

## Job Description

<b>Job role</b>	<b>Assistant Headteacher:</b> Inclusion, Personal Development, Wellbeing
<b>Line Manager</b>	Headteacher
<b>Salary</b>	L12-18
<b>Hours</b>	Full-time Permanent. Approx. 20-30% teaching commitment.

### DESCRIPTION OF THE ROLE

The Assistant Headteacher will provide strategic leadership across Inclusion, Personal Development and Student Wellbeing, ensuring that all students are supported to thrive academically, socially and personally. The role will champion an inclusive culture in which every student feels safe, valued and able to achieve their full potential.

The postholder will lead key aspects of the School's Personal Development provision, ensuring high-quality opportunities beyond the classroom which develop character, resilience, leadership and a strong sense of belonging. They will ensure that provision for disadvantaged and vulnerable students is highly effective, evidence-informed and impactful. The Assistant Headteacher will contribute fully to the strategic leadership of the School as a member of the Leadership Team, supporting the delivery of the School's vision and improvement priorities.

As a member of the Leadership Team, the specific portfolio of responsibilities may evolve over time in line with the needs and priorities of the School. The postholder will be expected to demonstrate flexibility and a willingness to adapt their leadership responsibilities as required by the Headteacher in order to support the strategic development of the School.

### SPECIFIC AIMS AND KEY RESPONSIBILITIES

Strategic leadership of Inclusion, Personal Development and Wellbeing to include, but not limited to, the following:

#### Inclusion

1. Provide strategic leadership for the School's inclusive ethos, ensuring that all students feel supported, valued and able to succeed.
2. Lead provision for disadvantaged and vulnerable students including, but not limited to:
  - Pupil Premium students
  - Looked After Children (LAC) and previously Looked After Children (pLAC)
  - Young Carers
  - Students experiencing social, emotional or contextual challenges



3. Work closely with the SENCO, pastoral leaders, Subject Leaders, Heads of Faculty and safeguarding team to ensure alignment of provision and effective support for students.
4. Monitor attendance, progress and engagement of vulnerable groups, ensuring timely and effective intervention where required.
5. Ensure strategies are evidence-informed and demonstrate measurable impact.
6. Contribute to reporting and evaluation relating to disadvantaged and vulnerable groups.

### **Personal Development**

1. Provide strategic leadership for the School's Personal Development provision.
2. Ensure a coherent and high-quality programme in accordance with the School's stated values, promoting character development, leadership, resilience and confidence.
3. Promote opportunities for students to develop independence, responsibility and leadership skills.
4. Ensure provision reflects the School's ethos and contributes to students' wider development beyond academic achievement.
5. Ensure the School's provision meets expectations for Personal Development.

### **Student Wellbeing**

1. Lead the School's strategic approach to student wellbeing, ensuring effective systems are in place to support students' emotional and physical health.
2. Promote a culture in which wellbeing is prioritised and support is accessible.
3. Ensure early identification of need and appropriate support for students experiencing difficulties.
4. Work with pastoral teams to ensure consistency of approach across year groups.

### **Mental Health**

1. Act as the School's Senior Mental Health Lead.
2. Develop and implement a whole-school approach to mental health and emotional wellbeing.
3. Coordinate appropriate training and support for staff.
4. Work with external agencies where appropriate.
5. Monitor and evaluate the impact of provision.

### **Medical and First Aid**

1. Provide strategic oversight of medical provision and first aid across the School.



2. Ensure appropriate procedures, training and record-keeping systems are in place.
3. Ensure compliance with statutory responsibilities relating to medical needs.
4. Oversee policies relating to supporting students with medical conditions.

### **Careers Education**

1. Provide strategic leadership for Careers Education, Information, Advice and Guidance (CEIAG).
2. Ensure the School meets statutory responsibilities and Gatsby Benchmarks.
3. Ensure students receive high-quality guidance to support informed decisions about future pathways.
4. Develop links with employers, higher education providers and external organisations.

### **Trips and Visits (Educational Visits Co-ordinator – EVC)**

1. Act as the School's Educational Visits Co-ordinator (EVC).
2. Ensure all trips and visits are appropriately planned, safe and educationally purposeful.
3. Ensure robust systems and procedures are in place.
4. Support staff in planning high-quality educational visits.
5. Monitor participation rates and promote equitable access for all students.

### **Extra-Curricular Provision**

1. Provide strategic leadership for extra-curricular provision.
2. Ensure a broad and inclusive programme of opportunities is available to students.
3. Promote participation across all student groups.
4. Monitor engagement and participation levels, particularly for disadvantaged students.

### **House System**

1. Lead and develop the School's House system.
2. Ensure the House system promotes belonging, participation and leadership opportunities.
3. Develop opportunities for competition, collaboration and student leadership.
4. Ensure the House system contributes positively to the School's culture and ethos.

