

Job description

Job title:	Associate Assistant Associate Principal - Pastoral (Behaviour and Attendance)
Responsible to:	Assistant Principal – Pastoral
Responsible for:	Pastoral Team
Location:	Lift Rawlett School
Salary:	Grade 10 SCP 36–39 £47,181.00 – £50, 269

Overview of the role:

The Associate Assistant Principal is a key member of the Senior Leadership Team and is critical to establishing strong leadership across the school. They will lead on one or more of the school's strategic priorities to drive academic excellence, foster a positive learning environment, and ensure student and staff wellbeing.

The Associate Assistant Principal will uphold and promote the highest standards of professional practice and will lead and be accountable for behaviour and attendance interventions in the school, embedding the school's values among students and staff. They will set a clear direction, providing targeted support, and enabling students to achieve their potential.

They will line-manage the Attendance support staff and Pastoral Team, including Heads of Years (teachers), to enable staff to deliver and perform their roles and responsibilities to the best of their ability, to enable students to Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

Responsibilities:

Leadership and Management

- Support and lead parts of the implementation of the school improvement plan.
- Support daily school operations and ensure adherence to school policies and procedures to maintain high standards of conduct and professionalism.
- Manage performance and professional growth of middle leaders and other staff (as appropriate) through appraisals, coaching and training programmes, developing staff and holding them to account in line with Lift Schools policies.
- Applies specialist professional knowledge to inform policy development, strategic planning and operational leadership; such as student welfare, behaviour management, attendance or staff development.
- Develops and implements strategic plans and solutions to support school priorities, raising standards and improving outcomes over the medium and long term; driving excellence across all aspects of school life.
- Lead and line manage the Attendance Team and Pastoral Team to include management of conduct, capability, absences, and delivery of their role, within the range of Lift policies and procedures.
- Lead on delivery of Pastoral and Behaviour interventions for the school community in line with Lift and national policy.
- Analyse behaviour and attendance data to analyse student performance to inform professional practice and the structure of the service in school.
- Collaborate with parents, carers and external organisations and agencies where appropriate, to support student achievement and well-being, fostering a cohesive and supportive school-home relationship.

- Analyses and interprets complex educational, operational, safeguarding and staffing information to support effective decision-making and school improvement.
- Maintains extensive knowledge of educational legislation, safeguarding requirements, and school improvement methodologies.
- Exercises a high level of professional judgement in addressing complex and sensitive issues affecting pupils, staff and the wider school community.

Culture and Behaviour

- Working closely with the Vice Principal, foster an aspirational, safe, and inclusive learning environment for students through strong behaviour management and pastoral care systems, and positively engage wider stakeholders.
- Implement fair and consistent school student disciplinary and behaviour procedures, emphasising accountability and personal growth to uphold a culture of respect and responsibility throughout the school community.
- To support the oversight of policies and procedures relating to ensuring good Behaviour for Learning.
- Implement and embed a strong culture of rewards and recognition.
- To support the effective management of incidents of challenging behaviour, including any resultant environmental changes, risk assessment, or support plan updates emerging through post-incident support processes.
- Applies creative and developmental thinking to teaching and learning initiatives, and whole-school improvement strategies.
- To monitor and review incidents and identify & lead actions and care planning recommendations for students ensuring they are effective
- To provide post-incident support to staff where the need/incident dictates.
- To actively engage with developments in the field of positive behaviour support and lead others in the dissemination and execution of such models.
- To support and assist pupils in managing their behaviour and in achieving their social and behavioural targets both in and outside the classroom.
- To assist individual pupils experiencing difficulties in managing their behaviour by supporting them outside the classroom/social group.
- To set a good example to pupils through their own presentation and personal and professional conduct.
- To plan Pastoral Support Plans, identifying appropriate support which best meets the learners needs, with progress reviews.
- To provide pastoral support to learners to ensure their overall health and well-being, e.g., providing emotional support, encouragement and building self-esteem.
- To keep up to date with current developments in supporting students who face challenges in learning and social-emotional development.
- To actively lead/participate in team training events/meetings and share good practice.
- To guide pupils in a manner which will maximise their individual potential by adapting to their needs.
- Lead liaison with relevant external agencies and partners for managed moves and alternative provision.

Belonging and attendance

- Through line management of the Attendance Team, drive excellence in student attendance by supporting the implementation of targeted strategies to improve attendance rates, being accountable for ensuring the school is above national benchmarks.
- Lead on records of CME, external agency referrals, and home visits related to attendance.
- Lead on persistent absence and attendance review process, working closely with families to remove barriers to attendance.
- Advise the Principal and the rest of the Senior Team on how to support the positive direction of attendance.
- Keep an overview of the attendance of students on managed moves and alternative provision.

