



**Moorlands**  
Learning Trust



**Nidderdale High School**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**Deputy Headteacher –  
Behaviour and  
Attitudes**

**L16-20**

**(plus recruitment allowance  
for an exceptional candidate)**

**September 2024**

## **Deputy Headteacher – Behaviour and Attitudes**

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher: Behaviour and Attitudes at Nidderdale High School.

This new role provides an exciting opportunity for a colleague to play a lead role, as sole Deputy, in shaping the strategy for behaviour, pastoral care and inclusion across the school. The role offers the opportunity to make a demonstrable impact on the lives of every young person at Nidderdale High School. The successful candidate will join a talented team of leaders and colleagues both at Nidderdale High School and as part of Moorlands Learning Trust's wider network.

The school has a strong reputation within and beyond our local community and with a wide range of professionals for outstanding pastoral care and inclusive practice. As a small school we are uniquely placed to know our students as individuals and have planned a range of bespoke and innovative programmes to support our young people, this includes our NiddVenture offer.

Relationships are key at Nidderdale High School, leadership of behaviour will require a commitment to restorative and relational practice and an understanding of the impact of adverse childhood experiences and trauma.

Our overriding aim at Moorlands Learning Trust is to provide an exceptional comprehensive education for students from all cohorts and demographic backgrounds, to ensure that individual context does not affect a student's life chances. At Moorlands Learning Trust we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too.

We hope you are inspired by this opportunity and want to become part of our successful school in a strong and growing Trust. If you have the qualities needed to make a transformational difference then we would be delighted to hear from you.

Kath Jordan  
Headteacher

Helen Williams  
CEO Moorlands Learning Trust

## **Job Description Deputy Headteacher**

### **Deputy Headteacher: Behaviour and Attitudes**

Responsible to the Headteacher, the Deputy Headteacher: Behaviour and Attitudes will play a pivotal role in continuing our momentum towards being an outstanding school, shaping its future, and enhancing its reputation as part of Moorlands Learning Trust (MLT).

#### **Overall Strategic Remit:**

This is a key senior leadership team post within the school with overall strategic responsibility and accountability for ensuring exceptional student behaviour and attitudes. The post holder will also lead, develop, and implement the strategic vision for outstanding pastoral care and support, ensuring that inclusive practice and the welfare, safety, health and happiness of every student is at the core of the school's purpose.

By creating a safe, calm, orderly and respectful school environment which impacts positively on students' behaviour and attitudes, all students are given the best possible opportunity to achieve exceptional educational outcomes and enjoy memorable experiences.

#### **Key Responsibilities:**

##### **Strategic, Operational and System Leadership**

- Liaise closely and work collaboratively with the Headteacher and Assistant Headteachers to provide strategic vision, leadership and direction for the school which focuses on: improving students' progress and outcomes; enhancing students' personal development and experiences at school; promoting and supporting student and staff welfare.
- Play a lead role in the monitoring and evaluation of the Academy Development Plan, taking appropriate actions to ensure the school's goals are achieved.
- Play a lead role in the completion and quality assurance of the school's Self Evaluation Form to ensure that an accurate picture of the school's performance and any areas for development are recorded and updated frequently and take actions to secure improvements.
- Act as a role model to the rest of the Senior Leadership Team and all staff and students in setting and maintaining the highest standards in all aspects of work and in challenging and supporting others.
- Lead by example, providing inspiration and motivation for students, staff, governors, and parents.
- Maintain an up-to-date knowledge and understanding of all aspects of the Ofsted framework and lead all other relevant staff in understanding the framework through timely communications and training.
- Lead the strategic development of areas of accountability, ensuring strategies are student-centred, have impact and are underpinned by robust evidence base.
- Drive, lead, and manage aspects of whole-school change, school improvement and effective implementation.

- Contribute to governors' meetings as required, to ensure governors maintain a sound knowledge and understanding of all aspects of the school. This will include providing verbal and written reports at governors' meetings as required.
- Keep abreast of current local and national educational developments and ensure effective dissemination amongst appropriate colleagues.
- Advise the Headteacher and Senior Leadership Team on developments in given areas and on their potential impact on the school.
- Actively work to develop the school's network of external partner organisations. Work with these organisations positively for mutual benefit and to develop expertise within the school.
- Take opportunities to positively market the school.
- Share in the effective and efficient management of the school on a daily basis and maintain a high-profile presence for staff and students.
- Deputise for the Headteacher as required.
- Assume a range of whole school responsibilities as assigned by the Headteacher and undertake any professional duties that the Headteacher reasonably delegates.
- Actively promote Moorlands Learning Trust and be committed to system leadership, taking opportunities to work collaboratively and productively with partners for the benefit of all students within the Trust and beyond.

