Job Specification

Job Title: Assistant Headteacher - Inclusion, Conduct and Culture	
School: Kettlethorpe High School	
Location: Wakefield	
Group Size of School: 7 Age Range: NOR: 1700	**Individual Pay Range (5 pts):** L 14 to L18

Reporting to: Deputy Headteacher - Inclusion
Service Directorate: Children & Young Peoples Services
The overall purpose of the post of Assistant Headteacher: • To support and assist the Headteacher in all aspects of school life. • To provide strategic leadership of behaviour, culture, and attitudes across the school, ensuring a safe, orderly and aspirational environment in which all pupils can thrive. The postholder will lead the development and consistent implementation of behaviour systems, staff training, and targeted interventions, contributing to whole-school improvement and the realisation of the school's vision and values • To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of an Assistant Headteacher. • To seek to achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and School's Governing Body in accordance with the requirements set out in the current School Teachers' Pay and Conditions Document. • To promote and safeguard the welfare of all children and young people within the school, by assisting the Headteacher in ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.

Requirements for the post		
	Essential	**Desirable**
Qualifications	• Qualified Teacher Status with good honours degree • Evidence of involvement in INSET activities as a participant and as a provider	• National Professional Qualification
Experience	• Substantial experience within the secondary phase • Strategic responsibilities in school leadership and management • Leadership of one or more curriculum areas, successfully designing a coherent and well sequenced curriculum and delivering CPD to enable staff to develop expertise in the subject • Successful implementation of improvement plans to improve outcomes for pupils • Leading and managing staff successfully and effectively tackling under performance • Working with governors including attendance and/or reporting at governor meetings • Active membership of the school management team • Outstanding classroom teacher and role model demonstrating expertise across the curriculum and securing strong outcomes for pupils including pupils from disadvantaged backgrounds or with SEND • Detailed knowledge of safeguarding requirements for schools	• Working in a variety of different schools/LA's • Line managing other staff • 'Stepping up' proactively when needed • Membership of the governing body as a teacher representative
Knowledge and understanding	• The role of a leadership group within a school • Detailed understanding of the principles and practice of secondary education in Key Stages 3 and 4 • Detailed understanding of how to plan and deliver a carefully sequenced knowledge rich curriculum • The assessment, recording and reporting of pupils' progress and achievements in the	• The implications of group characteristics such as SEND or Pupil Disadvantage, and how to work strategically to ensure that every child has the

	context of both the broader curriculum and the statutory requirements of the National Curriculum • The school's role in effectively providing for the needs of all pupils, including those with SEND • A detailed understanding of the OFSTED Inspection Framework • The process and importance of school self-evaluation • Whole-school issues and their implications for financial management, including how to make effective use of additional funds, such as Pupil Premium, to close gaps in attainment	opportunity to fulfil their potential • Knowledge of recent national educational developments, initiatives, and legislation, and how they may impact on the school
Skills	• Show evidence of vision, initiatives, and leadership in managing change to enhance and raise standards • Able to inspire, challenge and motivate others • Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management • Involve staff, parents, governors, and stakeholders in the process of establishing a clear set of shared aims, objectives, and values for the school • Listen and communicate effectively (both orally and in writing|) to a variety of audiences, including parents who may be reluctant to engage with school • Work effectively as a member of the leadership team, keeping a high-profile approachability and visibility for all staff • Set and achieve ambitious, challenging goals and targets for self and others • Show strong interpersonal skills, responding appropriately to both adults and children • Have a calm approach and positive attitude to behaviour management • Work in partnership with the Headteacher, supporting and leading the raising of standards across the school • Hold difficult conversations when necessary, and communicate messages effectively even when they may not be well received	
Personal Characteristics	• Ability to manage change sensitively	

	• Calm approach including when under pressure • Ability to prioritise and organise yourself and others • Ability to demonstrate initiative • Self-motivation • Enthusiasm and the ability to lead by example • A 'can do' person who has a flexible and positive attitude to everyday leadership • Strong characteristics in line with our school values	

