

BRAYS SCHOOL/LEYCROFT ACADEMY

JOB DESCRIPTION

Deputy Head Teacher and Designated Safeguarding Lead

Job purpose

- In the absence of the Head Teacher to undertake the professional duties of the Headteacher (HT).
- To assist the HT in providing professional leadership for the whole school, ensuring that it is managed and organised to meet its aims and targets.
- To assist the HT in providing vision, leadership and direction for the school with the context of the Trust.
- To be the main point of contact for stakeholders and visitors who request to see the HT, especially in terms of day-to-day leadership and management.
- To be accountable and responsible for high quality teaching and learning across the school, working with the leadership group (LG), focusing on standards and progress.
- To continue the development of an environment in which all stakeholders engage and are fulfilled.
- With the LG, to ensure that the School Improvement Plan (SIP) reflects the reality of the school's day-to-day business and sets ambitious targets for staff and pupils.
- To work with the LG and local governors to ensure child safeguarding.
- To carry out the professional duties of a teacher, meeting the teaching standards.

Duties and responsibilities

1. Whole school leadership

- 1.1 Deputise for HT as necessary.
- 1.2 Assist the HT in taking responsibility for the school's strategic plan through a leading contribution to the SIP and ensuring that whole school and personal objectives are achieved.
- 1.3 Work with the HT and any other senior leaders in the event of any critical incident, taking a high level of operational leadership as required.
- 1.4 Work with the LG to agree aims and policies and the strategies to achieve them.
- 1.5 Work with the HT to agree policy changes.
- 1.6 Report regularly to the HT particularly in terms of whole school development in relation to key stakeholders (parents/community, staff and pupils) and the quality of teaching and learning.
- 1.7 Maintain a close daily contact with the LG and staff to facilitate good communication.
- 1.8 Be available to meet with various stakeholders when requested.
- 1.9 Ensure that the day-to-day organisation of the school follows agreed collective policy and runs smoothly, identifying any areas of weakness for improvement.
- 1.10 Implement the aims of the school, consulting and liaising with staff, to ensure that agreed policies are carried out.
- 1.11 Emphasise the benefits of a multi-ethnic school, strongly opposing any form of racism or prejudice and promoting equality of opportunity in terms of gender, ethnicity, religion, class and disability.
- 1.12 Lead the staff in setting realistic but challenging targets for improvement, working with the LG.
- 1.13 Lead the school's self-evaluation, working with the LG.
- 1.14 Lead the school in terms of child safeguarding and general health, safety and security.

- 1.15 Support the HT in providing data or information for governors, the Trust, Ofsted, DfE, etc.
- 1.16 Look outside the school and work closely with other partners as necessary (e.g. Trust schools, children's centre, consortium, teaching school alliance) to develop initiatives, share good practice and promote higher standards.
- 1.17 Lead and/or take part in specific curriculum projects according to the school's needs.
- 1.18 Keep abreast of current developments in education generally and leadership and management in particular.
- 1.19 Be fully involved in all aspects of whole school development, especially the work of senior and middle leaders and senior support staff.
- 1.20 Ensure that the LG hold a joint overview and leadership of foundation subjects and the development of pupils' skills across the curriculum.
- 1.21 Ensure that staff, parents and pupils are consulted about changes, school policy and practice.
- 1.22 Take part in training opportunities for the benefit of the school, ensuring that there is a planned programme for any feedback or impact.
- 1.23 Take part in performance management as a reviewer and reviewee.
- 1.24 Take shared responsibility for the day-to-day management of the school budget, working with the HT, Trust Finance Team, and purchase resources which reflect school policy and the needs of the school.
- 1.25 Work with the HT to develop policy and practice in terms of decision-making and financial planning.
- 1.26 Work with the Trusts Operational Team, HT and site staff to ensure day-to-day health and safety and a positive working environment.
- 1.27 Work with the HT and Trusts Operational Team to develop policy and practice
- 1.28 Act in the role of SENCO