### **Safeguarding responsibilities**

All school staff have a responsibility to safeguard and promote the welfare of children and young people. Safeguarding and promoting the welfare of children is defined as:



1. Providing help and support to meet the needs of children as soon as problems emerge.
2. Protecting children from maltreatment, whether that is within or outside the home, including online.
3. Preventing the impairment of children's mental and physical health or development.
4. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
5. Taking action to enable all children to have the best outcomes.

### **Other Duties**

As a member of the Leadership Team, the postholder will contribute to whole-school leadership priorities as directed by the Headteacher. The postholder will be responsible for managing various budgets, including the Pupil Premium budget and setting our strategic direction. The allocation of responsibilities may vary over time to reflect the strategic needs of the School.

## **MANAGEMENT OF PEOPLE**

Line management responsibilities will be confirmed by the Headteacher and will likely include colleagues involved in:

- Personal Development provision (PD Curriculum Lead)
- Careers education (Head of Careers and Higher Education)
- Educational visits (Trips and Payments Officer)
- Inclusion (SENCO)
- Other relevant areas linked to the postholder's responsibilities (House Leaders; DofE Manager)

There may also be scope for the postholder to line manage teaching and/or support staff within Faculty or Year team structures where this supports the effective leadership and organisation of the School.

Line management responsibilities may change over time in response to the evolving needs of the School.

## **CONTACTS AND RELATIONSHIPS**

1. Develop and maintain effective relationships with all stakeholders to promote student wellbeing and development.
2. Communicate effectively with all stakeholders regarding provision and support.



3. Develop effective partnerships with external agencies to support students and families.
4. Represent the School positively within the wider community.

## GENERAL

**Equal Opportunities** - The post holder is required to carry out the duties in accordance with Bourne Grammar School's Equality policy.

**Health and Safety** - The post holder is required to carry out the duties in accordance with Bourne Grammar School's Health and Safety policies and procedures.

Job Description written/updated by [Line Manager]:

Name: ..... Signature: ..... Date: .....

Job Description agreed by [Post holder]:

Name: ..... Signature: ..... Date: .....

## AHT Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ol style="list-style-type: none"> <li>1. Degree</li> <li>2. Qualified Teacher Status</li> </ol>	<ul style="list-style-type: none"> <li>• Professional development in preparation for a leadership role</li> <li>• Further professional development in areas relating to inclusion, wellbeing, personal development or leadership</li> </ul>
<b>Relevant Experience</b>	<ol style="list-style-type: none"> <li>1. Proven experience of school-based leadership and management</li> <li>2. Demonstrable experience of successful line management and staff development</li> <li>3. Experience of working with students across a range of needs</li> </ol>	<ul style="list-style-type: none"> <li>• Experience of leading provision relating to personal development, inclusion or wellbeing</li> <li>• Experience of working with disadvantaged or vulnerable students</li> </ul>



	<ol style="list-style-type: none"> <li>Experience of contributing to school self-evaluation and development planning</li> </ol>	<ul style="list-style-type: none"> <li>Experience of leading or coordinating whole-school initiatives</li> <li>Experience of working with external agencies</li> </ul>
<b>Skills and Knowledge</b>	<ol style="list-style-type: none"> <li>Understanding of high-quality teaching and the ability to model this for others and support others to improve</li> <li>Effective communication and interpersonal skills</li> <li>Ability to communicate a clear vision and inspire others</li> <li>Ability to build effective working relationships and work collaboratively</li> <li>Strong organisational skills and ability to manage multiple priorities</li> <li>Understanding of the importance of inclusion and student wellbeing</li> <li>Ability to use evidence and data to inform decision making</li> </ol>	<ul style="list-style-type: none"> <li>Knowledge of effective practice relating to inclusion, personal development or wellbeing</li> <li>Awareness of current developments relating to Personal Development</li> <li>Experience of leading enrichment or extra-curricular provision</li> </ul>
<b>Personal Qualities</b>	<ol style="list-style-type: none"> <li>A commitment to and passion for achieving the best possible outcomes for all pupils and promoting the ethos and values of the school</li> <li>Ability to work flexibly and under pressure, prioritising effectively</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li> <li>Professional integrity and sound judgement</li> <li>Ability to remain calm and diplomatic under pressure</li> <li>Tact and discretion in all interpersonal relationships with pupils, parents and colleagues</li> <li>Enthusiasm, energy and commitment</li> <li>Resilience, stamina and a positive outlook</li> <li>Ability to contribute positively to the Leadership Team</li> </ol>	



<b>Working with Children and Safeguarding</b>	<ol style="list-style-type: none"><li>1. Must be aware of and adhere to the safeguarding procedures of the School and those prescribed by statutory guidance</li><li>2. Commitment to the safeguarding and welfare of children and young people</li></ol>	
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