



JOB DESCRIPTION | Assistant Principal – Behaviour & Attitudes

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| Reports to: | Senior Vice Principal |
| Hours of work: | Teachers Directed Time – 1265 hours over 39 weeks of the year |
| Salary Grade and Point: | Leadership Pay Scale 11 – 15 |

ROLE VISION

To provide strategic and operational leadership for behaviour, attitudes, attendance and culture across Ormiston Denes Academy, ensuring that every student can learn, thrive and succeed in a safe, orderly and inclusive environment. The Assistant Principal will champion the academy's commitment to aspiration, integrity and respect, embedding "The Denes Way" through consistently high expectations, strong relationships and a culture of care and rigour. Working collaboratively with staff, students, families and external partners, they will ensure that behaviour and attitudes support exceptional learning, personal development and positive life outcomes for every young person.

PURPOSE OF THE ROLE

The Assistant Principal for Behaviour and Attitudes will lead the academy's strategy for creating a calm, safe and purposeful learning environment where all students demonstrate positive attitudes to learning, excellent conduct and high levels of attendance. The postholder will drive continuous improvement in behaviour systems, pastoral support and student conduct, ensuring that academy expectations are consistently understood, modelled and upheld by all members of the school community.

The successful candidate will play a pivotal role in securing outstanding standards of behaviour and inclusion by:

- Promoting the academy's core values of Aspiration, Integrity, Respect and Kindness in every aspect of school life.
- Developing a culture where students take responsibility for their behaviour, demonstrate self-discipline and contribute positively to the academy and wider community.
- Ensuring behaviour systems are implemented consistently, fairly and effectively, supporting all students to achieve their full potential.
- Building strong partnerships with parents, carers and external agencies to secure positive outcomes for vulnerable and disadvantaged students.
- Supporting staff to maintain high standards through coaching, professional development and clear accountability.
- Contributing to the wider strategic leadership of the academy and the mission of the Ormiston Academies Trust to create schools where every child can excel, enjoy challenge, share what is best and feel included.

LEADERSHIP STATEMENT

As a member of the Senior Leadership Team, the Assistant Principal for Behaviour and Attitudes will be a visible and influential leader who places students at the centre of every decision. They will embody the academy's belief that high standards and strong relationships are mutually reinforcing, ensuring that all students are safe, cared for, challenged and empowered to become confident, resilient and successful young people.

KEY ROLES AND RESPONSIBILITIES

Leadership of Behaviour, Attitudes and Pastoral Provision

- Provide professional leadership to ensure high standards of behaviour and attitudes in line with the Common Inspection Framework and Academy priorities.
- Lead the development of a positive, inclusive behaviour ethos underpinned by consistent staff practice.
- Oversee the effective implementation and monitoring of the Academy Behaviour Policy, providing support and challenge where required.
- Develop, implement and evaluate targeted intervention strategies for identified groups of students to improve behaviour and attitudes.
- Champion restorative practices across the Academy.
- Lead the Academy rewards programme.
- Coordinate appropriate external referrals and quality assure alternative provision in conjunction with the Senior Vice Principal.

Pastoral Leadership and Line Management

- Lead and manage the pastoral team, ensuring consistent application of Academy policies and procedures.
- Line manage designated pastoral and curriculum leaders as directed by the Principal and reviewed annually.
- Be accountable for the performance, development and effectiveness of teams within the designated remit.
- Support and challenge line-managed staff to ensure their work reflects the Academy's ethos, mission and strategic priorities.
- Act as a positive role model and promote teamwork and effective professional relationships.

Operational and Strategic Leadership

- Contribute to the development, implementation and evaluation of the Academy Development Plan and Self-Evaluation documentation.
- Actively contribute as a member of the Senior Leadership Team.
- Work in partnership with the Principal, senior leaders and Governors to support strategic direction and accountability.
- Deputise for the Principal and Vice Principal as required.
- Lead or oversee the development and review of policies related to Behaviour and Attitudes.
- Ensure pastoral provision promotes and reflects the Academy's distinctive ethos, virtues and mission.

Curriculum and Personal Development

- Work with SLT to ensure the delivery of a high-quality, inclusive and cost-effective curriculum for specific students or groups.
- Lead and support the development and delivery of the Pastoral Curriculum, Character Education and Personal Development provision.
- Ensure pastoral and curriculum developments align with national expectations and best practice.

Staffing and Professional Development

- Identify staff development needs and contribute to the design and delivery of appropriate professional development programmes.
- Undertake appraisal reviews and act as reviewer for designated staff.
- Participate in recruitment, selection and induction of teaching and support staff as required.
- Ensure the efficient and effective deployment of teaching and support staff within the agreed remit.

