The Mark Way School

Batchelors Barn Road, Andover, Hampshire SP10 1HR
Tel: 01264 351835
adminoffice@markway.hants.sch.uk www.markway.hants.sch.uk
Headteacher: Mr Lester Culley

Assistant Headteacher – Behaviour and Attendance, Personal Development and Well-being

*Please state clearly at the top of your application which secondary subjects you are able to teach to GCSE level.

PayScale: Leadership LDR2 – LDR6

Permanent, full-time

Interview Date: Wednesday 9th December 2026

References: Please ensure you provide two references.

Please contact Lucinda for an application form – this can be filled out electronically which is the preferred format.

Completed Application Forms should be submitted to: l.whittingham@markway.hants.sch.uk

Closing Date for Application: 4th December 2026

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	Essential (E) / Desirable (D)	Evidence	Identified by
Qualifications	• Qualified Teacher Status (QTS) (E) • Evidence of continuing professional development, relevant INSET or other training/experience whilst in the current post (E)	Certificates Reference to during interview	Application form Interview
Experience	• Experience of leading the school in an area of development (E) • Experience of developing practice of colleagues (D) • Substantial and proven experience of raising and maintaining high standards of achievement and progress for all students including using performance data to support, monitor, evaluate and improve aspects of the schools or a subject's performance (E) • Experience of managing human resources (Appraisal, Managerial Support, Capability) (D) • Successful experience of using ICT to support and drive all aspects of the school self-evaluation and school improvement (E) • Secure knowledge and experience of meeting the needs of MLD / SLD and associated special needs of students (E)	Reference to during application Learning walk outcomes	Application form Interview Learning walk
Leadership	• Proven Leadership Skills (D) • Excellent communication skills (E) • The ability to maintain and drive forward the vision and values of the school (E) • Proven ability to raise and maintain outstanding standards across the school (E) • The ability to work with external partners and agencies (E) • Committed to an inclusive approach to students, parents, carers, staff and the governing body (E) • Commitment to the professional development of all staff and their well-being (E)	Reference to application References Interview	Application form

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Safeguarding	• Excellent understanding of safeguarding process and procedure and the successful promotion of the welfare of children and young people (E) • Commitment to leading all staff to secure the appropriate school safeguarding procedures (E)	Interview Safeguarding scenario	Interview
Knowledge and Understanding	• Knowledge of relevant legislation (D – can learn on the job) • Familiarity with the current procedures and expectations of Ofsted inspections (D – can learn on the job) • Familiarity with School Self-Evaluation requirements and professional working with the LA (D – can learn on the job) • Understanding appraisal requirements and their implementation for all staff (D – can learn on the job) • Effective use of strategies to raise student achievement and ensure progress (E) • Understanding and promotion of specialist interventions to raise achievement and ensure progress (E) • Understanding, implementation and effective use of systems to monitor and track student progress (E – although can learn some of this on the job) • Review, development and implementation of a curriculum relevant to the students in the school in consultation with the Leadership Team and teachers (E)	Reference to in application and interview Data task outcomes Presentation	Data task Presentation

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Roles and Responsibilities

Responsibility	Role
Teaching and Learning Pedagogy and Practice	• Devise and maintain a lesson observation schedule with the HT and DHT • Devise and maintain opportunities for peer observation and team teaching • Monitor and ensure SEN provision is in place across the school including developing whole school practice for young people with MLD / SLD and complex needs in conjunction with tutors and the leadership team • Develop teaching and learning pedagogy across the school, including SEN provision e.g. SALT and TEACCH.
Behaviour and Attendance	• Analyse attendance data with DHT spotting trends and patterns leading to early effective intervention. • Developing attendance procedures with DHT supporting achievement of school target – 96% • Monitor whole school behaviour so that exceptional standards of behaviour are sustained across the school. • Monitor bullying of all kinds so that it is dealt with quickly and effectively. • Evaluate and oversee Personal Development programmes, incusing RSHE and PDP, so that they are engaging, meaningful and effective. • Develop pastoral and well-being systems so that they support all children to achieve their potential.
Report Writing	• Maintain and develop as necessary the school's progress reports and annual academic reports in conjunction with the Leadership Team • Support the admin team and teachers in instigating report writing in a timely manner, ensuring deadlines are met across the school
Data	• Monitor the school database and ensure it is effective. Produce reports for staff and governors in liaison with the DHT on Behaviour, minutes out, IEPs, Virtues etc,
Deputise	• Train to be and deputise as a Designated Safeguarding Lead as necessary • Manage safeguarding and leadership of the school in the absence of the HT or DHT for short periods of time • Participate in leadership meetings • Report to staff and governors as needed on areas of responsibility • Lead whole school and teacher's meetings • Support colleagues across the school as required.
Appraisal	• Appraise Teachers and HLTAs as required with the HT and DHT
Subject	• Maintain responsibilities of subject leadership ensuring standards within this subject are maintained and any other teacher/HLTA teaching the subject is supported

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	• 0.8 teaching commitment in your subject area and maintaining responsibility for that.

Person Specification
• Dynamic • Flexible • Good communicator with sound emotional intelligence skills • Sound coaching skills • Excellent time management and organisation • Resilience • Able to hold self and others to account supportively and constructively for the good of the school • Committed to your own continuing professional development • Committed to the continuing professional development of colleagues • Reflective • Pro-active • Able to use own initiative • Team Player • The good of the children at the heart of practice • Ambitious • Understands how to supportively manage and drive change / maintain standards