## **Culture, Ethos & Environment**

- Actively promote the vision and core values of the school in everyday work and practice to create a shared culture and positive climate where staff and students feel valued and thrive, and wellbeing is engrained in school life with consideration for students and staff at the heart of the school's practices.
- Work with the Headteacher to regularly review and refine the core values of the school, actively seeking out student views and reflecting their voice in the fabric of the school.
- Work with the Headteacher to ensure that the core values of the school are realised in students' everyday behaviour and staff practice and decision making.
- Ensure students are celebrated, supported, and challenged, working closely with Heads of Key Stage, other pastoral colleagues and the SENCO.
- Working closely with the SLT and wider staff body to promote a positive and respectful culture in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and discrimination are not tolerated so that all members of the school community can thrive.
- Lead on creating a culture of equity where staff know, care for, and celebrate students as individuals.
- Actively foster a strong sense of community and positive ethos among staff and students.
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment where students enjoy positive and enriching school experiences.
- Promote a culture of high staff professionalism.

## **Student Attitudes, Values and Aspirations**

- Overall strategic lead for developing a culture and ethos of aspiration: promoting and celebrating the highest standards of all students, students' pride in their school and personal aspirations and ambition for success.
- Empower students to take responsibility for their behaviour so that they demonstrate an unwavering respect for themselves, others, their environment, and their community and high levels of self-control.
  - Encourage and empower students to be positive role models for their peers, promoting understanding of the balance between individual rights and responsibilities.
  - In liaison with the SLT, monitor and evaluate students' contribution to the school and the wider community.
  - Develop strategies and initiatives to ensure students feel a strong sense of belonging and affiliation to the school and are actively proud to be part of the Nidderdale High School and the wider community including MLT.
  - Develop strategies and initiatives to empower students to make a positive and lasting difference and to lead positive change.
  - Lead on pastoral student voice to gather students' attitudes on, for example, the quality of tutoring and pastoral care.
  - Create a positive ethos where students' self-confidence and self-esteem are promoted by regular praise, recognition, reward, and affirmation.
  - Further develop a wide range of positive praise and reward systems, including ClassCharts, appropriate to students' individual circumstances, context, and age.
  - Develop opportunities to recognise, praise, reward and celebrate students' achievements, success, and active demonstration of the core values of the school, both formally and informally, publicly, and discretely

## **Safeguarding and Supervision Systems**

- Assume the operational role of Designated Safeguarding Lead, providing expert guidance, training and support to staff and students as appropriate.
- Work in partnership with the Deputy Designated Safeguarding Leads to create the strategic vision and plan for safeguarding and work collaboratively to ensure that it is embedded in all aspects of school life.
- Regularly monitor the Single Central Record ensuring that it meets all statutory requirements and the school's Safeguarding Policy
- Ensure the work, record keeping, and decisions of the safeguarding team are quality assured with clear mechanisms to provide robust challenge to each other's actions and decisions.
- Support and guide the school on monitoring, reviewing, and improving safeguarding practice and supervision systems, implementing policy changes as necessary and in a timely manner.
- Quality assure the annual safeguarding audit
- Further strengthen the policies, procedures, and support structures to deal with concerns and allegations of HSB.

## **Behaviour and Conduct**

- Ensure the creation of a safe, calm, orderly and positive environment, characterised by respect, trust, cooperation and care, so students learn effectively, and teachers can teach.
- Set and establish clear strategies, routines, and high expectations for the behaviour of all students across all aspects of school life.
- Lead on high standards of school uniform in line with school policy.
- Lead on the development of clear and effective behaviour policies which are shaped by trauma informed principles, relational practice and approaches with intelligent, fair, and effective actions to support students to succeed.
- Support colleagues to effectively meet the needs of more challenging student behaviour, encouraging warmth, empathy and emotional intelligence and an understanding of the individual and minimising any negative impact on learning.
- Provide expertise in supporting colleagues to prevent, anticipate and respond to potentially disruptive incidents, reinforcing positive student behaviours.
- Research and lead on clear strategies for the continued improvement of student behaviour.
- Drive a proactive approach to prevent bullying so that students feel happy and safe.
- Advise on suspensions ensuring in all cases that their use is proportionate, legal, and justified.
- Monitor and evaluate behaviour patterns and trends across the school, including the use of reflection sessions, awarding positives/negatives, suspensions, and internal suspensions.
- Develop strategies for effective re-integration of students following suspension.
- Lead on the development of alternative strategies for suspension.
- Lead on the development of strategies to support students at risk of suspension/permanent exclusion.
- Lead on strategies to manage and address challenging behaviour through effective CPD.
- Regularly sample a range of stakeholder views about behaviour and discipline and the school's support and use this evidence to inform judgements and actions.
- Observe students' behaviour in a range of classes at different times of the day, break and lunch and lesson transitions to inform an accurate picture of behaviour across the school.
- Update the behaviour and suspension policies in line with statutory guidelines.
- Investigate major behaviour incidents and persistent/complex patterns of behaviour.
- Represent the Headteacher at the Harrogate, Ripon, Knaresborough Fair Access Panel as required.