2. Staff

- 2.1 Line-manage any designated Assistant Head Teachers (AHTs), ensuring that they fulfil the requirements of their job description.
- 2.2 Support the HT with the leadership and management of recruitment processes.
- 2.3 Ensure that staff are deployed appropriately and effectively, following school policy including arrangements for PPA, cover and leadership time.
- 2.4 Assist the HT in dealing with the specific stages of any difficult staffing issues such as teamwork, competence or discipline, providing a coaching or mentoring approach which sets clear expectations for staff.
- 2.5 Support any AHTs in the completion and evaluation of action plans.
- 2.6 Ensure that timetables and rotas are drawn up in order to achieve optimum staff deployment and use of resources.
- 2.7 Set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes and excellent teamwork.
- 2.8 Represent the views of stakeholders to the LG and, equally, relay the LG view to stakeholders in a positive united way.
- 2.9 Lead the professional development of staff through coaching and mentoring, demonstrating effective practice and good advice and feedback.
- 2.10 Lead staff meetings and INSET as necessary, assisting senior and middle leaders to ensure good practical outcomes.

3. Pupils

- 3.1 Demonstrate leadership skills to produce a harmonious working ethos, taking a full and active part in establishing good order, discipline and positive attitudes amongst pupils.
- 3.2 Lead the management of pupils' behaviour, ensuring consistent implementation of school policy and very good communication with all stakeholders.
- 3.3 Provide behaviour management support for pupils, supporting and advising staff and parents as required.
- 3.4 Lead whole school or phase assemblies, as part of a rota.
- 3.5 Assist the LG with the supervision of pupils at lunchtime, being also entitled to a reasonable break in the school day.

4. Teaching and learning

- 4.1 Undertake teaching responsibilities as necessary, aiming for an approximate 25% teaching/coaching/mentoring timetable, but being prepared to use some of the remaining time to coach and mentor staff or to support the school at crucial times (e.g. when there is no cover or when a teacher requires support).
- 4.2 Demonstrate the ability to plan effective learning and to lead others in doing the same, which is consistently well-matched to the needs of pupils.
- 4.3 Provide a role model for high standards of teaching and learning, through personal example.
- 4.4 Demonstrate teaching and leadership skills which lead to pupils making good and outstanding progress in relation to their prior attainment, so that they do well or better than similar pupils nationally.
- 4.5 Work with the HT to lead the monitoring and evaluation of the quality of teaching and learning across the school, in order to promote higher standards of achievement, using school-based systems (e.g. book, scrutiny, data analysis and pupil voice) and own regular, informal observations.
- 4.6 Work with the LG/LT to ensure that data analysis and evaluation is completed for each Assessment Period (AP).
- 4.7 Provide high quality feedback to staff on their performance and set appropriate deadlines for improvement.
- 4.8 Take a shared role (with the LG) in the leadership of assessment.

5 Parents

- 5.1 Lead the promotion of parental involvement in pupils' learning, participating actively in parent and community functions and working closely with other leaders to maintain and develop good relationships.
- 5.2 Ensure that parents receive good communications via newsletters, personal contacts and the school website.

6 Personal commitment as a senior leader

- 6.1 Be well-organised, work to deadlines and submit key documents promptly, acting as an excellent role model for staff.
- 6.2 Demonstrate ability to critically reflect and self-evaluate.
- 6.3 Demonstrate high level leadership skills including the ability to delegate, prioritise and hold others to account.
- 6.4 Provide an excellent model for personal attendance and punctuality and ensure, as a minimum, personal working hours which reflect the majority of teachers.

- 6.5 Make a commitment to attendance at meetings at certain points in the school holidays, particularly prior to the start of the new school year and ensure that other senior leaders do the same.
- 6.6 Provide a role model for personal presentation and communication to all stakeholders.

7 Other

- 7.1 Report termly to the Governing Body, working with the HT, especially in terms of day-to-day practice and curriculum development.
- 7.2 Demonstrate a contribution to the work of the Trust and Leadership Group through partnership working.
- 7.3 Undertake such duties at the discretion of the HT as may reasonably be required by the changing needs of the school.

