

Assistant Headteacher
Main responsibilities include Designated Safeguarding Lead, Behaviour, Attitudes & Safety and Assistant Assessment and Progress
Job Description



Salary: Leadership Pay Scale Range L5-L9

Reporting to: The Headteacher and Deputy Headteacher

Responsible for: Line management of Support Staff and Teachers (as allocated)

Main purpose

To carry out the duties of an Assistant Headteacher, as set out in STPCD. The Assistant Headteacher, under the direction of the Headteacher, will lead on designated aspects providing the strategic direction for designated roles including Designated Safeguarding Lead.

The Assistant Headteacher (Inclusion) role may have a timetabled teaching commitment if required complying with the teachers' standards and modelling best practice for others. They may also be required to undertake any of the duties delegated from the Headteacher.

This will primarily include:

- Being an active member of the SLT and assist the headteacher in leading the school, attending meetings.
- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership
- The day-to-day management of the school.
- Be consistent in the delivery of all the school policies and practices.
- Formulating and implementing the aims and objectives of the school, establishing policies for achieving these aims and objectives and monitoring progress towards these.
- Managing staff and resources in line with the Assistant Headteacher's areas of responsibility.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Building positive and respectful relationships across the community, upholding public trust in school leadership, maintaining high standards of ethics, behaviour and professional conduct and serving in the best interests of the school's pupils.
- Work in partnership with Fazakerley Children's Centre Nursery on agreed areas of priority and focus.
- Fulfil teacher responsibilities, as set out in the STPCD, where any teaching responsibility is required.
- Developing and delivering the strategic direction for Safeguarding, Behaviour, Attitudes, Safety and Assessment across the school and overseeing the day-to-day management of these through a broader team.
- Undertake duties of the DSL
- Contribute to the wider life of the school.

Areas of responsibility and key tasks in relation to key responsibilities:

Designated Safeguarding Lead

General Duties

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Contribute to creating a safe and welcoming learning environment.
- Be available during all school hours during term time for staff to discuss any safeguarding concerns. Generally, this should be in person; however, they may be available virtually in exceptional circumstances.
- Organise adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.
- Take a lead on safeguarding and related audits and governor visits related to safeguarding.
- Take the lead on online filtering and monitoring.
- Undertake DSL duties in line with KCSiE.

Managing referrals

- Act as the first point of contact for staff members raising safeguarding and child protection concerns.
- Identify pupils who may be at risk and use the correct referral protocol to reduce these risks.
- Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.
- Refer cases of suspected child protection issues to the appropriate investigating agency, e.g. children's social care services (CSCS), the police and Channel.
- Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made.
- Support staff members who make referrals to external agencies.

- Notify the DBS of staff who have been dismissed or have left due to posing risk or harm to a child in consultation with the headteacher.
- Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.

Working with others

- Act as a source of support, advice and expertise for all staff regarding child protection and safeguarding matters.
- Engage with children's social care and specialist services as required.
- Continuously keep the headteacher informed of any safeguarding issues or ongoing enquiries.
- Ensure the governing board is kept up-to-date on a regular basis regarding all child protection issues and investigations.
- Have a good knowledge of local inter-agency arrangements led by safeguarding partners and act as the main point of contact with the safeguarding partners.
- Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required.
- As required, work with the case manager and LA designated officer (LADO) for child protection concerns which involve a member of staff in consultation with the headteacher.
- Work with staff on safeguarding matters.
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and other key members of staff, taking the lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on these pupils.
- Encourage staff members to challenge behaviour that breaches the Staff Code of Conduct.
- Provide written reports to the governing board and headteacher in a timely manner.
- Take part in strategy discussions and inter-agency meetings.

Information sharing

- Ensure child protection files are kept up-to-date.
- Keep detailed, accurate and secure written records of concerns and referrals.
- Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained within the expected time frame of pupils starting that establishment (currently 5 days).
- Understand the importance of information sharing with appropriate staff and external agencies.
- Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR.
- Lead regular strategic site meetings in relation to safeguarding and vulnerable pupils/families.

Raising awareness

- Ensure that child protection policies and procedures are understood by all staff members, especially new and part-time staff, and are implemented correctly.
- Lead on new staff, trainee and visitor induction.
- Ensure the school's safeguarding and child protection policies are available publicly.
- Review the school's Child Protection and Safeguarding Policy on an annual basis and present it to the governing board for approval.
- Liaise with the safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies on safeguarding arrangements.
- Assist in promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff.

Training

- Attend comprehensive safeguarding and child protection training at least every two years.
- Undertake Prevent awareness training and any other local or national safeguarding training.
- In addition to formal training, update knowledge and skills at regular intervals and at least annually.

- Understand the assessment process for providing early help and intervention, and take the lead when early help is appropriate.
- Provide training and relevant safeguarding updates to staff and governors as required including providing an annual schedule of training.
- Provide comprehensive induction training to new staff and early career teachers (ECTs) with the aim to strengthen their safeguarding skills and experience.
- As part of all staff members' inductions, conduct safeguarding training that includes the following systems:
 - The Child Protection and Safeguarding Policy
 - The Behaviour Policy
 - The Staff Code of Conduct
 - The Children Missing Education Policy
 - Details about their role, including theirs, and any deputy DSLs', identities and contact details
- Provide safeguarding and child protection guidance to deputy DSLs, where appropriate.
- Ensure staff members have access to and understand the school's Child Protection and Safeguarding Policy and procedures.
- Provide advice and support to staff members regarding child protection issues such as radicalisation.
- Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent duty.

