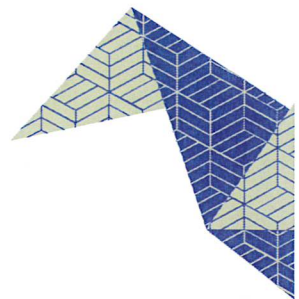


Bishop's Hatfield Girls' School



Application Pack

Assistant Headteacher: Behaviour, Personal Development & Inclusion



**APPLICATION
INFORMATION AND
GUIDANCE**



**PERSON
SPECIFICATION**



**JOB
DESCRIPTION**

**APPLY NOW
VIA
MYNEWTERM**

**DEADLINE FOR APPLICATIONS:
MONDAY 27TH APRIL, 9AM**



Application Information and Guidance

Assistant Headteacher (Behaviour, Personal Development and Inclusion)

Thank you for your interest in this post and in our school. Before making an application, we strongly recommend exploring our website which gives you a good feel for our ethos and values. It also provides details on our systems, policies and structures. No website can ever fully do justice to a school and so we very much encourage potential candidates to visit the school prior to completing an application; after all, Bishop's has to be the right choice for you as well as for us.

Despite what might be implied by its name, Bishop's Hatfield Girls' School is not a faith school. The school was founded in 1960 as Hatfield Girls' Grammar School and it became comprehensive and changed its name in the 1970s. We are proud of our comprehensive intake and celebrate the diversity of our pupils and staff. We are a forward-thinking school, keen to learn from others and to seek new ways for all members of our school community to 'achieve their potential and enjoy the journey'. If you want to become part of this journey and help us to provide the best possible support for our students, then we would like to hear from you. Please use the Person Specification as a guide for your supporting statement, but we are not a 'checklist school'. As much as anything we are looking for candidates who have the ability and vision to contribute widely to the strategic leadership of the school, not just within the Job Description for this post.

Your supporting statement (Section 7 in MyNewTerm) should not exceed the equivalent of 2 sides of A4 (font size no smaller than point 10)

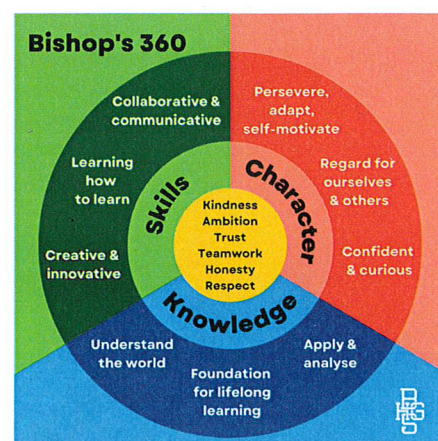
The statement should address the Person Specification, giving particular attention to:

- How your experience to date has prepared you for this post
- Recent examples of how your work has improved the lives of pupils
- Why Bishop's Hatfield Girls' School is of particular interest to you

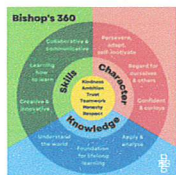
If you have any queries about the application process, or if you would like to arrange a visit to look around the school, please do not hesitate to contact Sally Fullerton,
Headteachers' PA

sfullerton@bishophatfield.herts.sch.uk or call the school to make an appointment.

One of your referees must be the Headteacher of your current school, if you are currently employed as a teacher. Please note that, if you are shortlisted, your references will be taken up before the interview day.



Person Specification – Assistant Headteacher (Behaviour, Personal Development & Inclusion)



The list below is not exhaustive, nor is it essential for candidates to have extensive experience in all aspects. We are looking for the right person who has the drive and ambition to help shape the future of our school.

Educational Qualifications/Training

- Honours Degree
- DfE recognised Qualified Teacher Status
- Relevant and recent CPD

Professional Experience

- A highly effective teacher with successful teaching experience gained, ideally in more than one school
- Proven successful experience in a middle leadership post in a secondary school for 3 or more years.
- Track record of successfully leading staff teams whose collaborative work has had a significant impact on student personal development and achievement
- Proven track record of analysis, evaluation and communication of pupil data to ensure positive outcomes.
- Experience of managing student behaviour to support positive student engagement and to remove barriers to learning
- Experience of the roles and responsibilities involved in the safeguarding of pupils, ideally as a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Knowledge - *The successful candidate will need to demonstrate knowledge and understanding of:*

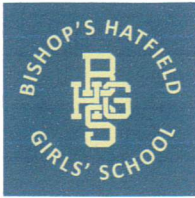
- National performance measures for schools
- How to use data effectively to monitor and improve standards
- The KCSiE statutory framework
- The role of outside agencies in supporting pupil behaviour and personal development
- Evidence-informed approaches and principles that support the highest quality teaching and learning
- Current educational developments and thinking
- The latest Ofsted framework.

Qualities, Skills and Competencies- *We are looking for someone who:*

- Can lead by example and creates a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection
- Has the ability to lead and adapt to change, being able to assess new ideas carefully and implement them if they will improve pupil outcomes
- Has the ability to think strategically with imagination, vision, creativity and originality
- Can make tough decisions and have challenging conversations when needed
- Can plan, organise and delegate effectively
- Is a team player who will enjoy the support, collegiality and professional challenge from our welcoming senior leadership team
- Has a strong track record of effecting improvement in themselves and others
- Has energy, commitment and an attention to detail
- Has excellent interpersonal and communication skills, both orally and in writing.
- Has excellent organisational skills, working with accuracy and reliability.
- Demonstrates a high level of competence in using ICT.

