

Hadrian Learning Trust – Job Description and Person Specification

Post title:	Assistant Headteacher (Standards, Support and Inclusion)	Director/Service/ Sector:	Hexham Middle School
Pay range:	Leadership Range 11-15	Workplace:	HMS and QEHS (Part of HLT)
Responsible to:	Head of School (HMS)	Date:	April 2025
Job description Ref:	HLT AHT (S,S,I)		
Responsible for:			
To provide professional, strategic and dynamic leadership across years 5 to 8. To provide strategic leadership across all aspects of safeguarding, behaviour, attendance, pupil support and wellbeing and inclusion.			
Job purpose:			
The Assistant Headteacher will play a key strategic role in leading and managing at Hexham Middle School. The Assistant Headteacher will contribute to the school’s strategic direction, school improvement planning and self-evaluation as well as the ethos and whole school values ensuring that our ambitious and pupil-centred approach is delivered successfully.			
Resources	Staff	Direction of teaching and support staff including Heads of Key Stage, SENDCo, Attendance Officer and Pupil Support Workers.	
	Finance	Allocated budgets including pastoral, SEND and alternative provision; orders and invoices; petty cash.	
	Physical	Office equipment; accuracy and security of databases.	
	Clients	Internal (teachers, support staff, pupils) and external (parents/carers, visitors, members of the public, external agencies).	
Roles and Responsibilities:			
To be accountable for the educational progress of learners in designated class groups by effective teaching and learning. Support the work of the school as follows:			
Strategic Leadership		<ul style="list-style-type: none">As designated safeguarding lead, create an environment in which all pupils feel safe, secure and happy, and where safeguarding procedures are rigorously applied with a culture of vigilance.Strategic oversight of standards, support and inclusion across the school including establishing and ensuring very high expectations of behaviour, attendance and engagement.Establishing school development priorities and conducting self-evaluation in relation to areas of responsibility.Establishing a coherent support plan for vulnerable pupils, including those with additional needs and those who face disadvantage, and working with colleagues to ensure their success is at the forefront of day-to-day work in school.Leading a culture of inclusion and relational support where all pupils feel a sense of belonging with a particular focus on pupils with additional needs and those who face disadvantage.	



	<ul style="list-style-type: none">• Ensuring high standards of behaviour and engagement in a calm and orderly environment across the school with a robust policy, system and approach.• Oversight of the school's provision for pupils with additional needs (including leadership of the SEND team) ensuring that pupils access an inclusive learning environment and ambitious curriculum.• Ensuring a rigorous focus on attendance and punctuality and leading effective systems to work with pupils and families to ensure excellent attendance across all year groups.• Promoting positive attitudes to learning and maintaining a positive and respectful school culture in which staff know and care about pupils.• Coordinating multi-agency approaches ensuring targeted and timely support for children across all year groups.• Direct line management of Head of Key Stage 2 and 3, SENDCo, Attendance Officer and Pupil Support Workers.
Operational Management	<ul style="list-style-type: none">• Designated Safeguarding Lead – implementation of the safeguarding policy and safeguarding system monitoring, action and intervention, staff training and policy compliance.• Oversight of all safeguarding issues including serious safeguarding and parental complaints. Addressing parental safeguarding concerns and allegations against staff members.• Implementation of the school's attendance monitoring system including reporting to leaders and trustees, liaison with pupils and families and liaison with external agencies. Alongside the attendance officer, liaise with the EWO to review attendance concerns and actions.• Managing pupil absence requests in line with school policy and communicating with families as necessary.• Oversight of daily routines and directing the supervision arrangements of pupils on arrival, at lesson changeovers, at break, at lunch, at departure, and ensuring a duty rota is in place (including responding to staff absence).• Overseeing the schools' medical provision for pupils - ensuring that medical plans are consistently implemented and updated.• Ensuring an appropriate 'on call' rota in place and any sanctions are staffed and attended by those due to be there.• Overseeing daily form time provision and ensuring the effective implementation of the schedule across the school.• Leading the school's behaviour policy and system including leading the school's approach to relational and trauma-informed strategies.• Lead investigations and processes around complex behavioural incidents, making recommendations to the Executive Headteacher and Head of School.• Oversight of 'RESTORE', 'The Base' and wider pupil support including the school's approach to identifying and supporting social, emotional and mental health needs.

	<ul style="list-style-type: none"> • Designated teacher for looked after and previously looked after children including liaison with virtual schools. • Ensuring arrangements for pupils at any alternative provision and EOTAS are effective including safeguarding and progress checks. • Overseeing multi-agency co-ordination including the early help process. • Directing pastoral transition and overseeing Transfer Day for Year 4 and Year 8 pupils. • Overseeing the investigation and resolving of allegations of bullying, sexual harassment and discrimination etc. • Oversight of SEND provision to ensure that all staff are aware of the inclusion needs of all pupils and groups and make provision for adaptive teaching and reasonable adjustments. • Identify and promote effective and innovative teaching, learning and support strategies, particularly for the most vulnerable pupils. • Plan and implement strategies for development/improvement, including leading staff CPD. • Oversight of new admissions (including in-year transfers) in relation to safeguarding, SEND, attendance, and wider pastoral support before, during and after pupils join the school.
Management of resources and finance	<p>Senior leaders are responsible for allocated budgets and the oversight of the resources within their roles and responsibilities:</p> <ul style="list-style-type: none"> • Manage the allocated capitation. • Use the allocated capitation to purchase resources for their allocated areas of responsibility. • Be responsible for the allocation of rooming and ensuring that issues relating to maintenance and resourcing are passed on to the appropriate staff. <p>This job description should be read (and followed) in conjunction with Section 52 of the school teachers' pay and conditions document 2014 (available from the DfE). You may also be assigned other tasks, deemed appropriate by the Head of School or Executive Headteacher.</p>
Safeguarding	<ul style="list-style-type: none"> • Have a robust understanding of safeguarding policy, practice and procedure. • Be the designated safeguarding leader and promote a culture of vigilance at all times. • Provide training for colleagues on an annual basis with updates throughout the school year. • Liaise with external professionals and services to ensure the safety and wellbeing of the children in the school. • Promote the safety and wellbeing of all pupils at all times (in line with school safeguarding policies and training). • Ensure that all health and safety procedures and guidance applicable to your subject and/or classes are followed. <p>The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may</p>

