

JOB PROFILE			
<b>Job Title:</b>	Deputy Headteacher and Inclusion Lead	<b>School/Department:</b>	Coppice Valley Primary School
<b>Salary Grade:</b>	L4 – L8	<b>Working Hours:</b>	Full-Time
<b>Contract Type:</b>	Permanent	<b>Location:</b>	Harrogate
<b>Responsible to: Headteacher</b>			
<b>Role summary:</b> <ul style="list-style-type: none"> <li>To assist the Headteacher in the effective management of the school and to take the lead in agreed key areas.</li> <li>To promote effective learning, high levels of achievement, educational attainment, social and personal progress of all pupils consistent with the aims of the school and the unique needs of each individual.</li> <li>To support, represent and deputise for the Headteacher as and when required.</li> <li>To carry out teaching in school as required (This post is initially expected to be a non-class-based role but may be subject to change in the future, depending on staffing structure needs).</li> <li>To meet the Professional Standards for Teachers at Post Threshold and Core level, making a sustained and substantial contribution to the school.</li> </ul> <p><b>Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.</b></p>			
<b>Special conditions of service:</b> No smoking policy, including e-cigarettes.			
<b>Role specific responsibilities:</b> <b>Strategic Development of the School</b> <b>In consultation with, and under the direction of the Headteacher to:</b> <ul style="list-style-type: none"> <li>Make a major contribution to and support the ethos, vision, policies, organisation and aspirations of the school promoting high levels of achievement.</li> <li>Contribute to the creation and development of the school development plan taking responsibility for delegated aspects of it.</li> <li>Supporting the Headteacher in leading effective curriculum development, working with the curriculum leaders.</li> <li>Support the Headteacher in the school self-evaluation process monitoring the quality of learning, teaching and children's achievements including the analysis of data.</li> <li>Ensure effective communications with parents regarding school policies, pupil's attainment and curriculum matters.</li> <li>Support the Headteacher in developing links with parents, other schools and the wider community in order to enhance learning and teaching and pupils' personal development.</li> </ul>			



## **Teaching and Learning**

- Provide a professional model clearly demonstrating high quality, effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline.
- Have a working understanding of how to develop a broad and balanced curriculum, including use of technology for effective teaching, learning and assessment.
- Oversee the transition of pupils between phases and year groups liaising with relevant schools and colleagues as required.
- Oversee the management of good conduct and behaviour systems for pupils and play a leading role in pupil care and welfare, and health and safety.
- Be responsible for the effective administration of national tests.
- Identify pupils who are below/above appropriate targets and lead effective pupil progress meetings liaising with the Headteacher and other relevant members of staff and to develop intervention strategies.

## **Leading and Managing Staff**

- Liaise with other leaders in school to ensure a co-ordinated and planned approach that ensures coverage, continuity and progression.
- Manage and organise staff in defined areas including quality and performance management.
- Be instrumental in developing the whole staff team, leading CPD (continued professional development) across school: planning, organising and delivering developmental activities, delegating appropriately, and evaluating and reporting on outcomes.
- Lead by example and participate in professional development activities, keeping up to date with educational developments and share the learning from these as appropriate.
- Manage agreed reporting and record keeping systems and plan reviews as appropriate.
- Oversee the induction and management of ECTs.
- Arrange cover for absent staff.

## **Effective Deployment of Staff and Resources**

- Support the Headteacher in the efficient and effective deployment and development of staff to make the most effective use of their skills, expertise, and experience and ensure that all staff have a clear understanding of their roles and responsibilities.
- Develop positive working relationships with and between all staff and provide and sustain motivation.
- Support the Headteacher in the management and organisation of relevant groupings of pupils to ensure effective teaching and learning takes place and that children's personal development needs are met.