Quality Assurance and Improvement

- Establish and maintain effective quality assurance systems within areas of responsibility.
- Set, monitor and evaluate relevant targets (e.g. reducing exclusions, improving attendance and engagement).
- Monitor and evaluate the work of pastoral and curriculum teams against agreed quality standards and performance criteria.
- Use evaluation outcomes to drive improvement and ensure alignment with the Academy Strategic Plan.

Management Information and Reporting

- Ensure accurate and up-to-date student information is maintained on the management information system.
- Analyse performance and behaviour data to identify trends, risks and priorities for action.
- Produce reports for SLT, Governors and within the quality assurance cycle as required.

Communication and Partnerships

- Ensure those line-managed fully understand their roles and responsibilities.
- Communicate effectively with parents and carers as appropriate.
- Liaise with partner academies and external agencies, including the Local Authority and social care professionals.
- Provide timely and relevant information to the Principal and Governing Body.

Resource Management

- Manage staffing, accommodation, budgets and resources efficiently within delegated authority.
- Act as a cost centre holder where appropriate and maintain accurate records in line with Academy procedures.

Teaching Commitment

- Undertake a programme of teaching in accordance with the duties of a standard-scale teacher and agreed lesson allocation.

GOAL SETTING AND PROFESSIONAL DEVELOPMENT

Participating in the Academy's arrangements for goal setting as per the OAT Goal Setting Policy, professional development and the Academy's arrangements for quality assurance and internal verification.

GENERIC RESPONSIBILITIES

- To carry out all responsibilities regarding the Academy's Safeguarding policies and procedures.
- To comply with all Health & Safety at work requirements as laid down by the Academy.
- To undertake such other duties appropriate to the grade of the post as the Principal may from time to time reasonably determine.

FLEXIBILITY CLAUSE

Other duties and responsibilities, express and implied, which arise from the nature and character of the post within the Academy's (or section) mentioned above or in a comparable post in any of the Academy's other sections or departments.

VARIATION CLAUSE

This is a description of the job as it is constituted at the date shown. It is the practice of this Academy to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Principal reserves the right to make changes to your job description following consultation.

CONTEXT

All staff are part of a whole Academy team. Everyone is required to support the values and ethos of the Academy and Academy priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy.

This statement is in addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

PERSON SPECIFICATION | Assistant Principal – Behaviour & Attitudes

| Criteria | Essential | Desirable |
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| Qualifications and Training | <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree or equivalent qualification • Evidence of continued professional development relevant to leadership | <ul style="list-style-type: none"> • National Professional Qualification for Senior Leadership (NPQSL) or equivalent • Relevant training in safeguarding, behaviour management or restorative practices |
| Experience | <ul style="list-style-type: none"> • Significant experience of successful teaching and learning at secondary level • Proven experience of leadership and management within a school setting • Experience of leading behaviour, pastoral systems or student welfare provision • Experience of line managing staff and leading teams • Experience of using data to drive improvement and monitor performance • Experience of working with external agencies to support student outcomes | <ul style="list-style-type: none"> • Experience at senior leadership level • Experience of leading whole-school behaviour strategy or pastoral improvement • Experience of alternative provision or managed moves |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Strong understanding of behaviour management strategies and inclusive practice • Knowledge of current educational policy, including the Ofsted Education Inspection Framework • Understanding of safeguarding, child protection and statutory responsibilities • Knowledge of effective pastoral systems and student support strategies • Understanding of equality, diversity and inclusion in education | <ul style="list-style-type: none"> • Understanding of restorative and/or trauma-informed approaches • Knowledge of personal development, character education and pastoral curriculum design |
| Skills and Abilities | <ul style="list-style-type: none"> • Strong leadership and management skills with the ability to inspire and motivate others • Ability to analyse and interpret complex data to inform strategic decision-making • Excellent organisational and strategic planning skills • Highly effective communication skills, both written and verbal • Ability to manage change and lead whole-school improvement • Strong problem-solving and decision-making skills | |

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| | <ul style="list-style-type: none"> • Ability to build and sustain positive relationships with students, staff, parents and external partners • Ability to hold others to account while providing support and challenge | |
| Personal Qualities | <ul style="list-style-type: none"> • Commitment to high standards of behaviour, achievement and personal development for all students • Demonstrates integrity, professionalism and accountability Resilient, adaptable and able to work effectively under pressure • Commitment to the Academy's ethos, values and inclusive approach High level of emotional intelligence and commitment to student wellbeing • Reflective and committed to continuous professional development | |
| Other Requirements | <ul style="list-style-type: none"> • Willingness to undertake a teaching commitment alongside leadership responsibilities • Commitment to safeguarding and promoting the welfare of children and young people • Ability to work flexibly to meet the demands of the role | |