



# JOB DESCRIPTION

## Acting Extended SLT

<b>REPORTS TO:</b>	Senior Leader
<b>PAYSCALE:</b>	L8 - L13
<b>LOCATION</b>	Mark Hall Academy
<b>TERMS:</b>	You will be required to meet the general requirements of the post as specified in the School Teachers Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher
<b>CONTRACT:</b>	Fixed term until 31 <sup>st</sup> August 2027

### **PURPOSE OF THE JOB**

The Extended SLT member will provide operational leadership and strategic pastoral support in priority areas set by the school and Trust. Operating below Assistant Headteacher level, the postholder will strengthen leadership capacity across behaviour, attendance, safeguarding and inclusion, and act as a bridge between middle leadership and SLT.

The role focuses on improving behaviour, culture and outcomes for vulnerable pupils through the consistent delivery of key pastoral systems, including behaviour management, reintegration, attendance, managed moves, reduced timetables and safeguarding processes.

The postholder will contribute professional insight to senior leaders but will not hold full SLT decision-making autonomy, instead supporting the consistent implementation of strategic pastoral priorities across the school.

#### **Liaison with:**

- The post-holder is expected to liaise with parents and carers, members of the community, all members of staff within the Academy and other Trust members of staff who may be on site.

## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Responsibilities are broad in scope and indicative. They will be reviewed and refined regularly by the Headteacher to ensure alignment with evolving school and Trust priorities.

### Strategic Support and Implementation

- Support the delivery of the school improvement plan by leading defined strands or initiatives under the direction of an Assistant Headteacher or SLT lead.
- Translate strategic direction into consistent operational practice within allocated areas (e.g., key stages, curriculum areas, behaviour systems).
- Provide professional insight and challenge within SLT meetings, contributing to informed decision-making.
- Model the school's values and high expectations across all aspects of school life.
- Meet DHT fortnightly to lead on intervention strategies for the behaviour and attendance "Top 10s".
- Build, over time, a culture of positivity, aspiration and high expectations so that suspensions and permanent exclusions reduce, attendance improves, and gaps close for PP and SEND students.

### Teaching, Learning, and Curriculum

- Support curriculum and teaching priorities by working with subject and phase leaders to embed high-quality, evidence-informed practice.
- Undertake learning walks, developmental observations, and curriculum reviews as directed by an SLT lead.
- Analyse departmental data, identifying trends and supporting targeted intervention planning.
- Deliver or support CPD sessions within allocated curriculum or pedagogical areas.

### Staff Leadership and Development

- Line-manage identified staff (teachers or middle leaders), ensuring clarity of expectations, regular feedback, and ongoing development.
- Coach and mentor teachers or aspiring leaders, supporting professional growth under the direction of Senior Leaders.
- Support performance development processes by providing evidence, feedback, and capacity-building within designated teams.
- Reinforce consistent staff adherence to school policies and professional standards.
- Lead on PEPs for LAC students, working closely with the SENCO/Inclusion Lead.
- Maintain oversight of RASHENS and delegate actions to non-teaching Heads of Year where appropriate.

### Behaviour, Culture, and Inclusion

- Provide operational leadership in behaviour, attendance, and pastoral systems as directed by SLT.
- Maintain strong visibility throughout the school day, supporting routines, transitions, and conduct in line with whole-school expectations.
- Work collaboratively with the pastoral team and leaders to identify vulnerable pupils and coordinate targeted responses.
- Promote inclusive, emotionally attuned pastoral approaches across all interactions with pupils and staff.
- Deliver weekly positive messages in assemblies and daily messages during line-ups, where possible, to reinforce expectations, routines and culture.
- Drive weekly rewards, recognition and positivity initiatives, including sharing excellent classwork and positive student examples in assembly.
- Ensure form-time routines are followed consistently every day, including uniform and equipment checks, safeguarding tasks, PSHE tasks and reading.
- Ensure students receiving sanctions are dealt with calmly, separately and with dignity.
- Ensure punctuality to school and lessons is prioritised, tracked and followed up.
- Lead on Let's Talk and emotionally based school avoidance strategies.

- Ensure uniform and equipment issues are followed up promptly by form tutors, with financial support provided for PP students where necessary.

## Operational Delivery

- Lead delegated operational areas such as duty rotas, student leadership, enrichment programmes, transition arrangements, examinations support, or rewards systems.
- Ensure operational tasks are delivered effectively, consistently, and in accordance with Trust policy and statutory requirements.
- Provide support for key calendared events, including parents' evenings, open evenings, celebration events, and intervention programmes.
- Use data and operational insights to propose solutions and improvements to SLT.
- Lead reintegration meetings at appropriate times, including deciding when a student is ready to return to normal circulation.
- Lead off-site direction processes, including meetings, safeguarding checks and all required paperwork for both short-term and long-term placements.
- Oversee admissions, leavers, managed moves and transition processes, ensuring timely information sharing for new starters and completion of processes within statutory timeframes.
- Lead on reduced timetables, ensuring all paperwork is completed and signed by the Head of School/Executive Headteacher before any reduced timetable begins.
- Ensure all relevant pastoral paperwork is uploaded to MyConcern and that suspensions are not closed until the agreed intervention has been completed to a satisfactory standard, for example a diversity course, respect course or apology letter.

## Safeguarding Responsibilities

- Uphold all safeguarding policies and contribute to safeguarding processes under the direction of SLT.
- Report concerns promptly and accurately, supporting casework where required.
- Promote a culture of safety, wellbeing, and awareness across the school.
- Support senior leaders with suspension recommendations, including ensuring the wording is accurate, proportionate and evidence based.

## Stakeholder Relations and Communication

- Maintain productive communication with parents, carers, and external partners, promoting a solutions-focused approach.
- Represent the school professionally within internal and external forums as directed by SLT.
- Ensure clear, timely, and accurate communication with staff to support consistent implementation of processes.

## Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

## General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Acting Extended SLT			
		Essential	Desirable
<b>Qualifications and Training</b>	Qualified Teacher Status (QTS). Degree-level qualification. Evidence of ongoing professional development relevant to leadership.	X X X	
<b>Experience</b>	Strong track record of impact within a middle leadership role (e.g., Head of Department, Head of Year, or equivalent). Experience leading improvement in behaviour, curriculum, teaching, or pastoral provision. Demonstrated ability to work collaboratively with a wide range of stakeholders. Evidence of implementing whole-school systems or initiatives.	X  X X X	
<b>Knowledge and Skills</b>	Strong understanding of secondary pedagogy, behaviour systems, and curriculum structures. Ability to analyse data and translate insights into actionable plans. Skilled communicator with the ability to influence and motivate colleagues. Ability to manage workload effectively and deliver consistently	X  X X	

	to deadlines. Clear understanding of safeguarding responsibilities and statutory requirements.	X X	
<b>Personal Qualities</b>	Reliable, proactive, and solutions-focused. Reflective practitioner committed to continuous improvement. High levels of emotional intelligence and professional integrity. Strong alignment with the values and ethos of the school and Trust. Ability to model exemplary professionalism and drive high standards.	X X X X X	
<b>Other Requirements</b>	Willingness to undergo an enhanced DBS check. Commitment to continuous professional development (CPD). Ability to work flexibly across different school sites within the trust when required.	X X X	