

POST TITLE: Deputy Headteacher (behaviour and inclusion)	GRADE L18-22
RESPONSIBLE TO: Headteacher	
DATE: September, 2024	

Line Manager	Headteacher
Responsible for	Middle Leaders, which may include the Heads of House and Curriculum Team Leaders Behaviour Manager
Key liaisons	Futura Executive Leadership Team Local Governing Committee Headteacher Senior Leadership Team Teaching and support staff Students Parents External agencies, including the Local Authority and staff running alternative provision
Hours of Work	Full time

PURPOSE OF ROLE

The core role and responsibility of the Deputy Headteacher (behaviour and inclusion) is to maintain and develop systems, processes and a culture which secure the highest standards of behaviour in an inclusive environment where all students feel safe, happy and respected and have a strong sense of belonging to the school community. The Deputy Headteacher will undertake any professional duties of the Headteacher delegated to them by the Headteacher and deputise for them as and when the need arises.

The Deputy Headteacher is a key member of the Senior Leadership Team who under the leadership of the Headteacher drives the vision of the school and that of the Futura Learning Partnership. The post holder will:

- Provide a significant contribution and strategic leadership to planning and implementing policies, procedures and systems that drive forward and uphold the school's vision and values of respect, opportunity, collaboration and aspiration;
- Identify and drive forward improvement priorities using strategies that take into account the context of the school, Trust, Local Authority and national policy;
- Lead and enable staff to support all groups of students, particularly those who are disadvantaged, to achieve their full potential;
- Take responsibility for the strategic development and leadership of behaviour and inclusion;
- Be responsible for developing and implementing the school's behaviour policy;
- Set clear routines and maintain the highest expectations for behaviour across all aspects of school life;
- Strengthen a culture where bullying, discrimination and all forms of abuse and harassment are not tolerated and implement processes to ensure issues are dealt with quickly, consistently and effectively.

There is a degree of flexibility with the wider responsibilities of this role, depending on the skills, expertise and experience of the post holder and those of the other members of the Senior Leadership Team. These will be agreed with the Headteacher. Responsibilities may change over time depending on the needs and priorities of the school.

DUTIES

Strategic Direction and Development:

- In partnership with the Headteacher and governors establish and implement an ambitious vision and ethos for the future of the school;
- Play a leading role in the school improvement and school self-evaluation planning process;
- In partnership with the Headteacher and other Deputy Headteacher, manage school resources effectively to support the school's priorities;
- Devise, implement and monitor action plans and other policy developments;
- Work with colleagues from across the Trust on school improvement projects.

Behaviour

- Maintain and develop systems, processes and a culture which secure the highest standards of behaviour;
- Responsible for the development and review of school policies relating to behaviour;
- Ensure effective strategies are in place to evaluate and monitor standards of behaviour;
- Manage and develop the day to day routines within the school which ensure high standards of behaviour;
- Ensure appropriate support and interventions are put in place, as necessary, to support individual and groups of students to meet our high expectations of behaviour;
- Line manage and support the Behaviour Manager and their team;
- Work closely with the SENDCo, Heads of House and pastoral teams so that there is an effective and coherent collective approach to managing behaviour in the school;
- Liaise with external agencies, including the Education Inclusion Officer and agencies that offer alternative provision, to seek support and guidance with interventions for individual and groups of students;
- Represent the Headteacher, when directed, at the Fair Access Panel and High Risk Group;

Inclusion

- Ensure the vision for the school to be inclusive is met and that inclusion means that support is predominately given in the classroom, allowing students to access learning;
- Promote equality, diversity and inclusion for staff and students so that every individual can feel safe and a sense of belonging, and is empowered to achieve their full potential;
- Have strategic oversight of inclusion at SLT level;
- Responsible for the development and review of school policies relating to inclusion;
- Ensure effective implementation of inclusive strategies for all students, which may include a specific focus on SEND and disadvantaged;
- Support staff in developing effective inclusion practice through the CPD programme;
- Ensure a high profile is given to the identification and planning of significant and vulnerable groups in the classroom in order to ensure the progress of every student.

