



Stockport School

Job Description

Associate Assistant Headteacher – Safeguarding, Pastoral & Inclusion

Pay Range: L9 - L13

Responsible to: The Headteacher and/or assigned Senior Line Manager

The role of the **Associate Assistant Headteacher** is to provide strategic leadership and management and professional expertise to staff and students in a number of key areas.

All members of our SLT have joint responsibility for all aspects of our school relating to the education and development of the students; each has a focus area of responsibility, but all members of the team contribute to the whole and support the work of others.

As a member of the Senior Leadership Team the post holder will be passionate about supporting young people and their families as they progress throughout school.

The exact role will depend on the experience and interests of the successful candidate together with the needs of the school but is likely to include a specific whole-school responsibility for **Safeguarding**.

Main Purpose of Post:

- To be an established and high-profile member of the school's senior leadership team.
- To lead upon and contribute to important wide-spread and varied whole-school development as part of this team.
- To be specifically accountable at strategic and operational levels for the delivery of the whole school safeguarding strategy.
- To be the Designated Safeguarding Lead (DSL), taking lead responsibility for safeguarding and child protection across the school (including online safety). This will include:
 - Ensuring the school provides up-to date, relevant advice/ training and support to enable the school community to have the knowledge and understanding of all current safeguarding policies and best practice.
 - Leading, advising and supporting other members of staff on child welfare, safeguarding and child protection matters, and in liaising with relevant external agencies.
 - Overseeing the work of the Deputy Designated Safeguarding Leads (DDSLs) and working in liaison with the Senior Deputy Headteacher, Associate Deputy Headteacher – Pastoral, Culture & Ethos, Associate Assistant Headteacher – Attendance, Equality & Opportunity, and the Pastoral, SEND, and Attendance teams on the most significant pastoral welfare and safeguarding related matters.
 - Remaining the safeguarding expert, keeping abreast of national developments, new methodological approaches in safeguarding and child protection, and responding to change.
 - Ensuring through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues, an up-to-date knowledge, including an understanding of the latest developments with the Ofsted framework.
 - Ensuring school leaders (including the Governing Body) have an appropriate strategic overview and evaluative evidence of safeguarding and child protection.
- To work with members of the leadership team to continue to improve the educational experience and outcomes of students.
- To consistently model the highest of professional standards across the school and local community.
- Working with other leaders, take a leading role in the aim of establishing and maintaining an environment which promotes and secures a high level of attendance and effective educational engagement.
- Via effective strategic leadership of others, promote opportunities for highly effective teaching and learning, including the use of relevant personalised approaches and interventions to support the progress and engagement of students across the school.





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- Assume a role in the quality assurance of teaching and learning and pastoral and inclusion support across the school.
- Lead on relevant role related training and development of all staff.
- To use data effectively as part of the role to challenge and support students and colleagues.
- To track and monitor student progress and ensure appropriate interventions are made, and with particular regard to safeguarding related concerns.
- To develop an open, collaborative and purposeful climate for working and learning which supports the progress and educational development of all students and in particular, those with some form of disadvantage or additional need.
- Develop ambitious, confident, resilient young people and adults.
- Equip all our young people to acknowledge and celebrate their skills, qualities and achievements, securing positive progression routes in a global market.
- Share and support the school's responsibility to provide and monitor opportunities for the personal, emotional and academic growth of students.

Strategic Responsibilities:

- Raise standards through the consistent use of highly effective systems and processes of quality assurance, self-evaluation and improvement procedures.
- Assess student performance, actively monitor, track and implement appropriate interventions (including for specific disadvantaged groups) to secure outstanding progress for all students and so that no student is left behind.
- Remain the expert in the curriculum / school improvement / or specific area of learning, keeping abreast of national developments, new methodologies and changes to specifications / policy or accreditation and respond to them.
- Lead on the production, live update and evaluation of development plans and provide school leaders (including the Governing Body) with an appropriate strategic overview and evaluative evidence of curriculum / school improvement focus / area performance.
- Represent the school as a highly competent professional, broker links with outside agencies / other providers / multiagency and educational networks.
- Provide coaching and mentoring to other leaders and staff, and share expertise in departmental / school improvement.

Core duties

- To lead by example and to take a lead role in developing leadership in others, including through the role of senior line manager.
- To be an excellent role model for all members of staff and students and to maintain a positive and visible presence around the school.
- To work collaboratively with SLT and others in order to monitor, review, evaluate and improve learning across the school.
- To comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.

Specific Safeguarding DSL duties

Safeguarding Policy Implementation

- Develop, review and update the school's safeguarding and other relevant policies, ensuring they are compliant with KCSIE guidelines. This work will be done in liaison with other SLT, to ensure all our policies work together
- Ensure all staff members, including teaching, support, and external professional services staff, are aware of and adhere to the safeguarding policies and procedures
- Promote a strong culture of safeguarding amongst staff, students, parents, governors and other stakeholders, communicating regularly

Designated Safeguarding Lead

- Fulfil the role of DSL as described in KCSIE.





