

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Assistant Headteacher – Behaviour and Rewards
CONTRACTED HOURS	Full Time
LOCATION	Thomas Gainsborough School
GRADE / SCALE POINT – SALARY	Leadership Scale (12-16)
REPORTING TO	Deputy Headteacher - Personal Development

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

The Assistant Headteacher – Behaviour and Rewards will be a key member of the Senior Leadership Team, providing strategic leadership for behaviour, attitudes, rewards and recognition across Thomas Gainsborough School.

Working closely with the Deputy Headteacher – Personal Development, the postholder will ensure that the school's behaviour culture is calm, consistent and rooted in high expectations, positive relationships and the values of Thomas Gainsborough School.

The Assistant Headteacher will lead the implementation and continual development of the school's Behaviour Policy, ensuring expectations, routines, consequences and rewards are understood and applied consistently across the school.

A central part of the role will be to ensure that excellent behaviour is recognised and celebrated. The postholder will develop a strong culture of rewards, recognition and belonging, ensuring students understand that positive choices, effort, contribution and achievement are noticed and valued.

Through this work, the Assistant Headteacher will contribute directly to our mission of "Excellence: for each, for all", ensuring every student can learn and thrive within a safe, respectful and positive school community.

KEY TASKS & RESPONSIBILITIES

Strategic Leadership of Behaviour

The Assistant Headteacher will:

- Provide strategic leadership for behaviour and attitudes across the school.
- Lead the implementation and continual development of the school's Behaviour Policy.
- Establish clear and consistently high expectations for student conduct.
- Ensure expectations, routines and consequences are understood by students, staff and families.
- Develop a culture in which calm, respectful and positive behaviour is the norm.
- Ensure behaviour systems are simple, clear and consistently implemented.
- Maintain a visible leadership presence around the school.
- Support staff in establishing and maintaining high expectations.
- Work closely with Heads of Year, Deputy Heads of Year and other pastoral leaders to ensure a coordinated approach.
- Ensure behaviour systems support rather than distract from high-quality teaching and learning.
- Contribute fully to the strategic leadership of the school as a member of SLT.

Behaviour Systems and Routines

The Assistant Headteacher will:

- Maintain strategic oversight of whole-school behaviour systems.
- Ensure routines around lessons, transitions, social times and movement around the school are clear and consistently applied.
- Ensure sanctions are proportionate, predictable and applied fairly.
- Monitor the effectiveness and consistency of the school's reflection room.
- Monitor the effectiveness and consistency of the school's detention systems.
- Ensure behaviour incidents are recorded accurately and followed up appropriately.
- Identify areas where inconsistency exists and work with leaders and staff to address them.
- Ensure students understand the relationship between choices, consequences and opportunities to make positive changes.
- Regularly review systems to ensure they remain effective, efficient and appropriate.

Rewards and Recognition

The Assistant Headteacher will:

- Provide strategic leadership for the school's approach to rewards and recognition.
- Develop a coherent whole-school rewards strategy that reflects the school's vision and values.
- Ensure positive behaviour, effort, achievement, attendance, contribution and character are regularly recognised.
- Ensure rewards are meaningful and valued by students.
- Develop appropriate systems for recognising both individual and collective achievement.
- Work with the Personal Development team to connect rewards with the House System, assemblies, student leadership and wider school life.
- Ensure students from all backgrounds have equitable opportunities to be recognised.
- Monitor rewards information to identify patterns in recognition across different student groups.
- Develop opportunities to celebrate students with families and the wider school community.
- Use student voice to continually develop the school's approach to rewards.

Reflection, Reintegration and Behaviour Support

The Assistant Headteacher will:

- Maintain strategic oversight of the school's Reflection Room and internal behaviour provision.
- Ensure internal removal from lessons is purposeful, appropriately used and supports successful reintegration.
- Establish clear expectations for the quality of provision within the Reflection Room.
- Ensure students complete meaningful academic work while removed from lessons.
- Develop effective reintegration processes following significant behaviour incidents.
- Ensure students understand what needs to change for successful reintegration.
- Work with pastoral and inclusion colleagues to identify underlying barriers contributing to repeated behaviour concerns.
- Ensure repeated sanctions trigger appropriate review and intervention rather than simply further sanction.
- Monitor students who repeatedly access internal behaviour provision and ensure appropriate action is taken.

Suspensions and Exclusions

The Assistant Headteacher will:

- Maintain strategic oversight of suspensions and exclusions.

- Ensure decisions and processes comply with statutory guidance, Trust policy and school procedures.
- Maintain accurate records and analysis of suspensions.
- Monitor patterns by student, year group, behaviour type and key student groups.
- Work proactively to reduce repeated suspensions and prevent avoidable escalation.
- Ensure effective reintegration following suspension.
- Work with students and families to establish clear expectations and support successful return to school.
- Ensure appropriate support and intervention are considered for students at risk of permanent exclusion.
- Work with the Deputy Headteacher and Headteacher on complex and serious behaviour cases.

Inclusion and Removing Barriers

The Assistant Headteacher will:

- Ensure behaviour expectations remain ambitious for all students while recognising individual needs and circumstances.
- Work closely with the Assistant Headteacher – Inclusion (SENDCo and Pupil Premium) to understand the needs of students requiring additional support.
- Ensure reasonable adjustments are considered appropriately for students with SEND.
- Monitor behaviour patterns amongst disadvantaged students, students with SEND and other vulnerable groups.
- Identify disproportionality within behaviour, sanctions, rewards and suspensions and respond appropriately.
- Ensure behaviour interventions seek to understand and address underlying barriers.
- Work with safeguarding, attendance and pastoral colleagues where behaviour may indicate wider concerns.
- Ensure support develops students' independence and ability to successfully meet school expectations.