## **Accountability**

- Support the Headteacher to ensure the smooth running of day to day routines in the school including events out of the usual school day.
- Be the school's Inclusion Manager (includes SENCo), taking a lead role in SEND provision across school, including groups of children e.g. Pupil Premium (PP), Academically More Able (AMA) and English as an Additional Language (EAL). Removing barriers to learning, applying for funding and ensuring resources are used effectively so that accelerated learning is made for all pupils across school.
- Be responsible for the safeguarding of pupils in school and be the Designated Safeguarding Lead, providing training, completing paperwork, liaising with colleagues and external agencies and attending meetings as required.
- Lead assessment across school and further develop our assessment systems to track, monitor and evaluate pupil progress and attainment for all children, to provide data to relevant



stakeholders and consider possible interventions for improvement such as providing training to staff, reviewing school policy.

- Provide timely and accurate information and advice to the Headteacher and Governing Body.
- Fulfil all the responsibilities and duties required by the school's policies on teaching and learning.
- Achieve any performance criteria or targets arising from the school's Performance Management arrangements.
- Attend SLT meetings, parent forums and other such meetings including liaising with internal or external agencies/stakeholders as appropriate.
- Set and monitor budgets ensuring transparency e.g. Pupil premium funding to support best value, completing required paperwork and publishing information on the school website.
- Be an excellent classroom practitioner if and when required.

### **Senior Leadership Team**

- Lead by example and to express continually the school vision, values, aims and priorities of the school.
- Collectively lead and manage raising standards and pupil progress throughout the school.
- Liaise with other members of the SLT, subject, year, and key stage/pastoral leaders to ensure a co-ordinated and planned approach across the whole school to promote the achievement and wellbeing of children.
- Prepare rotas and timetables for playground duties, meetings, room use and special events.
- Complete risk assessments relating to activities occurring both in and out of school as required.
- Contribute to management decisions on aspects of policy, strategy, development and organisation.
- Be instrumental in supporting all staff through change.
- Work with the Headteacher to evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning.
- Maintain and develop effective relationships with all stakeholders, including parents, governors, our Trust and other bodies outside the school.

### **RK People responsibilities:**

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required.
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person.
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.



## Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



## Our Trust Values



### Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



### Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



### Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

## Our Trust Goals



### We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



### We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



### We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



### We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



### We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

## PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
Ability to provide a well organised and stimulating classroom environment	*	
Ability to lead a team	*	
Ability to develop relationships and communicate effectively with colleagues, children and parents	*	
Willingness to attend meetings in and out of school hours	*	
Ability to meet the needs of all children / raise standards	*	
Leadership initiative	*	
Commitment to continuing personal and professional development	*	



Sound philosophy – a belief in inclusion and education for all	*	
Confidentiality, commitment and loyalty	*	
Flexibility and a positive outlook	*	
Able to demonstrate a concern for the pastoral welfare of everyone in school	*	
Willing to make an additional contribution to wider school activities	*	
Ability to inspire others	*	
Calm, caring and committed to a restorative approach	*	
Committed to safeguarding	*	
<b>Qualifications, Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>
Excellent classroom practitioner with high expectations	*	
Experience of using ICT in teaching	*	
Effective teaching and learning styles that challenges and inspires	*	
Evidence of co-ordinating a major subject/role in school	*	
Experience of working throughout the primary age range		*
Experience of monitoring and reviewing curriculum coverage	*	
Comprehensive knowledge of the National Curriculum and strategies	*	
Understanding the principles of a positive behaviour management policy	*	
Knowledge of the theory and practice of providing effectively for the individual needs of all children	*	
Experience of leading/supporting children in receipt of Pupil Premium		*
Experience of SLT	*	
Inclusion Manager (SENCo) experience		*
Experience of line management and appraisal of staff	*	
Experience of training and supporting staff to raise standards	*	
Experience of contributing to school improvement planning	*	
Experience of working with and engaging parents, external agencies and wider community	*	
Knowledge of assessment for learning strategies	*	
Experience of target setting	*	



Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection	*	
Experience of child Protection/Safeguarding	*	
Experience of Ofsted		*
Willingness to further own professional development	*	
Qualified teacher status	*	
NPQM/S or equivalent qualified		*
Willingness to undertake NPQH training		*
Willingness to undertake NASENCO training if required, or equivalent NPQ	*	
<b>Safeguarding and Promoting the Welfare of Students</b>	<b>Essential</b>	<b>Desirable</b>
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