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- Take lead responsibility for all safeguarding concerns and incidents, ensuring they are recorded, reported, and managed appropriately.
- Work closely with the Associate Deputy Head - Pastoral, Culture & Ethos and other key Pastoral and SEND staff in ensuring all students are safeguarded.
- Provide advice, guidance, and support to staff regarding safeguarding matters and refer cases to external agencies when necessary.
- Collaborate with external agencies, such as social services and the police, to address safeguarding concerns and coordinate appropriate interventions. Refer cases to the Channel programme where there is a radicalisation concern and support staff who make referrals.
- Inform and keep the Headteacher abreast of safeguarding issues in the school
- Liaise with the case manager and the Local Authority Designated Officer(s) (LADO) for child protection concerns in cases which concern a staff member, volunteer or adult.
- Liaise with the school-based Nursing and Counselling providers where safeguarding concerns are linked to mental health.
- Liaise with the Associate Assistant Head – Attendance, Equality & Opportunity on attendance data, to identify safeguarding or other issues that may impact on students' learning and achievement.
- Liaise with the ICT Network Manager to ensure effective filtering and monitoring of the school's network, promoting online and digital safety and following up any safeguarding concern or inappropriate use with the Pastoral Team.
- Liaise with the Business Manager, Site Manager, and Premises & Community Hire Manager to ensure that external organisations using the school site have appropriate oversight of safeguarding and respond to any safeguarding incidents that occur onsite involving these organisations, as per KCSIE guidance.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.
- Model best practice and always uphold the principles of confidentiality and data protection – Maintain provision of regular supervision for colleagues, in liaison with the Pastoral Team.
- Oversee the use of EduKey (or alternative) and the distribution and action of the caseload to the Pastoral and wider Safeguarding team.
- Meet with the nominated Linked Safeguarding Governor termly to discuss safeguarding compliance and ensure that the governors are fully up to date.
- To play a key role in the regular Pastoral Team meetings along with the Associate Deputy Head - Pastoral, Culture & Ethos and other relevant staff. To lead these meetings when required.
- Attend local safeguarding cluster meetings and meetings with other DSLs at other local schools, as required.
- To lead on case management of the most vulnerable students.
- Promote supportive engagement with parents and/ or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- To be prepared to facilitate home visits to families to verify students are 'safe and well' for purposes of those missing education (CME) and/or to carry out discussion/assessments to provide on-going support for safeguarding purposes.

Training and Education

- Arrange, provide and deliver regular safeguarding training sessions and updates (termly) for all staff members and governors, ensuring they are up to date with the latest KCSIE requirements, safeguarding practices and procedures.
- Provide ongoing support and advice to staff regarding the identification and reporting of safeguarding concerns.
- Understand and support the school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation and being drawn into terrorism.
- Understand the unique risks associated with online safety and ensure staff training is current.





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- Liaise with the Associate Deputy Head – Pastoral, Culture & Ethos and Associate Assistant Head – Attendance, Equality & Opportunity to ensure that students and parents have access to up-to-date education on online safety.
- Undertake training to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE.

Record-Keeping and Documentation

- Maintain accurate and up-to-date records of all safeguarding concerns, incidents, and actions taken, in compliance with legal and regulatory requirements. Ensure decision making is clear in the records, with any lessons learned.
- In relation to data protection, understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Ensure confidentiality and sensitivity when handling safeguarding information, adhering to data protection policies and procedures.
- Monitor and review safeguarding records to identify patterns, trends, or areas for improvement, and implement necessary changes to safeguarding practices.
- Collate qualitative and quantitative data and produce reports (including a termly report to Headteacher, SLT and governors) to facilitate monitoring and evaluation.
- Monitor issues surrounding harmful sexual behaviour and manage responses.
- Where children leave the school (including in-year transfers): ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE, and consider whether it would be appropriate to share any additional information with the new school before the child leaves.
- Ensure that we receive information from the previous schools of new joiners, including nil returns, within the timescale specified by KCSIE, whether this is in-year or at the start of an academic year.

Safeguarding Awareness

- Keep abreast of current research and understanding which is applicable to Child Protection, Safeguarding and family work.
- Promote and raise awareness of safeguarding issues within the school community through the development of initiatives, campaigns and resources, including website articles and assemblies.
- Provide guidance and support to parents and guardians regarding safeguarding matters, encouraging open communication and collaboration.

Senior Leadership Responsibilities

- Be a member of the Senior Leadership Team, in which everyone is committed to securing outstanding outcomes for our students and our community.
- Share direct accountability for the successful delivery of the vision for the school as a whole.
- Assist the Headteacher in leading Stockport School in such a way that the highest standards are secured amongst staff and students in all areas of the school's performance and practice.
- Drive up expectations and promote an aspirational culture.
- To take a responsibility for leading upon safeguarding and promoting the welfare of children.
- Act as a role model for staff, providing active support and advice to them whilst holding them accountable.
- Lead on improvement strategies, coaching and supporting staff, ensuring quality, monitoring and evaluation of performance.
- Lead and manage middle leaders and departmental staff to ensure that school improvement is being effectively led at those levels.
- Take a corporate view of policy implementation and an appropriate share of the many and varied tasks required of school senior leaders.
- Monitor the impact of initiatives on workload and staff wellbeing.
- Play a lead part in the community of the school, being highly visible on a daily basis, and undertaking a range of other active supervision duties to ensure the smooth, safe, and effective running of the school.
- Lead on Ofsted preparation within assigned areas, and lead and support as appropriate, at whole school level.





