



Job Title:	Assistant Head of School (SEMH Setting)
Salary:	£30,800- £38,000
Location:	Greater Manchester
Hours of Work:	Monday - Friday 8:15-16:00 – Term Time
Line Manager:	Head of School
How to apply:	Request an application pack from recruitment@fstmanagement.uk
Contact Details:	0330 118 0974

Assistant Head of School Responsibilities

The Assistant Head of School will operate under the reasonable direction of, and be immediately responsible to, the Head of School and is employed by First Steps Together. The Assistant Head of School shall carry out their professional duties in accordance with and subject to:

- The provisions of the Education Acts 1994–1998 and any orders and effects made from Government legislation.
- The policies and practices of First Steps Together, which are in accordance with current initiatives and legislation.
- Supporting the Head of School in raising high expectations for students and staff in learning, behaviour and attendance.

Key Purpose of the Role

To support the Head of School in the day-to-day leadership and management of the school setting, helping to ensure high standards of teaching and learning, positive student behaviour and attendance, effective safeguarding practice, and a strong school culture and ethos. The Assistant Head of School may act as Deputy Designated Safeguarding Lead (DDSL) if trained/appointed.

Strategic Direction and Development

- Support the Head of School and Leadership Team in implementing the School Improvement Plan and agreed priorities.
- Help ensure the curriculum and learning experiences are appropriate, inclusive and meet the needs of all pupils.
- Contribute to a shared vision, values and positive culture across the school setting through consistent day-to-day leadership.
- Support evaluation activities (learning walks, book looks, pupil voice) and help identify actions that improve teaching, learning and outcomes.

Leading Teaching and Learning

- Support monitoring of teaching and learning (lesson drop-ins/observations as agreed) and provide constructive feedback to staff.
- Work with teaching staff to identify individual pupil needs and ensure support strategies are implemented quickly and effectively.
- Support the implementation and review of assessments, ILPs, behaviour plans and risk assessments alongside the relevant leads (e.g., SENDCo).
- Promote consistent routines and high expectations in classrooms and around the school site.
- Support staff wellbeing by maintaining a visible, approachable presence and modelling professional standards.

Behaviour, Attendance and Pastoral Leadership

- Support the Head of School in creating and sustaining a positive, respectful culture and ethos for pupils, staff and visitors.
- Help oversee behaviour systems, including reflections/restorative conversations, recording on IRIS/CPOMS/Behaviour Watch as applicable.
- Support staff to implement behaviour plans and ensure they are updated termly and communicated appropriately.
- Contribute to attendance monitoring, including phone calls/home liaison and working with families to remove barriers to attendance.
- Lead or support pastoral interventions and incentive/reward programmes that motivate pupils and improve engagement.

Staff Support, Development and Deployment

- Support the Head of School with daily organisation of the school day, including supervision of breaks and deployment of support staff.
- Assist in induction of new staff within the school setting (Red/Green Folder processes, safeguarding, routines, expectations).
- Contribute to staff briefings, assemblies and training, helping embed expectations for behaviour, learning and attendance.
- Support appraisal processes by gathering evidence, offering coaching and signposting to CPD.
- Promote effective communication and collaborative practice across roles (teachers, LSAs/SLSAs/BBWAs).

Relationships with Parents and Outside Agencies

- Support home–school relationships through regular positive and constructive communication with parents/carers.
- Attend parent evenings and meetings as required and contribute to twice-yearly reporting cycles.
- Liaise with external agencies and previous schools for pupils joining the provision, supporting effective transitions.
- Support multi-agency working to address safeguarding, behaviour, learning and attendance concerns.

Resources and Organisation

- Support the Head of School with the organisation and safe use of resources within the school setting.
- Assist with planning and delivery of enrichment and outside-curriculum activities each term.
- Support the implementation of incentives, rewards and recognition systems across the school.

Senior Leadership Contribution

- Support the Head of School in leading the school setting and contribute to leadership meetings as required.
- Share good practice, ideas and strategies that improve student outcomes and staff practice.
- Act as a point of contact in the absence of the Head of School, as directed.

Safeguarding

Here at First Steps Together, we are committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all staff and volunteers to share in it, too. As part of the selection process, we will conduct all the necessary checks to ensure you do not pose any risk of harm to your role here. In this role you will be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy.

If ever there is a concern or issue, you will be ready to report it to the Designated Safeguarding Lead (DSL) or, in their absence, any Deputy Safeguarding Lead (DDSL).

Review

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we will have of you, here in the role as you deliver an impassioned and genuinely caring experience to our young people

Person Specification for role of: Head of School

Area	Essential	Desirable
Experience	<p>Experience working in a school setting, supporting leadership responsibilities.</p> <p>Strong behaviour management skills.</p> <p>Safeguarding training (Level 3 or willingness to work towards).</p> <p>Experience of working with pupils with SEN/SEMH needs.</p> <p>Ability to prioritise and work under pressure.</p> <p>Experience using systems such as CPOMS/IRIS/Behaviour Watch (or similar).</p>	<p>Experience leading aspects of whole-school practice (e.g., behaviour/attendance/pastoral).</p> <p>Experience contributing to a positive school ethos.</p> <p>Understanding of attendance processes (registers, calls, meetings).</p>
Education/Training/Qualifications	GCSE/Level 2 Functional Skills in Maths and English (Grade 4 or above).	<p>Leadership and management qualification or willingness to work towards.</p> <p>NPQ (SL/ML) or willingness to work towards.</p>
Specialist Knowledge	<p>Understanding of safeguarding and confidentiality.</p> <p>Knowledge of trauma-informed practice and restorative approaches.</p> <p>Commitment to inclusive practice for SEN/SEMH pupils.</p>	<p>Experience of mental health support/interventions.</p> <p>Experience working with families and external agencies.</p>
Skills – Disposition	<p>Excellent communication and teamwork.</p> <p>Ability to support and challenge staff appropriately.</p> <p>Ability to use data/records to identify trends and target support.</p> <p>Commitment to school improvement and professional development.</p>	<p>Ability to support budget/resource planning.</p> <p>Experience delivering training/briefings to staff.</p>
Working Arrangements/Physical Requirements	<p>Commitment to safeguarding and equality.</p> <p>Willingness to attend parent evenings/open days and occasional out-of-hours training.</p> <p>Driving licence (or ability to travel between sites as required).</p>	<p>Willingness to work across other schools to share practice and develop.</p> <p>Team Teach (or willingness to work towards).</p>