## **Pastoral Leadership, Systems, Care and Support**

- Shape, implement and develop the strategic vision for pastoral care at Nidderdale High School ensuring that the welfare, safety, health, and happiness of every student is at the core of our purpose.
- Take overall responsibility for the quality of the school's pastoral care of its students.
- Develop and implement strategies to raise pastoral standards.
- Encourage innovation and professional development in pastoral care.
- Maintain a strategic overview of student welfare and pastoral care and ensure that strategic planning and decision making takes this into account and promotes positive actions to support student wellbeing.
- Lead, monitor and review the development of the necessary pastoral structures, roles and systems and implement training for staff across school.
- Maintain a strategic overview of the work of the Heads of Key Stage to set the strategic direction for these staff, ensuring the co-ordination of effective pastoral support to enable all students across the school to succeed and achieve



- Lead, manage and develop pastoral care systems and strategies to support students' welfare.
- Ensure there are clear lines of responsibility for supporting and addressing students' pastoral needs.
- Collaborate and engage with multi-agencies, the LA and other schools/provision to ensure effective leadership and partnerships are in place to support the pastoral system and student welfare.
- Develop and lead an effective early intervention and prevention strategy that enables students to access support for their mental health and wellbeing.
- Ensure there are clear systems and processes in place for identifying student mental health concerns, including routes to escalate, and clear referral and accountability systems.
- Oversee the strengthening of links to external support services including specialist agencies such as CAMHS, alongside the broader range of support services such as early help or voluntary sector organisations.
- Lead and deliver CPD to ensure all staff are trained and supported for their pastoral roles enabling them to uphold school policies, practices, and systems effectively with regards to pastoral care
- Ensure that communication of the school's pastoral ethos and values are clearly disseminated through school literature and the website.
- Create, monitor, and develop standards for exceptional tutoring and pastoral care.
- Support and challenge tutors and Heads of Key Stage to maintain high standards and excellence in tutoring.

## **Attendance and Punctuality**

- Lead, manage and develop strategies to improve attendance and punctuality so that disruption is minimised and barriers to learning are removed.
- Work collaboratively with Attendance Officer to analyse attendance and punctuality data and action plan accordingly to drive improvements.
- Oversee the development, monitoring and implementation of effective policies, plans, targets, practices, and procedures related to attendance and punctuality.

## **Parental Engagement, Networks and Communication**

- Contribute to continued improvements to the effectiveness of regular, positive communications with parents/carers.
- Develop and implement practical approaches and strategies to involving parents/carers in their child's learning and welfare including parents as partners events and community-based activities.
- Lead strategies to improve relationships and parental engagement where there are barriers to engagement in order to build trust and foster strong and productive partnerships.
- Develop parent/carer voice, creating an open and transparent culture which takes stakeholder views into account.
- Forge, develop and maintain positive parent partnerships and networks for the benefit of students and the wider community.

## Line Management

Heads of Key Stage 3 and 4  
Mental Health and Family Outreach lead  
Associate Assistant Headteacher: SENCO

- Lead, manage and develop middle leaders and associate staff colleagues as appropriate
- Be accountable for the continuing effective work of all staff for whom there is line management responsibility, supporting and challenging them to achieve their best
- Appraise, train, mentor and coach staff as appropriate.
- Hold regular formal meetings (at least once per fortnight) and share the record of those meetings with the relevant leader and the Headteacher as appropriate.

## External

- Research and disseminate best practice in all key areas of responsibility with particular reference to behaviour, attitudes, pastoral care, attendance and students' mental health.

