

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Deputy Headteacher
CONTRACTED HOURS	Full time
LOCATION	Churchill Special Free School, Haverhill (may be deployed across the Trust)
GRADE / SCALE POINT – SALARY	Leadership range L12 – L16
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust and school in every aspect of their work performance. All members of the Trust are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

JOB PURPOSE

To deliver and sustain educational excellence in teaching and learning throughout the school, maintaining and promoting care for the pupils and respect for colleagues.

KEY TASKS AND RESPONSIBILITIES

Strategic direction and development of the school:

To work with the Local Governing Body, Headteacher, school workforce and school community to contribute to development of the strategic view for the school.

- To develop overall aims and objectives for the school and policies for their implementation;

- To support the Headteacher in creating a positive culture and provide educational vision and direction which promotes effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of adult life;
- To work with the Headteacher to develop and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting short, medium- and long-term objectives and targets which secure the educational success of the school;
- To ensure that the organisation of the school supports its vision and aims;
- To ensure that policies and practices take account of national, local and school data, inspection and research findings; and
- To monitor, evaluate and review the effectiveness of policies, priorities and targets of the school in practice and act if necessary.
- Deputise for the Headteacher when they are absent from the school, taking full responsibility and ensuring the effective day-to-day organisation
- To lead on the organisation of GCSEs or accreditation, by ensuring all pupils are entered for the appropriate examinations, liaising with the appropriate examination boards, the school's examination officer and staff responsible for delivering GCSEs or accreditation.
- Lead key areas of school improvement and monitoring, as directed by the Headteacher.
- To ensure that progression into education and training post 16 is effective
- Lead by example to motivate and work with others including when implementing and managing change initiatives.

Teaching and Learning

To work with the Headteacher and Local Governing Body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

- To ensure that all pupils receive an excellent education through a programme designed to promote good learning in a safe and healthy school environment;
- To ensure a consistent and continuous school-wide focus on pupil's achievement, using data and benchmarks to monitor every pupils' learning and progress;
- To ensure that learning is at the centre of strategic planning and resource management;
- To establish creative, responsive and effective approaches to learning and teaching;
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- To be able to demonstrate and articulate high expectations and set stretching targets for the whole community;
- To be able to implement strategies which secure high standards of behaviour and attendance;
- To implement a diverse, flexible curriculum and implement an effective assessment framework;
- To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils
- To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective support and intervention; and
- To ensure holistic, child centered support is in place which empowers children and

their families and enables the development of healthy, socially inclusive behaviours.

Leading and managing people

With the headteacher to lead, motivate, support, challenge and develop other people in order to secure improvement:

- To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teachers and other members of staff, in work carried out in school and work carried out elsewhere;
- To sustain effective systems for the management of staff performance, incorporating professional growth targets for teachers (including targets relating to pupils' achievement);
- To ensure that all staff receive regular professional growth as per the Trust's policies and procedures;
- To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status and the Teacher Standards; and

Efficient and effective deployment of people and resources

To support the Headteacher in the deployment of people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

- To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided;
- To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money; and
- To ensure that staff undertake CPD, which increases their knowledge and understanding of cultural diversity.

Strengthening Community

Working with the headteacher

- To enable a school culture and curriculum which takes account of the richness and diversity of the school's community;
- To enable and promote positive strategies for challenging prejudice;
- To ensure learning experiences for pupils are linked into and integrated with the wider community;
- To ensure a range of community-based learning experiences and opportunities;
- To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- To seek opportunities to invite parents and carers, members of the community, business or other organisations into the school to enhance and enrich the school and its value to the wider community;
- To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- To co-operate and work with relevant agencies to protect children;
To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary, secondary and special schools; and
- To ensure that the school offers appropriate extended services.

Designated Safeguarding Lead (DSL)/Alternate Designated Safeguarding Lead (ADSL)

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals on CPOMs
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- In addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they ensure the trust's safeguarding policy and the school's child protection procedures are known, understood and used appropriately;
- Ensure the school's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the local governing body regarding this;
- Ensure the trust's safeguarding policy and the school's child protection procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained and kept.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Deputy Headteacher will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher, Director of Education or a member of the Trust Executive Leadership Team which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Qualifications	<p>Qualified teacher status</p> <p>Leadership and management training or other qualifications</p>	<p>A further qualification in the SEND field</p>
Knowledge and Experience	<p>Preferred teaching experience in a school for children with SEND and particularly autism.</p> <p>A proven track record in achieving the highest standards of attainment and progress for all groups of pupils</p> <p>Working in partnership with parents and external agencies</p> <p>Making considered decisions and taking responsibility for the outcomes.</p> <p>Encouraging, supporting and motivating people, including pupils, staff and parents.</p> <p>Challenging, influencing and motivating others to attain high goals.</p> <p>Record of successfully implementing initiatives to raise standards.</p> <p>Experience of analysing and using school performance data.</p> <p>Current knowledge of teaching technologies and initiatives, their use, implementation and impact.</p>	<p>Successful leadership of strategic initiatives.</p> <p>Successful and varied teaching experience throughout the relevant phases / key stages.</p> <p>Evidence of successful teaching of SEND pupils in a mainstream school setting</p> <p>Experience of leading a significant curriculum development to implementation</p> <p>Good knowledge and understanding of the Code of Practice for SEND</p>

Leadership and Management	<p>Ability to think strategically and share, promote and realise the school's vision, culture, aims and values.</p> <p>An understanding of how to introduce and sustain organisational change and development, including teaching and learning</p> <p>A positive, creative and confident approach to leading staff and addressing problem and challenges</p> <p>Strong interpersonal skills with the ability to inspire, challenge and motivate others to attain high standards</p> <p>An ability to implement an effective model for Continuing Professional Development (CPD) of teachers and support staff linked to the SDP</p>	<p>Ability to lead staff training</p>
Professional Knowledge and Understanding	<p>A commitment to the safeguarding of all the school's students and an understanding of the arrangements and procedures required to achieve safeguarding</p> <p>The ability to develop and sustain successful relationships with SEND students</p> <p>Commitment to valuing and promoting student's active and inclusive engagement with the wider society</p> <p>Knowledge and understanding of the different types of assessment systems</p>	<p>Has an understanding of accreditation and GCSE</p> <p>Has experience as a Designated Safeguarding Lead (DSL)</p> <p>Knowledge and understanding of relational practice</p>
Personal and Professional Qualities and Attributes	<p>Commitment to an educational provision of the highest quality for learners with communication and interaction difficulties.</p>	<p>Mediation skills.</p> <p>A confident and competent user of IT in the classroom and for administrative purposes</p>

	<p>Evidence of commitment to lifelong learning.</p> <p>Ability to communicate effectively with a wide range of people.</p> <p>Good interpersonal skills.</p> <p>Ability to work under pressure and to time and targets.</p> <p>Ability to develop and maintain good working relationships.</p> <p>A commitment to maintaining the school's current identity within the overall ethos and values of the Trust.</p> <p>Evidence of commitment to model the school's core values.</p> <p>Experience in delivering strategies which encourage parents and carers to support their children's learning.</p> <p>Proven ability to think creatively and bring fresh ideas to a school that is already achieving very high standards.</p> <p>Motivation to work in partnership and network beyond the school community</p> <p>Commitment to work in the field of SEND, striving for innovation and best practice</p> <p>Ability to maintain a professional attitude at all times in all situations with a solution focused approach</p> <p>Able to work successfully under pressure with excellent organisational skills</p>	
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