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- Contribute to, implement and monitor departmental and whole school development plans and self-evaluation measures.
- Conduct reviews which identify strengths and areas for development.
- Work effectively with the Headteacher, the Chair of the Governing Body and the Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Develop positive external relationships at a local and strategic level, in partnership with all key stakeholders, including the Local Authority and others, to promote the continued development of the school, within its local community.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.
- To carry out the duties and responsibilities of the post in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.
- This job description should be read alongside the range of duties of teachers and senior leaders, as set out in the annual School Teachers' Pay and Conditions Document.

Developing professional and constructive relationships

- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establish fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring and supporting the performance of all staff including setting objectives and individual personal development plans, including reference to the school's staff appraisal / performance management policies.
- Ensure an aspirational and motivational culture is developed, sustained, and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective, supportive but professionally challenging line manager to ensure consistent high standards are achieved and sustained.

Leading and Managing Staff

- Be responsible for the day-to-day line management of other professionals, secure the safeguarding of young people and adults and ensure the area / provision / school improvement focus fully reflects the school's distinctive vision and ethos.
- Lead and model for colleagues working as members of a designated team and contribute positively to effective working practices.
- Participate in and facilitate the engagement of relevant professional learning and development opportunities to secure highly effective practice / teaching and learning / provision.
- Contribute to and lead on the professional learning and development of other professionals.
- Actively seek opportunities for networking with other schools and professional learning and development opportunities to enhance department provision / school improvement / area focus.
- Provide the professional support and challenge when managing the performance of others.
- Engage actively in the performance management / appraisal review process as an appraiser and appraised.
- Collaborate effectively, sustaining partnerships with parents, stakeholders, business, educational and broader community.





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Professional skills

- Promote and model inspirational teaching and learning.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Teach an appropriate timetable of challenging, well-organised lessons and sequences of lessons across the age and ability range taught:
 - Using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those taught in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt language to suit the learners taught, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and parents / carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the school's behaviour policy.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Leading and Managing Behaviour, Welfare and Standards

- Actively promote and model the collective responsibility for managing the personal development, behaviour and welfare of all young people and promote opportunities to link achievement, engagement in learning and pastoral care.
- Promote and model the commitment that every student is supported through high standards of behaviour and safety – ensuring teaching is effectively differentiated to support students' social, emotional needs, mental health and wellbeing.
- Develop institutional resilience and capacity across the curriculum teams / areas of learning, to enable staff to fully engage all students in effective learning.
- Role model positive interaction with young people – using praise, encouragement & recognition as the norm.
- Contribute to the development of policies and practice which promote inclusion, equality and the extended services that the school offers.

Policies and Practice

- Promote the school's positive values and ethos, commitment to developing employability skills and commitment to lifelong learning.
- Scope, allocate and account for departmental / area capitation to ensure the curriculum / provision / school improvement work provides value for money and delivers excellent outcomes
- Maintain discipline in accordance with school procedures and encourage good punctuality, attendance, behaviour, standards of work and homework / independent learning.
- Recognise, reward and celebrate the success of students and staff.
- Ensure that the school adheres to its statutory and non-statutory best practice obligations for safeguarding and child protection, including the statutory policy review to ensure compliance with DfE / Ofsted requirements.
- Ensure the behaviour management and rewards systems are implemented so that effective learning can take place.





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- Implement statutory national guidelines, and school policies and procedures which:
 - Promote and safeguard the welfare of young people (as in 'Keeping Children Safe in Education' and Child Protection policy).
 - Ensure Health and Safety practices, including Risk Assessments are in line with national and school requirements.
 - Promote professional working practice (Code of Conduct and Teachers' Standards)

Health & Safety and working within the law and frameworks

- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers, leaders and support staff, and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the school's key safeguarding materials which include:
 - The Safeguarding and Child Protection Policy
 - The Behaviour Policy
 - Code of Conduct
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- Members of staff should always work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school.

Responsibility to Support the School Improvement Agenda

- Contribute to the school improvement agenda through effective coaching and mentoring of middle leaders and staff, thereby improving the quality of teaching, learning and assessment and reducing in department and in school variation.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development.
- Evaluate own performance and be committed to improving own practice through appropriate professional development (i.e., training, mentoring etc.).
- Recognise the importance of self-evaluation in raising standards.
- Undertake any necessary professional development as identified in the School Development Plan taking full advantage of any relevant training and development available.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.
- Review the effectiveness of own teaching and its impact on learners' progress, attainment and well-being refining own approaches where necessary.

The aim of the Job Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Job Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher.

This job description will be reviewed on a regular basis and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