Behaviour Intervention

The Assistant Headteacher will:

- Develop a clear graduated approach to supporting students whose behaviour presents a concern.
- Ensure students requiring additional intervention are identified early.
- Coordinate appropriate behaviour support plans and interventions.
- Ensure interventions have clear objectives and are reviewed for impact.
- Work with families to improve behaviour and engagement.
- Work with external agencies where specialist support is required.
- Ensure pastoral support does not lower expectations but enables students to meet them.
- Evaluate whether interventions are improving behaviour over time.

Data, Monitoring and Evaluation

The Assistant Headteacher will:

- Maintain an accurate understanding of behaviour and attitudes across the school.
- Analyse behaviour incidents, sanctions, rewards, suspensions and internal removals.
- Identify trends and patterns at whole-school, year-group, class, student and key-group level.
- Use first-hand evidence alongside data to understand the lived experience of students and staff.
- Monitor consistency in the implementation of behaviour systems.
- Use student and staff voice to evaluate the effectiveness of policy and practice.
- Identify priorities for improvement and implement appropriate action.
- Evaluate the impact of behaviour interventions and changes to systems.

- Provide regular reports to the Deputy Headteacher, Headteacher, governors and Trust as required.

Supporting and Developing Staff

The Assistant Headteacher will:

- Support colleagues to establish consistently high expectations for behaviour.
- Provide training and professional development relating to behaviour, routines and relationships.
- Work with the school's Professional Growth and coaching structures to support colleagues where required.
- Model effective approaches to behaviour management.
- Provide appropriate support and challenge where expectations are not being implemented consistently.
- Develop the expertise of pastoral leaders in managing complex behaviour.
- Promote collective responsibility for behaviour, ensuring it is understood as a whole-school responsibility rather than solely a pastoral function.

Students and Families

The Assistant Headteacher will:

- Develop positive and professional relationships with students and families.
- Ensure students understand the school's expectations and the reasons behind them.
- Ensure student voice informs the ongoing development of behaviour and rewards systems.
- Communicate effectively with families regarding significant behaviour concerns.
- Work collaboratively with families where students require additional support.
- Ensure communication remains clear, respectful and focused on achieving positive change.
- Celebrate positive behaviour and achievement with families.

Working within the Personal Development Team

The Assistant Headteacher will:

- Work closely with the Deputy Headteacher – Personal Development and other members of the Personal Development team.
- Ensure behaviour and rewards complement the school's wider approach to Personal Development.
- Work collaboratively with leaders responsible for safeguarding, attendance, inclusion, SEND, careers, student leadership and enrichment.
- Contribute to the Tutor and Assembly programmes where behaviour, character and school culture are appropriate themes.
- Work with the House System to promote participation, belonging, recognition and positive competition.
- Contribute to the strategic evaluation of Personal Development across the school.

Safeguarding

The Assistant Headteacher will:

- Ensure safeguarding remains central to all behaviour systems and decision-making.
- Recognise that changes or patterns in behaviour may indicate wider safeguarding or wellbeing concerns.
- Work closely with the Designated Safeguarding Lead where concerns arise.
- Ensure behaviour incidents involving bullying, discrimination, sexual harassment or other safeguarding concerns are appropriately identified and escalated.
- Ensure the voice and experience of students are considered when investigating significant incidents.

- Promote an environment in which students feel safe, respected and confident to report concerns.

Whole School Contribution

The Assistant Headteacher will:

- Play an active and highly visible role in the leadership of Thomas Gainsborough School.
- Contribute fully to wider school improvement priorities as a member of SLT.
- Support high standards of attendance, punctuality, uniform and conduct.
- Be highly visible at key points during the school day.
- Model the highest standards of professionalism and leadership.
- Promote and safeguard the welfare of children and young people.
- Build positive relationships with students, families, staff, governors and external partners.
- Undertake the professional duties of an Assistant Headteacher as outlined within the School Teachers' Pay and Conditions Document.
- Undertake additional responsibilities appropriate to the seniority of the role as directed by the Deputy Headteacher – Personal Development or Headteacher.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

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PERSON SPECIFICATION

ESSENTIAL	DESIRABLE
• Qualified Teacher Status. • A proven track record as an effective classroom practitioner. • Successful leadership experience within a secondary school. • Experience of leading behaviour, pastoral provision or a significant whole-school initiative. • Strong understanding of effective behaviour culture and whole-school behaviour systems. • Evidence of successfully improving student behaviour or attitudes. • Ability to establish and communicate clear expectations. • Experience of working effectively with students displaying challenging or complex behaviour. • Ability to analyse behaviour information and use it to drive improvement. • Strong understanding of SEND, disadvantage and the barriers that can affect behaviour and engagement. • Experience of working positively with families. • Ability to lead, motivate, support and challenge colleagues. • Excellent communication and organisational skills. • Strong understanding of safeguarding. • Commitment to inclusion alongside consistently high expectations for all students.	• Previous responsibility for behaviour at whole-school level. • Experience of senior leadership. • Experience of leading rewards and recognition systems. • Experience of overseeing internal reflection or alternative provision. • Experience of managing suspensions and reintegration. • Experience of developing behaviour interventions. • Experience of line managing pastoral staff. • Experience of working with external agencies to support students. • Experience of reporting behaviour information to governors or senior leaders. • Appropriate leadership development or qualification such as NPQSL or NPQH

