trust your judgements ▪ An enthusiasm and joy for working with young people of all needs and abilities ▪ A passion for education and the impact that good teaching can have on the lives of children and young people 		(i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.