Key Outcomes/Activities

1) Strategic Leadership of Inclusion, Conduct and Culture

- Lead the whole-school strategy for behaviour, culture and attitudes, aligned with the School Improvement Plan and the school's values.
- Set and communicate high expectations for student conduct, learning behaviours, attendance and punctuality.
- Use behaviour, attendance and exclusion data to inform strategy, policy, staffing, and resource allocation; report regularly to SLT and Governors.
- Contribute to Ofsted readiness in relation to Behaviour and Attitudes and Personal Development.

2) Behaviour Policy, Systems and Consistency

- Own and review the Culture and Behaviour Policy, rewards and sanctions framework, ensuring consistent application by all staff.
- Oversee effective systems for logging, monitoring and follow-up (e.g., detentions, restorative meetings, internal suspension, reintegration).
- Ensure duties, transitions, arrival/dismissal, and lesson changeovers are calm and well-managed; lead regular behaviour and uniform walks.
- Coordinate responses to serious incidents, ensuring timely investigation, communication and record keeping.

3) Staff Development and Coaching

- Design and deliver high-quality CPD on routines, behaviour management, de-escalation, trauma-informed practice and restorative approaches.
- Coach and support teaching and support staff, including ECTs and new joiners, to embed consistent routines and classroom cultures.
- Provide guidance on reasonable adjustments and inclusive practice for pupils with additional needs.

4) Pastoral Leadership and Inclusion

- Line-manage pastoral teams and Heads of Year to ensure early identification and support for pupils at risk of disengagement or exclusion.
- Work closely with the SENDCo and Designated Safeguarding Lead (DSL) to ensure behaviour systems are inclusive and meet diverse needs.
- Oversee attendance and punctuality strategies, tackling persistent absence and promoting excellent attendance.
- Lead or contribute to multi-agency work and meetings (e.g., PSPs, TAC/TAF, AP placements, reintegration plans).

5) Student Leadership, Ethos and Community

- Champion a positive, respectful school culture, promoting student voice and leadership (e.g., prefects, ambassadors, peer mentors).
- Lead initiatives that strengthen a sense of belonging, pride, and participation in wider school life (e.g., rewards, celebrations, enrichment).
- Build strong relationships with parents/carers; communicate clearly and constructively regarding behaviour expectations and support.

6) Quality Assurance and Impact

- Conduct learning/behaviour walks and reviews; triangulate evidence from data, observations, and pupil/parent/staff feedback.
- Produce concise, evaluative reports for SLT and Governors on behaviour, attendance, exclusions and culture priorities.
- Set and monitor key performance indicators; evaluate interventions for impact and cost-effectiveness.

Generic responsibilities

- Performing the professional duties of an Assistant Headteacher as set out in the DfE School Teachers' Pay and Conditions Document
- Contribution to SEF process and School Development Plan (SDP) production, monitoring/evaluation relevant to strategic areas
- To support, facilitate and monitor the progress of designated areas of the School Development Plan/SEF to ensure a significant contribution to the SDP
- Middle Leader development: internal team review process; team self-evaluation; action planning; quality assurance; effective line management by Senior Leadership Team (SLT) links to each team
- Strategic and operational lead on a specific area within school (dependant on applicant skills/experience)
- Working with DHT: Teaching and Learning and DHT: Curriculum, Outcomes and Personalisation to work with teams on areas that require focus following QA and data reviews.

Knowledge and skills

- Local, national and global trends, re: education/pedagogy
- Subject leadership and transformational change to inform and develop pupil outcomes at all levels
- Be aware and have a thorough understanding of the Ofsted School Inspection Framework/Evaluation Schedule and how this applies to school accountability
- New technologies, their use and impact
- Strategies to promote individual and team development and performance
- The inter-connection between managing performance, CPD and sustained school improvement
- Principles and models of self-evaluation
- Principles and strategies of school improvement
- Change implementation.

