



Job Description

Post: Assistant Headteacher – Safeguarding Lead

Salary: L10 – 15 Leadership (Inner London)

Contract type: Full-time Fixed term

Reporting to: Executive Headteacher

Main purpose

To be work effectively as a member of the Senior Leadership Team and wider school teams to demonstrate and articulate the school vision and values in day-to-day practice, inspire others to commit to and practice to the highest standards to ensure that each pupil at Paddock has the best opportunity to achieve their potential.

To play a significant role in evaluating school policy and practice; formulating, developing, and implementing improvement plans.

To lead by example with exemplary organisational skills, integrity, creativity, resilience, and clarity-drawing on their own scholarship, expertise, and that of those around them

Conditions of Employment

All teachers are subject to the Conditions of Employment set out annually in the school Teachers Pay and Conditions Document. As a senior leader you will be working within both Teachers Standards (July 2011) and the Headteacher's Standards (2020) and any other subsequent standards.

Key Responsibilities

1. Leadership of Pastoral and Welfare provision

- Develop and implement policies, procedures, and practices to promote the emotional wellbeing and personal development of students.
- To oversee and manage the health care needs of the pupils.
- Lead and coordinate pastoral support systems ensuring effective communication and collaboration with parents staff and external agencies
- Foster an inclusive and positive school culture that supports the diverse needs of students
- To line manage a post of pastoral and welfare assistant

2. Designated safeguarding lead

- Act as the designated safeguarding lead ensuring compliance with the relevant policies and procedures
- Advise the Senior Leadership Team and Governors on matters relating to safeguarding and child protection
- Provide guidance and training to staff members on safeguarding practises and procedures

- Act as the main point of contact for safeguarding concerns liaising with external agencies
3. **Well-being champion and mental first aid lead**
- Promote and champion the importance of mental health and well-being within the school community
 - Provide support and guidance to staff and students in matters related to mental health and well-being
 - Facilitate mental health first aid training for staff equipping them with the necessary skills to support students and colleagues in distress
4. **Curriculum Leadership**
- Lead a curriculum team providing direction support and guidance
 - Collaborate with Heads of School to ensure high quality teaching learning and assessment practices
 - Monitor curriculum delivery tracking progress and identifying areas for improvement
5. **Assessment support**
- Assist in the development and implementation of effective assessment strategies
 - Support staff in the analysis and interpretation of assessment data to inform teaching and learning strategies
 - Contribute to the continuous improvement of assessment practises across the school
6. **Teaching and learning support**
- Provide guidance and support to teachers sharing best practices and innovative approaches
 - Collaborate with teaching staff to develop and implement strategies to meet diverse needs of students
 - Conduct observations and provide constructive feedback to enhance teaching and learning experiences
7. **Induction support**
- Support the induction process for new staff ensuring a smooth transition into the school community
 - Provide guidance and mentoring to new teachers assisting them in adapting to the school's environment and culture
 - Coordinate induction training sessions and activities
8. **Effective Governance**
- Understand and promote effective governance practises within the school
 - Collaborate with the governance team to ensure compliance with policies, regulations and statutory requirements
 - Provide regular updates and reports to the governance team sharing insights and recommendations.

Person specification

| Criteria | Essential | Desirable |
|-------------------------------|---|---|
| Qualifications and experience | <ul style="list-style-type: none"> • Qualified teacher status • Degree | <ul style="list-style-type: none"> • Successful special school experience • Training and experience of using a range of specialist strategies • National Professional Qualification for Middle Leaders (NPQML), higher level degree or management qualification or equivalent • Proven commitment to professional development in leadership and management and / or other relevant training |
| Experience | <ul style="list-style-type: none"> • Experience of managing complex safeguarding cases • Knowledge of the National Experience of consistently delivering outstanding teaching in a special school • Experience of leading high impact training • A proven track record of leading school improvement and raising standards • Successful experience of leading and motivating teachers and support staff through collaboration and delegated leadership • Proven track record of developing appropriate personalised curriculum for pupils with special educational needs leading to positive academic, personal, and social outcomes • To have successful experience of chairing meetings such as TAC (Team Around the Child) meetings, EHCP (Education and Health Care Plans) meetings • Successful experience of leading a department and developing a team atmosphere • Successful experience of working with children with complex needs and pupils who are working at the early levels of the National Curriculum | <ul style="list-style-type: none"> • Experience of acting as a designated safeguard lead |

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| | <ul style="list-style-type: none"> • Experience of writing and updating school policies in line with central borough and school best practice | |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Clear understanding of performance management in its wider sense, including performance management of support staff, and the impact on school improvement and development • A clear understanding of Paddock School Vision, Values and Aspirations and how they can be embedded in school culture • An understanding of the systems needed to assess, plan, teach and evaluate the learning of pupils with special educational needs • A clear understanding of child protection and safeguarding in its widest context and a clear commitment to ensuring children have the highest quality care. • Commitment to safeguarding and equality | <ul style="list-style-type: none"> • An understanding of the school self-evaluation schedule and how it meets OFSTED requirements |
| Skills Proven ability to: | <ul style="list-style-type: none"> • Demonstrate outstanding organisational skills and work under pressure with conflicting demands • Analyse data to identify areas for development and raise standards • Engage, motivate, and successfully manage staff to deliver an established vision, values, and aspirations. • Listen and respond appropriately to adults and young people and handle sensitive issues with respect and care • The ability to communicate succinctly to a range of different stakeholders including parents, teachers, governors, support services and the wider community • To represent the school, its needs, and interests in a variety of settings, fostering collaborative partnerships through alliances and external developments • To represent the school, its needs, and interests in a variety of settings, fostering collaborative | |

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| | partnerships through alliances and external developments <ul style="list-style-type: none">• The ability to embrace and manage change effectively• The ability to be teacher in charge when necessary | |
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Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: 28/03/2021

Next review date: 28/03.2025

Headteacher/line manager's signature:  _____

Date: _____

Postholder's signature:  _____

Date: _____