



# The Astley Cooper School

Respect Responsibility Resilience

## **Deputy Headteacher – Behaviour and Culture**

**Salary: Leadership Scale L21-L25 (Fringe)**

**Contract: Full-time, Permanent**

### **Job Description**

The job description lists all the main duties of the post, together with further details of the competencies (skills), experience, qualifications, knowledge, and abilities required to do the job.

The criteria listed within the job description detail the areas which will be assessed at both application and interview. It is important that you identify the competencies, experience, qualifications, knowledge, and abilities that will be assessed by application form, as you will need to provide evidence that you meet the criteria.

All employees have the responsibility to:

- Ensure any documentation produced is to a high standard and is in line with the School's branding.
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, whistleblowing, confidentiality, and data protection, reporting all concerns to the appropriate person.
- Participate in training and other learning activities as required.
- Participate in the Performance Management process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Promote the area of responsibility within the School and beyond.
- Represent the School at events as appropriate and as directed by the Headteacher.
- Support and promote the School ethos, vision, and values.

### Behaviour Management

- Develop, implement, and evaluate strategies to maintain and improve student behaviour across the school.
- Lead the delivery of the whole-school behaviour policy that promotes positive behaviour and addresses any challenges or issues.
- Monitor and report on behaviour data, identifying patterns, and ensuring effective interventions and support systems are in place.
- Support staff with behaviour management strategies, including training and guidance.
- Attend the local behaviour group and integration meetings when appropriate.

### Alternative Provision

- Responsibility for the oversight of alternative provision and reduced timetables, seeking out new opportunities to support those where this is appropriate.
- Ensure alternative provision is tailored to individual needs and promotes the successful reintegration of students into mainstream education where appropriate.
- Ensure that the monitoring and evaluation of external alternative providers allows for high quality and safe provision.



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## Rewards and Recognition

- Develop and lead a comprehensive rewards system that celebrates academic, behavioural, and extracurricular achievements.
- Collaborate with staff and students to ensure the rewards system is motivating, equitable, and inclusive.
- Monitor the impact of the rewards system and recommend changes as necessary to improve student engagement and motivation.

## Stakeholder Voice

- Champion student, staff, and parent/carer voice in all areas
- Regularly gather feedback through surveys, focus groups, and meetings, ensuring that all stakeholders' perspectives are considered in decision-making.
- Use stakeholder feedback to continuously improve systems, policies, and the overall school environment.

## General Duties

- Attend and contribute to senior leadership meetings, decision-making processes and governor meetings.
- Teaching: a reduced timetable of approximately 10-12 lessons per fortnight.
- Promote the safeguarding, pastoral care, and welfare of students in collaboration with the designated safeguarding lead (DSL), safeguarding team and Heads of Year.
- Provide leadership, guidance, and support to staff in managing behaviour and creating a positive school culture.
- Promote equality, diversity, and inclusion throughout all school activities and initiatives.
- Develop and maintain positive relationships with parents, carers, and external partners.
- Ensure compliance with all relevant policies, legislation, and regulations related to behaviour and other areas of this job description.
- Attend key school events, including evening events and local governing body meetings when appropriate.
- Any other reasonable requests from the Headteacher.



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## Person Specification

### Essential Qualifications and Experience

- Qualified teacher status (QTS) with extensive teaching experience in a secondary school setting.
- Experience in leadership and management within at least 2 schools, preferably leading behaviour and with at least 2 years of Assistant Headteacher experience
- Deep understanding of safeguarding practices
- Proven experience and impact of managing student behaviour, including creating and implementing behaviour policies and systems
- Strong understanding of alternative provision and how to support students with complex needs.
- Experience in leading and managing enrichment and extracurricular activities.
- Successful track record of working with students, staff, and parents to develop a positive school culture.

### Essential Skills and Knowledge

- Excellent knowledge of current educational policies, practices, and legislation regarding student behaviour, safeguarding, and inclusion.
- Leadership experience in school/s which are at least graded as Good'.
- Strong leadership and management skills, with the ability to inspire and motivate staff and students.
- Ability to build and maintain positive relationships with students, staff, parents, and external stakeholders.
- Excellent communication skills, both written and verbal, with the ability to present ideas and information clearly.
- Strong organisational skills, with the ability to manage multiple projects and deadlines effectively.
- Data analysis skills to monitor and evaluate the effectiveness of behaviour and cultural initiatives.
- Understanding of the social, emotional, and mental health needs of students, and strategies for supporting them.

### Personal Qualities

- A commitment to promoting positive behaviour and an inclusive school culture.
- High levels of emotional intelligence and the ability to work effectively under pressure
- Strong interpersonal skills and the ability to collaborate effectively with colleagues, students, and parents.
- A proactive and innovative approach to problem-solving and school improvement.
- A passion for student wellbeing and developing young leaders.
- Resilience, adaptability, and a genuine desire to make a positive impact on the school community.
- Excellent initiative.

### Desirable

- A postgraduate qualification or professional development related to school leadership or behaviour management.
- NPQSL qualification
- Designated Safeguarding Lead qualification



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