- To identify and take appropriate action on issues identified through data analysis and review the effectiveness of action taken.
- Evaluates a wide range of data, evidence and performance information to identify trends, diagnose issues and develop appropriate interventions.

Communication and Interpersonal Skills

- Communicates complex information clearly and persuasively to a range of audiences including staff, governors, parents, external agencies and pupils.
- Negotiates, influences and builds consensus across stakeholders to achieve school objectives and manage change effectively.
- Handles sensitive, confidential and potentially contentious situations with tact, diplomacy and professionalism.

Community Engagement

- Support the delivery of school events and activities, including parents' evenings, celebratory events and school performances, to promote community engagement and support student achievement.
- Facilitate effective communication with parents, carers and the community to foster a sense of shared purpose and collaboration.
- Develop and maintain partnerships with external stakeholders, including local authorities, partner schools, and educational organisations, to create opportunities and resources that enhance students' educational experiences.

Initiative and Independence

- Operates with a high degree of autonomy, making significant decisions within broad policy and legislative frameworks.
- Identifies emerging challenges and opportunities and proactively develops solutions without direct supervision.
- Leads on the development, implementation and review of school policies, procedures and improvement initiatives.

Emotional Demands

- Manages highly sensitive situations involving pupil welfare, safeguarding concerns, parental complaints, staff performance and wellbeing issues.
- Provides leadership and support during challenging circumstances requiring resilience, emotional intelligence and sound professional judgement.
- Maintains professionalism and objectivity when dealing with distressing, complex or contentious matters.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in NJC terms and conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard, such that public confidence in their integrity is sustained.

2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding:

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

Equality, Equity, Diversity and Inclusion:

At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

Person specification

Qualifications and experience

Essential

- GCSEs or equivalent
- A-Levels or equivalent
- Minimum 3 years pastoral & behaviour experience in education or equivalent setting at a leadership level
- Demonstrable evidence of recent professional development related to children's behaviour and pastoral care

Desirable

- PGCE.
- Qualified teacher status (or equivalent non teaching qualification)
- Qualified to degree level or above.
- Evidence of recent professional development related to teaching and learning and/or educational leadership, e.g. NPQSL.

Knowledge and Skills

Essential

- A strong practitioner - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background.
- Successful experience as a middle leader in education, with a track record of initiating and

Desirable

- Teaching or leading in a high-performing school with first-hand experience of what 'excellence' looks like.
- Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances.

<p>delivering specific school improvement initiatives.</p> <ul style="list-style-type: none"> • Experience in building and maintaining positive relationships and influence with a range of stakeholders. 	<ul style="list-style-type: none"> • Experience of building and maintaining positive relationships and influence with a range of stakeholders.
<p>Leadership skills</p>	
<p>Essential</p> <ul style="list-style-type: none"> • Excellent communication and interpersonal skills, with concise, clear writing and articulate public speaking. • Able to develop others, by having high expectations and clear goals, targeting support wisely and holding to account in a supportive but rigorous way. • Able to collaborate, identifying needs and strengths in others, and understanding how and when to adopt a team approach to problems or initiatives. • Able to solve problems, with strength in both conceptual and analytical thinking. 	<p>Desirable</p> <ul style="list-style-type: none"> • Experience in developing and leading a network group, for example, within or between schools.
<p>Personal attributes and behaviours</p>	
<p>Essential</p> <ul style="list-style-type: none"> • Driven by moral purpose; aligned to our vision, mission and values. • Adhere to the Nolan Principles and be able to establish professional, effective working relationships with a range of staff and students. • Intellectually curious, forward-thinking, open-minded and a seeker of knowledge. • Self-aware with the ability to reflect on personal motivations, behaviours, strengths and areas for development. • Resilient and driven to act thoughtfully (and also swiftly where needed) when under pressure, encountering setbacks, or receiving critique. 	<p>Desirable</p> <ul style="list-style-type: none"> • Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are: <ul style="list-style-type: none"> ○ Share ideas early, often and honestly ○ Embrace constructive disagreement ○ Value ideas, not ego ○ Be curious and open to new ideas ○ Focus on facts and reason
<p>Special requirements</p>	
<ul style="list-style-type: none"> • Successful candidates will be subject to an enhanced Disclosure and Barring Service Check. • Right to work in the UK. • Evidence of a commitment to promoting the welfare and safeguarding of children and young people. • Show a commitment and a proactive approach to advancing equality, equity, diversity, and inclusion, and to own personal development, along with a positive attitude towards legislative developments and the provision of equitable services. 	

- Trained as a Designated Safeguarding Lead, or willingness to undertake training.