## General Responsibilities

- Undertake a teaching commitment commensurate with a Deputy Headteacher role (approximately 20% teaching timetable) and the needs of the school.
- Ensure school policies are up to date, compliant and any changes are effectively communicated.
- Participate in staff recruitment, training and review processes including appraisal.
- Lead year group assemblies and Parental Information Evenings as appropriate.
- Be highly visible and accessible: reinforcing standards of student and staff behaviour and the school's core values and ethos (including supervision and duties)
- Attend appropriate meetings with colleagues and parents/carers.
- Proactively take opportunities to market the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions
- Demonstrate a commitment to one's own professional development and engage in the opportunities provided by the school and within the Trust.
- Comply fully with the school's health and safety policy.
  - Any other duties that might reasonably be required of a Deputy Headteacher

## Accountable to

- Headteacher
- Local Governing Body

**As strategic leaders with significant whole-school responsibilities, Leadership Team members have a contract which goes beyond the 1265 hours working time applicable to teachers.**

***As with other posts, this job description may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.***



**Nidderdale High School  
Personnel Specification  
Deputy Headteacher: Behaviour and Attitudes**

<b>Qualification and Training</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> To have undertaken further professional study e.g. NPQSL, NPQH	D	
<input type="checkbox"/> Good Honours Degree	D	
<b>Experience</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Significant measurable impact as a Senior Leader	E	Application form and selection process
<input type="checkbox"/> At least 3 years' successful experience in a substantive senior leadership position	E	
<input type="checkbox"/> Significant safeguarding experience, preferably as a DSL or Deputy/Assistant DSL	E	
<input type="checkbox"/> Successful experience of leading initiatives to engage learners, remove barriers to learning and raise student achievement	E	
<input type="checkbox"/> A proven track record of outstanding secondary school teaching and results across the ability range	E	
<input type="checkbox"/> Experience of leadership and management responsibility in more than one school	D	
<input type="checkbox"/> Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people	E	
<input type="checkbox"/> Experience of leading whole-school improvement strategies with significant and sustained impact	E	
<input type="checkbox"/> Experience of leading whole-school CPD	E	
<input type="checkbox"/> Experience of e-learning in the curriculum	D	
<input type="checkbox"/> Implementing the principles and practice of Quality Assurance including school review, self-evaluation, and appraisal	E	
<input type="checkbox"/> Developing successful strategies for raising achievement and achieving excellence	E	
<input type="checkbox"/> Managing change, creativity, and innovation	E	
<input type="checkbox"/> Leading, taking part in, and building successful teams	E	
<input type="checkbox"/> Excellent knowledge and understanding of the Ofsted framework with proven school improvement impact in at least one key category of accountability	E	

Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> An outstanding classroom practitioner, able to recognise outstanding learning and teaching and improve the skills of others	E	Application and selection process
<input type="checkbox"/> Able to lead, inspire, motivate, and engage staff and students	E	
<input type="checkbox"/> Able to build and lead high-performing teams and establish effective professional relationships built on trust and respect	E	
<input type="checkbox"/> Committed to holding colleagues to account, challenging underperformance, and ensuring effective corrective action, support and follow up	E	
<input type="checkbox"/> Able to make clear, judicious decisions which may involve tough choices or considered risks	E	
<input type="checkbox"/> Excellent communication skills, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> An understanding of local and national educational issues particularly with regards to areas of strategic responsibility and be able to debate and discuss these at strategic level	E	
<input type="checkbox"/> Able to monitor and support staff performance, including setting targets and ensuring they are met	E	
<input type="checkbox"/> Able to plan, implement, monitor, and evaluate initiatives and policies	E	
<input type="checkbox"/> Able to analyse complex problems, make sound judgements and produce workable solutions	E	
<input type="checkbox"/> Able to analyse and interpret data	E	
<input type="checkbox"/> Able to consider new approaches, ways of thinking and challenges to the status quo	E	
<input type="checkbox"/> Knowledge of strategic and financial planning processes	D	
<input type="checkbox"/> Knowledge of school governance including within a multi academy trust context	D	
<input type="checkbox"/> Knowledge of effective behaviour and attendance management strategies	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities, and inclusion for all students across the Trust	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students across the Trust	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors, and the wider trust community	E	
<input type="checkbox"/> An enthusiasm for developing enrichment including extra-curricular activities	E	

<b>Personal Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents, and students, with governors, partners and the wider community	E	
<input type="checkbox"/> Shows warmth, care, and sensitivity to the needs of others	E	
<input type="checkbox"/> Is professional, self-motivated, hardworking, and willing to give freely of time outside of the normal working day	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate both own and the school's performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and an infectious enthusiasm	E	
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race, and disability in an educational context	E	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary	E	

Moorlands Learning Trust is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.

**Agreed by: Post Holder:**

**Print name.**

..... **Signature**.....

**Line Manager:**

**Print Name**

..... **Signature**.....

**Date:** .....