

Job Description and Person Specification

Deputy Headteacher (Behaviour Secondary)

Beckfoot Upper Heaton
Salary/Grade: L18 - L22 (£67,351 - £74,283)
Reporting to: Headteacher

JOB DESCRIPTION

Core Purpose of the Post

To be line managed by the Headteacher in delivering priorities on the School Improvement Plan.
This role involves engaging with students/pupils in regulated activity relevant to children.
It is a school-based role that involves contact with children.

Corporate Responsibilities

- Carry out the responsibilities of the role in line with our mission and organisational values
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety, and adherence to the Nolan Principles both in your personal conduct and throughout the Trust
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the wellbeing of children; being hyper-vigilant in all interactions with students and adults
- Comply with all policies, procedures, working practices and regulations, notably, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Contribute to a culture of relentless improvement, where feedback is a gift
- Be accountable and carry out any reasonable duties as requested by the Headteacher

Key Duties and Responsibilities

- Live our mission and values every day
- Lead all aspects of behaviour, supporting and challenging all students to meet remarkably high standards
- Oversee strategies and interventions, to support students who are not yet able to meet remarkably high standards of behaviour
- Work with the Head and senior team to craft a highly purposeful, motivational and inclusive culture
- Insist on a teach not tell warm-strict approach to the behaviour curriculum
- Model positive framing and specific descriptive praise in all interactions
- Line manage KS leaders and assistant heads who contribute to the behaviour curriculum, demanding consistency, fairness and remarkably high professional standards at all times
- Line manage the Assistant Head for Inclusion, ensuring all students can access an appropriately ambitious curriculum
- Work with the Data Manager to extract appropriate data to demonstrate strengths and areas for development in all aspects of behaviour and attendance
- Undertake the duty of the designated safeguarding lead and lead the safeguarding team
- Demonstrate burning intellectual curiosity and a desire to engage with the latest research and ensure that all initiatives are based on best practice
- Be a positive team member of the Senior Leadership Team, role-modelling ownership and accountability
- Deputise for the Headteacher in their absence.
- Be a highly visible senior leader, embedding a culture of feedback and a desire to continuously improve
- Lead meetings and undertake duties as required in line with the calendar, sharing expertise and supporting others
- Maintain accurate records using relevant systems in line with policy and records management procedures
- Be an outward-facing, horizon-scanning professional, drawing influence from within and beyond the sector both nationally and internationally
- Provide clarity of expectation and exactly high standards
- Motivate all to accelerate our journey to remarkable
- Manage own workload and the workload of others
- Take seriously the duty to safeguard all young people

Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to maintain excellent skills and knowledge in role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- Share and support the Trust's ethos to provide and monitor opportunities for personal and academic growth and success

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

JOB DESCRIPTION

Other Considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions (no matter how small) to the school's Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles of the Trust's equity, diversity and inclusion policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.
- Must be legally entitled to work in the UK

Advanced Threshold Fluency Duty Required

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Date: January 2023

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

PERSON SPECIFICATION

Deputy Headteacher (Secondary)

	Essential Requirements	Desirable Requirements	How Identified
Qualifications/ CPD	<ul style="list-style-type: none"> • Good honors degree • PGCE (QTS) • Up to date learning/CPD • Recent safeguarding training 	<ul style="list-style-type: none"> • Professional certification, e.g. NPQSL or NPQ • Named Person trained 	<ul style="list-style-type: none"> • Application
Experience	<ul style="list-style-type: none"> • Sustained recent success as a minimum at Assistant Headteacher level (demonstrable impact on outcomes and or Ofsted grade) • Strong knowledge and experience of all aspects of successful pastoral leadership • Excellent up to date knowledge of all aspects of safeguarding • Working in a culture of high expectations where good is never good enough • Evidence of leading impactful and sustained school improvement with clarity, appropriate pace whilst winning 'hearts and minds' • Leading inspiring staff meetings, CPD and assemblies • Forensic use of a range of data to drive forward school improvement • Successfully developing and managing the performance of others • Demonstrable commitment to evidence-informed actions and a warm-strict/tough love approach to behaviour • Creating clear routines that lead to psychological safety for all, particularly the most vulnerable • Working positively with all stakeholders, including families 	<ul style="list-style-type: none"> • Designated Safeguarding Lead • Successful leadership in an area of high deprivation • Current or previous experience of successful school improvement in a turnaround school 	<ul style="list-style-type: none"> • Application • References • Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> • How to lead and further develop a behaviour curriculum • Highly visible leader who knows when to challenge and when to support • Understanding of powerful knowledge as a right for all • Knows how to hold to account with kindness and candour • Creates clarity and builds cohesive teams • Knowledge of how to craft a mission- aligned culture with 	<ul style="list-style-type: none"> • Understanding of scalable school improvement 	<ul style="list-style-type: none"> • Application • Interview

PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
Character/ Values	<p>high aspirations and explicit norms where the safety and happiness of all students is at the heart</p> <ul style="list-style-type: none"> • Driven to make a difference to the community that we serve • Unswerving belief that through creating the right culture of achievement, 'our kids can' • Commitment to a culture of safeguarding and hyper-vigilance • Values-driven, resilient leader with the desire to continue to develop and grow as a leader • Actions always driven by purpose not power • Commitment to diversity, equity and inclusion • Strong self-awareness and ability to give, receive and act on feedback • Energy, enthusiasm, and optimism • Makes no excuses and welcomes high accountability for all • Forms trusting relationships with all • Good sense of humour and perspective 	<ul style="list-style-type: none"> • Knowledge of what makes the top performing schools in the country successful 	<ul style="list-style-type: none"> • Interview
Personal Circumstances	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) • Must have the ability to be flexible and work to the requirements of a busy school • Interest in the school's wider role in the community 		<ul style="list-style-type: none"> • Application • Interview
Equality	<ul style="list-style-type: none"> • A commitment to, and evidence of, promoting diversity and equal opportunities. 		<ul style="list-style-type: none"> • Application • Interview