



Deputy Headteacher Job Description (Pastoral)

Focus: Culture, Behaviour, Belonging, Attendance, Inclusion, and SEND

Primary Purpose of the Role

As the Deputy Headteacher (Pastoral), you are the architect of our school culture. You will build an environment where belonging is a right, expectations are uncompromising, and every student is known. You will lead the strategic integration of behaviour, attendance, and inclusion, ensuring that our pastoral systems provide the rock-solid foundation upon which academic excellence is built. You will work in close, symbiotic partnership with your fellow Deputy Headteacher, ensuring that pastoral care and academic standards are never seen as separate entities, but as the unified foundation of student success.

Key Responsibilities

1. Strategic Leadership & School Improvement

- **Strategic Partnership:** Serve as a key strategic partner to the Headteacher, taking lead responsibility for the Quality of Education (Curriculum and Teaching) and Achievement pillars of the Ofsted Report Card.
- **Cultural Architect:** Define and drive the Academy's "rebooted" culture, ensuring a calm, purposeful, and safe environment where high expectations are the norm for every student.
- **Attendance & Engagement:** Lead the strategic drive to improve attendance and persistence, utilising innovative, data-driven approaches to re-engage our most vulnerable learners.
- **Inclusion Strategy:** Lead the strategic oversight of our brand-new, purpose-built SEND unit, ensuring it becomes a regional centre of excellence for inclusive practice and adaptive teaching.
- **Disadvantaged Outcomes:** Lead the strategy to close the gap for disadvantaged learners, ensuring that standards for the most vulnerable learners are met with rigour and empathy
- **Change Management:** Lead the operational delivery of the "rebooted" vision as the academy prepares for the 2028 new build and 2026 two-tier transition.

2. Behaviour, Attendance, Inclusion & Personal Development

- **Cultural architect:** Establish a research-informed approach to behaviour and attitudes, moving beyond "compliance" to foster a culture of intrinsic motivation and high-accountability relationships.

- **Transition culture & belonging:** Lead the strategic design of the pastoral transition for Years 7 and 8; ensuring that as the school moves to a two-tier system, students and families feel a deep sense of belonging and "Berwick Identity" from day one.
- **Inclusion & SEND Strategy:** Direct the Academy's "Inclusion" strategy to ensure that the specialist SEND unit and disadvantaged learners thrive. You will lead the AHT responsible for Safeguarding to ensure that pastoral interventions are the "fuel" for academic success.
- **11-18 Personal Development:** Oversee the strategic breadth of the Personal Development and Careers (CEIAG) offer. You will lead the AHT for PD to ensure our students leave as well-rounded, ambitious citizens, making our 16-19 provision a destination of choice.
- **Attendance & Engagement:** Act as the lead for the "Behaviour and Attendance" pillar of the Academy. You will utilise sophisticated data modeling and multi-agency collaboration to break the ceiling of persistent absence, ensuring that our systems are both robust and compassionate.
- **Pastoral Professional Development:** Lead the training and coaching strategy for all pastoral staff, including tutors. You will foster a culture of professional trust, ensuring that pastoral care is seen as an elite discipline that is coached, not just monitored.

3. Leadership Systems & Operations

- **Daily Operations:** Co-lead the daily operations of the school, ensuring a calm, purposeful, and safe environment.
- **SLT Engine Room:** Provide direct line management and professional coaching to the Assistant Headteacher tier, ensuring their individual portfolios (Inclusion, Safeguarding, etc.) are unified under a single school improvement plan.
- **Evidence-Based Practice:** Establish a research-informed culture of "coaching over monitoring," ensuring that all classroom practice is rooted in current cognitive science and measured by its impact on long-term student memory.

This job description is not exhaustive and the post-holder may be required to undertake other duties commensurate with the seniority of the post, as may be reasonably required by the Headteacher to meet the evolving needs of the Academy.

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