Working with pupils

- Encourage a culture of listening to pupils and taking account of their wishes and feelings throughout the school and its procedures.
- Understand the difficulties pupils may have in approaching staff about their circumstances and ensure trusted relationships are built.
- Be alert to, and understand, the specific needs of vulnerable pupils.
- Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare.
- Recognise potential barriers some pupils, e.g those with SEND, may face to disclosing abuse, or staff recognising that they are being abused, ensuring measures are in place to mitigate such issues.

Curriculum

- Lead the strategic direction and development of the school's safeguarding curriculum including online safety.
- Lead the strategic direction and development of the school's safeguarding curriculum content, including online safety, for parents and carers.

Additional

- Undertake the role for designated teacher for Looked After Children (LAC).

Behaviour, Attitudes and Safety

- Take a strategic lead for the development of behaviour and attitudes across the school leading on school development plans, policy and strategy.
- Monitor standards and progress in relation to behaviour, attitudes and safety across the school.
- Maintain up to date policies, procedures and documentation for health and safety.
- Liaise with parents, carers, pupils and external agencies in relation to behaviour and attitudes as required.
- Lead on the school's policies, procedures, development plans including implementation and monitoring in relation to health and safety, Educational Visits.
- Undertake the role of school Educational Visits Coordinator in line with the School EVC Policy including implementation and monitoring.

Assistant Assessment and Progress Lead

- Present, analyse and interpret relevant school, local and national data and use to implement effective change.
- Establish and sustain high-quality assessment across all subjects and phases, based on evidence.
- Ensure robust assessment outcomes are used to inform the teaching of a broad, structured and coherent curriculum in line with the school's curriculum intent, implementation and impact.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents.

- Establish robust assessment systems for all subjects across the school taking responsibility for implementation and monitoring.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, with special educational needs, or who speak English as an additional language.
- Plan and implement interventions for those pupils who are not progressing, working with leaders at all levels to identify and implement intervention.
- Contribute to the leadership, development and implementation of the school Pupil Premium Strategy.
- Provide training and support for teachers and support staff on administering the assessment system effectively
- Provide updates and reports to leaders and governors.
- Work with the SENDCO to develop, implement and monitor effective assessment systems for pupils with SEND.

Other responsibilities

- Lead on pupil voice activities/groups.
- Undertake duties as part of SLT.
- Attend regular leadership meetings and briefings.
- Lead on staff induction.

Additional Information

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

General Description of Activities/ Functions

The appointment is subject to the current conditions of employment for Head teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards Framework, the required standard for Qualified Teacher Status and any other current educational legislation as required in various Education Acts.

The content of this job description maybe amended at any time following discussions between the Governing Body and the Head teacher, and will be reviewed on a regular basis.

Appendix 1: Core standards for safeguarding teams

- The Designated Safeguarding Lead and all those who provide cover for this role will undertake statutory training and refresher training.
- The safeguarding team will have a working understanding of the Local Safeguarding Children Board's 'responding to need framework/levels of needs guidance'
- Schools should undertake an early help assessment before the child needs escalate to the point where a request for a statutory assessment is required.
- Where there are child protection concerns about a child there should be no delay in contacting children's services.
- All requests for a statutory assessment by children's services must be accompanied by a Multi-Agency Referral Form (M.A.R.F.)
- Consent **must** have been secured before a request for statutory assessment is made for a 'child in need'. Whilst consent is **not** required for child protection referrals, consideration should always be given to informing the parents. Parents would normally be informed of the need to make a child protection referral unless this would jeopardise the safety of a child (place them at risk) or impede a police or a children's service investigation.
- If a request for statutory assessment is not accepted schools, with other agencies, should undertake early help assessments if a child has unmet needs that sit below the need for a statutory assessment. Schools should always **escalate** their concerns using the Local Safeguarding Children Board's Escalation Procedures to ensure a statutory assessment is undertaken if they believe the child's needs require this.
- All child protection case conferences, core group, child in need and early help meetings should be attended and written information shared in line with Local Safeguarding Children Board's guidance.
- Schools should contribute to a robust and timely assessment of the child's needs
- The safeguarding team must understand their responsibilities when attending meetings including the need to scrutinise information shared effectively, to review historical concerns, to examine the views and wishes of the child, review and challenge practice and when required escalate concerns.
- Schools should, together with other agencies, ensure multi-agency plans have clear outcomes for children that are achieved in a timely way.
- A chronology must accompany all safeguarding records. The records should reflect actions taken including any written requests for statutory assessment, decisions taken to share or not to share information and the views and wishes of the child.
- An overview list must be maintained by the Designated Safeguarding Lead, of all safeguarding concerns brought to their attention along with a brief outcome.
- A central list must be maintained by the Designated Safeguarding Lead of all children subject to current child protection plans, child in need plans or early help assessments. The list should include any children where there are historic concerns or children whose welfare needs to be monitored.
- The safeguarding team should undertake regular supervision. 'Rolling' minutes of supervision should capture any further actions required. If not directly involved in supervision the headteacher should evaluate the effectiveness of the process and 'sign off' on any action.