	have regarding the safety or wellbeing of any child or young person.		
Work Arrangements			
Transport requirements:	Required to use own transport to travel within and out-with the County		
Working patterns:	Monday to Friday		
Working conditions:	Normally indoors; there may be occasions where you would be required to work at another school within the trust.		
PERSON SPECIFICATION			
Essential		Desirable	Assess by
Qualifications			
<ul style="list-style-type: none">A DfE recognised teaching qualification.Qualified Teacher Status.BA/BSc in your subject area (incl. primary education or related courses).		<ul style="list-style-type: none">National Professional Qualification (or working towards securing a qualification).	A R
Experience			
<ul style="list-style-type: none">Recent experience of a middle or senior leadership role and evidence of impact.Recent experience as Designated Safeguarding Lead (or Deputy DSL).Recent experience of leading a team of staff including teaching and support staff.Recent experience of leading a whole school development or addressing a whole school priority.Recent experience of using comparative data to establish priorities and evidence of impact.Experience of delivering professional learning opportunities for teaching and support staff.Proven track record of very effective teaching and impact across more than one key stage.Evidence of continuing and recent professional development relevant to the post (including safeguarding, SEND, pastoral or attendance).Proven track record of implementing successful behaviour and attendance strategies across multiple year groups.Experience of setting high expectations and being ambitious for all staff and pupils, modelling excellent practice and behaviours and challenging performance concerns.Able to design and teach effective lessons and learning activities across relevant curricula, age and ability ranges including personalising		<ul style="list-style-type: none">Experience of implementing relational and trauma-informed practice in a school setting.Experience of leading or supporting the leadership of SEND provision.Experience of monitoring and evaluation, including self-evaluation to develop practice and raise standards.Experience of developing whole school policies.Experience of supporting looked after or post-looked after children, including the role of Designated Teacher.	A I R



learning to meet the needs of individual pupils.		
Knowledge		
<ul style="list-style-type: none"> • A wide range of pastoral experience across whole school/multiple key stages or year groups. • Knowledge of multi-agency working and liaising with multiple stakeholders. • Knowledge of the statutory safeguarding requirements and role of the Designated Safeguarding Lead. • Knowledge of the SEND Code of Practice and inclusive practice including statutory SEND requirements. • Knowledge of the latest evidence in supporting pupils and families to improve attendance. • Ability to build positive and constructive relationships with parents and stakeholders. • Ability to challenge and support pupils and staff to ensure very high standards and expectations. • Knowledge of and ability to analyse pastoral data to target resources and improvement plan. • Knowledge of raising engagement and achievement strategies and evidence of impactful practice. • Knowledge of a wide range of adaptive strategies to ensure the best outcomes and engagement for all learners. • Continually able to focus on seeking improvements to ensure that the educational provision is the best it can be. • Willing and able to teach in both Key Stage 2 and 3 (Years 5 to 8). • Understanding of the current legislation, policies and guidance on the safeguarding of learners and promotion of pupil wellbeing. 	<ul style="list-style-type: none"> • Knowledge of implementing relational and trauma-informed practice in a school setting. • Knowledge of the middle school (three tier) system. • Knowledge of wider educational research and developments relevant to the post. • Knowledge of the role of the Designated Teacher. • Knowledge of the best support for pupils with social, emotional and mental health needs. 	A I R
Leading People		
<ul style="list-style-type: none"> • Able to motivate, challenge and inspire pupils and colleagues with a proven track record of impact. 	<ul style="list-style-type: none"> • Able to address performance concerns and provide strategic 	A I R



<ul style="list-style-type: none"> • Able to foster and lead a fair and equitable culture. • Able to build trust with professional partners and stakeholders including multi-agency professionals. • Able to provide professional advice, coaching and mentoring. • Able to set and monitor targets for maintaining high academic and pastoral standards. • Able to communicate effectively with pupils, parents/carers, colleagues and professionals to build strong working relationships and trust. 	<p>support/challenge to address them.</p> <ul style="list-style-type: none"> • Experience of leading a diverse range of colleagues across the school. 	
Personal Attributes		
<ul style="list-style-type: none"> • Positive, organised and ambitious for the success of children and young people. • Calm, patient, flexible, able to work well under pressure and adapt to determine priorities. • Forward-thinking, improvement-focused and committed to whole school improvement. • Excellent written communication, including being able to present complex information clearly and concisely. • Excellent oral communication and presentation skills. • A reflective practitioner who can adapt practice. • Strategic problem solver who works with flexibility and diligence. • Ability to show positivity, enthusiasm and energy, even in challenging circumstances. • Outstanding role model of values for children and colleagues. • Ability to respond to change. • Willing to be involved in the whole life of the school. 	<ul style="list-style-type: none"> • Skills and interests which would contribute to the wider curriculum offer and educational experience at the school. 	A I R
Other		
<ul style="list-style-type: none"> • Compliance with all teacher and professional standards. • Promote equality of opportunity, participation, diversity and responsibility. • No adverse enhanced disclosures of criminal 		A I R

convictions. • Satisfactory completion of all pre-employment checks.		
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Key to assessment methods; (A) application form, (I) interview process, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits.

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.