Teaching and Learning:

- Secure and sustain effective teaching and learning throughout the school through structured monitoring, evaluation and review processes and to include, as appropriate, liaison with external agencies and Trust staff.
- Put in place an effective CPD programme focused on enhancing learning for all colleagues;
- Ensure appropriate support and interventions are put in place, as necessary, to secure effective teaching and learning;
- Work closely with the Deputy Headteacher (Curriculum and Assessment) to ensure that students receive appropriate, differentiated, intervention to meet their needs at KS3, KS4 and Post-16.
- Ensure that students experience continuity of learning and effective progression to maximise academic potential;
- Develop and maintain policies and practices across the school that promote inclusion and high achievement through effective teaching, learning and assessment and the creation of a culture and ethos that demands positive attitudes and respect towards each other, the environment, the community and the wider world;
- Develop, lead and manage effective strategies to improve standards of teaching and learning across the school;
- Promote collaborative, peer learning opportunities across the Trust and seek opportunities to collaborate with other innovative and high performing schools and networks to share and develop pedagogies.

Leading and Managing Staff

- Develop positive working relationships with and between all staff and governors;
- Implement and sustain effective strategies for the leadership and management of all staff;

- Plan, evaluate and support the work of groups of staff, delegate appropriately and clearly and evaluate outcomes;
- Enable and challenge staff to develop expertise in their respective roles through the identification of needs, ensuring an effective programme of access to continuing professional development;
- Enable performance management systems to operate effectively and to engage with appraisal requirements of the head teacher and relevant staff;
- Sustain personal and staff motivation.

Effective Deployment of Staff and Resources

- Participate in the recruitment and deployment of teaching and support staff;
- Take the strategic lead for ensuring the quality of accommodation for learning and to effectively meet teaching and learning needs, including those for individual students and ensure accommodation promotes high quality teaching and learning;
- Participate in arrangements made in accordance with the Regulations for the performance management of staff.

Quality Assurance

- Effectively implement appropriate, whole school quality control systems;
- Contribute to Trust wide quality assurance, such as raising achievement visits;
- The post holder will be subject to performance management objectives which will be agreed and reviewed annually.

Strengthening the Community

- Work with the headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers;
- Develop and maintain contact with all specialist support services as appropriate;
- Promote the positive involvement of parents/carers in school life;
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties;
- Strengthen partnership and community working;
- Promote positive relationships and work with colleagues in other schools and external agencies.

Data Protection and Safeguarding

- Work within the requirements of Data Protection at all times;
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns;
- The post-holder will be expected to contribute to the protection of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- Remain vigilant to ensure all students are protected from potential harm.

General

- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order.

<https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Person Specification - Deputy Headteacher (Behaviour and inclusion)	Essential (E) or Desirable (D)
Education	
Qualified teacher status and evidence of completion of induction	E
Good honours degree	E
Evidence of continuing professional development relevant to the post	E
A National Professional Qualification in school leadership	D
A higher degree or management qualification	D
Knowledge, skills and expertise	
Proven record of successful leadership and management at senior level	E
Highly effective communication skills, both oral and written	E
Knowledge and understanding of educational development	E
Exemplary teaching skills	E
A proven track record of raising achievement & securing high achievement of students	E
Experience of working with school governors	E
Clear understanding and effective use of self-evaluation processes	E
Strong ability to analyse, interpret and explain relevant data and evidence	E
Well-developed coaching and mentoring skills	D
Experience of using IT effectively and innovatively to improve the quality of learning	D
Commitment to Inclusive Education	E
Belief in the ability of each young person to succeed	E
Commitment to providing a world class education	E
Commitment to team working	E
An understanding of what constitutes high quality CPD provision for all colleagues	E
Proven ability to bring about improvements in the quality of teaching and learning	E
Experience of dealing effectively with the under-performance of teachers	E
Leadership Skills	
Commitment to system leadership and working beyond the school	E
Be an inspiring role model for pupils and staff	E
Ability to delegate effectively and productively	E
Ability to keep calm under pressure and meet deadlines	E
Build, support and challenge high performing teams	E
Personal Qualities	
Personal impact and presence	E
Intellectual ability	E
Excellent interpersonal skills	E
Energy, dynamism and enthusiasm	E
Self-confidence	E
Optimism	E
Flexibility	E
Resilience and perseverance	E
Reliability and integrity	E
Compassion and humility	E
Attributes	
Positive approach to school self-evaluation and an insistence on high standards	E
Committed to the Futura Learning Partnership aims	E
Committed to Equality and Diversity	E
Committed to own continuing professional development	E
Other	
Good sense of humour	E