



## **Role Profile & Person Specification**

**Post Title:** Deputy Head of School

**Salary:** Leadership 9 – 13

**Location:** Wey Valley College

**Directly Accountable To:** Head of School

### **Key Accountabilities**

- In the absence of the HOS to effectively deputise to provide appropriate education and wellbeing to pupils and staff
- Effective liaison with schools, parents, behaviour support staff and all agencies involved.
- Teach pupils within the school in line with the policies particularly in implementing effective strategies to meet individual pupil need and ensure progress working towards reintegration
- Contribute to the School's SEF, SDP and CDP
- Support the HoS in developing an appropriate curriculum and strategies to meet the educational and behavioural needs of pupils referred.
- The efficient timetabling and deployment of staff to secure the best educational outcomes for pupils.
- To act as a positive role model and develop appropriate positive relationships with colleagues, other professionals and students.
- In liaison with the HoS/DoE to lead on specific areas of the curriculum.
- Take responsibility for the management of the school sites to give the most effective educational outcomes for the pupils.
- Keep up to date with developments in Education
- To support the HoS to maintain an outstanding Judgement in all areas at WVC
- Where appropriate to assist with School to School support under the DoE
- To agree a personal work programme with the HoS and undertake any appropriate duties as directed by them
- Familiarise, uphold and promote the aims of the Trust's Equality and Diversity policies in the course of day-to day work
- Support in the management of safeguarding across the school by undertaking the role of Designated Safeguarding Lead or Deputy (as appropriate) and therefore dealing with safeguarding matters and referrals as and when they occur in line Trust's safeguarding policy & guidance.

### **Success Criteria**

- That resources in the school are effectively deployed to support schools, staff and pupils.
- The school is effectively managed in the absence of the Head of School.
- Evidence to demonstrate effective teaching to ensure pupil progress.
- Evidence that curriculum plans and schemes of work are in place.
- Ensure that appropriate and effective management information systems are in place.
- Evidence that the school has developed programmes for supporting schools, staff and pupils in the management of pupil behaviour.

## **Person Specification**

### **Qualifications**

- Qualified Teacher Status
- Hold a recognised degree (or equivalent)
- Evidence of further professional study in relation to pupils with special needs.

### **Experience**

- Substantial experience in working with pupils with social, emotional and behavioural difficulties.
- Substantial experience in identification, assessment and personalised programme delivery for pupils with SEN.
- Substantial experience in teaching secondary mainstream curriculum.
- Experience of leadership and management in an educational setting.
- Experience of working with other agencies and professionals and other key stakeholders.

### **Knowledge**

- Knowledge of current secondary practice
- Knowledge of progression routes and guidance
- Knowledge of legislation in the field of education and special educational needs.
- Knowledge and experience of devising/monitoring individual programmes assessment, recording and reporting.

### **Specific Skills**

- Proven ability to manage/resolve conflict.
- Ability to teach across the curriculum.
- The ability to establish trusting relationships with professionals, children, parents/carers and professionals.
- The ability to communicate effectively both in writing and orally.
- The ability to manage people sensitively and demonstrate empathy.

### **Personal Qualities**

- Confident and calm personality with the capacity to understand issues which may present as negative behaviour.
- Strong self image with the capacity to give and receive constructive feedback.
- Creative, dynamic approach.
- Commitment to researching and implementing best practice including restorative approaches to resolve conflict.
- Excellent interpersonal skills.

### **Other factors**

- DBS with Child Barred Listing Checks
- Valid driving licence and use of car
- Right to work in the UK