Professional Qualities

Ability to:

- Think strategically
- Actively promote the values and vision for the school
- Provide inspirational leadership and strategic support for the Headteacher
- Influence and motivate
- Inspire, challenge and empower others
- Develop and sustain individuals and teams
- Demonstrate the principles and practice of effective teaching and learning
- Collaborate and network within and beyond the school
- Give and receive effective feedback and to act to improve personal performance
- Manage conflict.

Commitment to:

- Collaborative vision of excellence and equity
- Inclusion for all pupils/communities
- Raising standards for all in pursuit of excellence
- The entitlement of all pupils to effective teaching and learning
- Personalised learning
- Teamwork and collaboration.

Additional Duties

General expectations of School Leadership Team (SLT):

- Collaborate as a member of SLT in order to build and realise the shared vision of excellence and high standards for all pupils
- To play a major role in determining future strategy for the school
- Contributing actively towards the formulation of all school policies and protocols and ensuring their consistent implementation throughout the school
- Ensuring high quality teaching and learning in line managed subject areas, following the school policy for self-evaluation, quality assurance and review
- To manage delegated budgets effectively
- To attend school leadership and governing body meetings
- To engage in the process of appointing new staff, including the interview process
- To participate in duties: lunch/break/before and after school
- Taking assemblies as required
- Sharing in line management of pupil disciplinary incidents, making recommendations to the Headteacher regarding exclusions and facilitating the process of pupil reintegration
- To participate in the monitoring evaluation and review of teaching and learning across the school as required. Managing any capability or disciplinary procedures, in line with school policy, where appropriate.

Core Duties/Ethos

- To promote equal opportunities and celebrate diversity in all aspects of the school
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example
- To show a record of excellent attendance and punctuality.

Teaching

- To undertake an appropriate programme of teaching and to function/participate as a member of a subject area: – Teacher standards
- To model outstanding/good practice in the classroom.

Other

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description
- To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Safeguarding

Our school is fully committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment and adhere to our safeguarding policies and procedures.

All appointments are subject to rigorous safer recruitment checks in line with statutory guidance, including ***Keeping Children Safe in Education*** *and the school's own safeguarding policy.*

Successful candidates will be required to:

- *Undergo an enhanced Disclosure and Barring Service (DBS) check, including barred list information.*
- *Provide satisfactory references, including verification of employment history and explanation of any gaps.*
- *Demonstrate eligibility to work in the UK and provide original documentation for identity and qualifications.*
- *Participate in safeguarding induction and ongoing training to maintain awareness of child protection responsibilities.*

We are an equal opportunities employer and welcome applications from all sections of the community. Our recruitment processes are designed to ensure that all staff are suitable to work with children and uphold the highest standards of professional conduct and integrity.

Not all the above duties will need to be performed all the time and will vary according to the needs of the school at any one time. The specific focus for the Assistant Headteacher will be negotiated and agreed at the beginning of each performance management cycle.

In addition to the above duties, the postholder will carry out any other reasonable duties relevant to the role as determined by the Headteacher.

Responsibility for Resources

Employees (supervision):

As assigned by the Headteacher/ Governing Body (Teaching & Non-Teaching)

Financial:

As assigned by the Headteacher/ Governing Body

Physical:

Responsibility (as assigned by the Headteacher) for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

Employment checks

The following employment checks are required:

- Identity Check
- Rehabilitation of Offenders Act 1974
- Children's Barred List
- Prohibition from Teaching Check
- Evidence of a satisfactory safeguarding check e.g., Enhanced DBS Check
- Evidence of entitlement to work in the UK
- Evidence of Essential Qualifications – see page 2 of this Job Specification
- Two satisfactory references (including current or most recent employer)
- Confirmation of medical fitness/ clearance for employment
- Driving Licence clearance
- Professional Registration with appropriate bodies (where applicable)
- Lived or worked abroad declaration

Date completed: November 2026