We are looking for someone who shares our strong commitment to inclusion and improving pupil outcomes for all, demonstrating that they:

- Care deeply about improving the life chances of every pupil, believing every pupil can succeed
- Demonstrate the strongest commitment to equality, diversity and inclusion
- Uphold the commitment to safeguarding and promoting the welfare of children and young people
-all whilst retaining a positive outlook and sense of proportion - with a good sense of humour!



Bishop's Hatfield Girls' School - Job Description



Assistant Headteacher Behaviour, Personal Development & Inclusion

<p>Date reviewed: April 2026</p> <p>Salary range: L10-15</p> <p>Reports to: Deputy Headteacher / Headteacher</p>	<p>Purpose of the job</p> <p>To play a strategic role under the overall direction of the Headteacher in:</p> <ul style="list-style-type: none"> ● raising standards and maximising student achievement ● supporting the school in keeping all students safe ● developing policy and practice that helps the school to achieve its vision and uphold its ethos and values ● ensuring an inclusive approach is taken in all decision-making, prioritising vulnerable and disadvantaged learners
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Job context

The Senior Leadership Team comprises the Headteacher, two Deputy Headteachers, three Assistant Headteachers and the Business Manager. An Associate Assistant Headteacher role is available as required to increase capacity within the SLT and to facilitate staff professional development. All members of SLT share in the general organisation, forward planning and day to day running of the school.

The postholder will work closely with the Deputy Head: Pastoral, Behaviour and Inclusion. The precise nature of duties are likely to evolve in order to facilitate individual professional development and ensure equitable workload across the SLT.

- Main areas of responsibility and accountability**
- Work with the Deputy Headteacher, Pastoral: Behaviour and Inclusion to lead the strategic development of behaviour for learning and pupil personal development at the school in order to ensure that all pupils are able to 'achieve their potential and enjoy the journey'.
 - Undertake the role of Designated Safeguarding Lead (following appropriate training), leading and managing a team of Deputy Designating Safeguarding Leads
 - To work with all staff to ensure that behaviour management systems are clear, effective and consistently implemented.
 - Work with students and staff to strengthen the sense of belonging and community across the school.
 - Champion, promote and monitor opportunities for pupil personal development.
 - Oversee attendance improvement plans, working closely with families to remove barriers and promote belonging.
 - Use data-driven analysis to identify trends, implement preventative strategies and support students at risk of disengagement - reporting to SLT and other stakeholders as required.
 - To collaborate with key staff and external agencies to ensure that barriers to learning for disadvantaged learners and learners with SEND are overcome

- Knowledge / skills / expertise**
- To communicate compellingly the school's vision and drive strategic leadership, empowering all pupils and staff to succeed.
 - To hold and articulate clear values and moral purpose.

- To adopt a proactive and innovative approach to the role, retaining a positive, problem-solving outlook
- To maintain commitment to personal subject knowledge, skills and expertise in fulfilling the needs of this post.
- To demonstrate optimistic personal behaviour, positive relationships and attitudes towards our students and staff, and towards parents, governors, and members of the local community.
- To lead by example – with integrity, creativity, resilience, and clarity – drawing on own scholarship, expertise, and skills, and that of those around them.
- To sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development.

Performance Appraisal and Personal

- To support, guide and motivate team members and support staff as applicable.
- To ensure that appropriate performance appraisal arrangements are in place and maintained.
- To performance appraise and line manage staff as required, planning, monitoring and reviewing staff performance in line with school policies
- To set challenging objectives for continuous professional development of staff, in line with capability standards where required.
- To develop and enhance the practice of others to reflect school, curriculum area and individual needs/aspirations.
- To support the recruitment and retention of staff
- To be mindful of staff wellbeing and workload when working with staff and managing change

School level

- To secure commitment to the school's vision by contributing significantly to the school's planning (both short and long term) and provide leadership to whole school developments
- To lead on, and support staff with, creating opportunities to develop all aspects of the Bishop's 360
- To contribute to school self-evaluation and school improvement planning.
- Development, organisation and implementation of relevant school policies.
- To maintain, as appropriate, communication with internal stakeholders (eg staff, governors and parents/carers) and external agencies (eg. DfE, HfL).
- To set expectations for high standards within and beyond the school, recognising differences and respecting and promoting inclusion, equality and diversity in all aspects of the school.
- To provide a safe, calm, and well-ordered environment for all students and staff, focused on safeguarding students and developing their positive behaviour in school and in the wider society.
- To help to create an outward-facing school which works with other schools and organisations – in a climate of mutual challenge - to champion best practice and secure best outcomes for all pupils.
- To deputise for other members of SLT as and when appropriate.

Additional specific responsibilities

- Teaching across the age and ability range.

Equalities

Be aware of and support difference and ensure that all students and staff have equality of access to opportunities to learn and develop.

Health and Safety

Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection; and report all concerns to the appropriate person.

Disclosure and Barring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the school's pre-employment checks.

Additional Information

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The specific nature and balance of these responsibilities will vary according to the strengths of the successful candidate and how these complement the Senior Leadership Team overall. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. On occasion the postholder may be required to undertake any professional duties of the Headteacher reasonably delegated by the Headteacher.

All staff are responsible for the safeguarding of pupils and for compliance with the school's code of conduct.

All staff are required to participate in training and other learning activities and in performance appraisal, as required by the school's policies and practices.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Professional standards

Employees are expected to be courteous to colleagues and provide a welcoming environment to parents/carers, visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

All members of teaching staff are required to meet the standards of Qualified Teacher Status as defined in the Teachers' Standards.

All members of staff are required to comply with the overall conditions of employment as defined in the latest DfE School Teachers' Pay and Conditions Document.