Specific responsibilities

- Raising standards
- Acting as a Designated Safeguarding Lead

Staff leadership

- Line manager other staff as identified

Curriculum overview and leadership

- Have oversight of provision, standards and progress, in liaison with appropriate members of the LG and LT

Other aspects

- Be one of the named senior leaders for Looked after Children
- Lead CPD programme
- SENCO responsibility

Working Hours

- Availability for work for 190 pupil days and 5 training days (pro rata) – full time.
- Expected to attend meetings during some holidays so that good preparation is ensured for each term and especially the start of the school year.

PPA time

Entitled to PPA time as 10% of timetabled teaching time; however, the whole school leadership role remains the priority.

Responsible to

- HT with performance reviewed by HT
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Signature of DHT:

Date:

Signature of HT:

Date:

BRAYS SCHOOL/LEYCROFT ACADEMY

PERSON SPECIFICATION Deputy Head Teacher and Designated Safeguarding Lead

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Degree /PGCE or equivalent qualifications 	<ul style="list-style-type: none"> • Other educational / professional qualifications, especially linked to SEN • Working on / or willingness to undertake NPQH • Any non-educational qualifications e.g. sport, music, first aid that can contribute to school life • Designated Safeguarding Lead qualified • SENCO qualified
Knowledge and Experience	<ul style="list-style-type: none"> • Experience in whole school monitoring and evaluation • Successful experience of teaching in a special school/setting • Successful experience of teaching in more than one phase • Minimum of five years' recent relevant and sustained experience at senior or TLR level • Experience of management and leadership of a team of teachers and support staff • Experience or awareness of the Safeguarding role • Evidence of providing excellent provision for all pupils and achieving high standards of pupil progress • An excellent understanding of and experience in using assessment and data management • Experience of supporting pupils with challenging behaviour • Experience in more than one type of school • Experience in teaching pupils across the range of learning difficulties and specifically pupils with autism 	<ul style="list-style-type: none"> • Experience of leading on curriculum developments across school • Experience of pupil data assessment in conjunction with other Senior Leaders in school • Experience in leading an aspect of non-curricular development e.g. School Council, Parents' Groups • Experience of leading and supporting CPD • Experience in leading the annual review process

	<ul style="list-style-type: none"> • Recent experience in leading one or more curriculum areas, including identifying needs, planning, monitoring and evaluation of standards • Proven ability in leading staff team's / curriculum development and measuring progress • Experience as a Middle or Senior Leader in a special school / setting • Experience of coaching / mentoring / performance management / supporting colleagues • Awareness of the SEN code of practice • Experience of Performance Management of Staff • Experience of working with other agencies • An understanding of the Inclusion agenda 	
Professional skills	<ul style="list-style-type: none"> • Excellent teaching experience/classroom practitioner • Experience in working with other partners – pre-school / extended services / network group/ multidisciplinary partners • Experience in Safeguarding procedures including Child Protection • Experience in managing non-teaching staff e.g., TA's, midday supervisors • Knowledge of Data management • Ability to work cooperatively as a leader and member of a team and in different partnerships • Ability to work with and be supportive of parents and families of pupils. • Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others • Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best • ICT skills for teaching and management • Confidence, clarity and decisiveness in making and carrying out decisions 	<ul style="list-style-type: none"> • Analysis of Data

Professional Ethos and Commitment	<ul style="list-style-type: none"> • High expectations for self and others and a strong commitment to raising achievements • Commitment to promote home-school partnerships • High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child • Professional appearance and integrity when undertaking outward facing work beyond school • Consistency of approach to all • Maintenance of integrity and confidentiality within and beyond school • Commitment to supporting the vision, values and ethos of school 	<ul style="list-style-type: none"> • Awareness and willingness to be involved in partnerships that support school • Experience of innovation and creativity in the curriculum
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