

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Deputy Headteacher
CONTRACTED HOURS	Full time
LOCATION	Burton End Primary Academy
GRADE / SCALE POINT – SALARY	Leadership Scale 8-12
REPORTING TO	Headteacher
DATE	October 2022

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the Trust's senior leadership team, through a range of leadership strategies.

KEY TASKS & RESPONSIBILITIES

Leadership & Management:

- Deputise for and professionally support the headteacher in the leadership and management of the academy;
- Assist the headteacher in the maintenance of effective communication within the academy and with all stakeholders;
- Lead on assessment across the school, including ensuring timely collation and returns of data to the Trust and analysis to inform next steps for pupils, teachers and cohorts;
- Lead on attendance across the school, including ensuring systems are robustly followed, attendance is monitored frequently with actions tracked for supporting pupils and families where pupils are persistently absent;

- Assist the headteacher in the development of the school's continuing professional development programme and INSET to ensure learning within the school is of an exceptional standard;
- Lead in the organisation of assemblies and front assemblies regularly;
- Assist the headteacher in the effective implementation of the school's Appraisal Policy;
- Contribute to policy making and effective management of resources. Where necessary, assist staff in the process of reviewing and amending policy statements;
- Take a leading role in the process of school self-evaluation and improvement planning;
- Support the management of pastoral and welfare systems for all members of staff so as to create a positive and caring ethos;
- Be responsible, with the headteacher, for liaising with outside agencies as appropriate;
- Help promote the excellent work of the school and maintain close links with the local community;
- Ensure positive relationships are promoted within school, alongside, inclusion and equal opportunities;
- Lead on an active policy of parental involvement e.g. assist the headteacher in maintaining effective communication with parents/ carers;
- Play a full part in the planning and organisation of all school functions and events;
- Undertake any other duties that may be delegated by the headteacher.

Quality of Education:

- Provide an exceptional professional model within the classroom;
- In accordance with schemes of work, plan, deliver and review lessons which are appropriate to the age and ability of the children so as to facilitate progression in learning;
- Assess, record and report on the development, progress and attainment of children assigned to him or her e.g. within an SfA group, as per trust guidelines;
- Create a positive learning environment, when teaching, which makes effective use of available resources.
- Attend meetings, carry out administrative tasks and duties as required to meet
- Provide and facilitate the general progress and wellbeing of any child within any group assigned to him or her, providing guidance and advice on educational and social matters.
- Implement the school's policy with regard to registration, absence, dress code and enforce rules relating to positive relationship and behaviour, as well as, health and safety.
- Facilitate and participate in professional development meetings;
- Where appropriate, contribute to decision making and consultation procedures
- Fulfil the national standards for teachers

Staff Management:

- Monitor the work responsibilities and impact of Learning Support Assistants;
- Lead on the induction of new members of staff including NQTs and supply teachers;
- Lead on supporting NQTs and ECTs through their Early Career Development framework;
- Assist the headteacher in the performance management process, to engage in professional development activities so as to enhance personal performance, fulfil personal potential and be able to participate effectively in the implementation of the school's goals and

development plan.

Safeguarding:

- Act as the school's Deputy Designated Safeguarding Lead, being the first point of contact for staff members to raise safeguarding and child protection concerns, working closely with staff members on these matters so they understand when it is necessary to make a referral;
- Ensure all staff, including supply teachers, are aware of the school's procedures including safeguarding procedures;
- Ensure that child protection policies and procedures are up-to-date, understood by all staff members, and are implemented correctly;
- Refer cases of suspected child protection issues to the appropriate investigating agency, and keep detailed, accurate and secure written records of all concerns and referrals;
- Collaborate and effectively implement child protection plans;
- Represent the school at meetings and circulate the information to staff members when required;
- Continuously keep the headteacher and pastoral support manager informed of any safeguarding issues or ongoing enquiries, and update the governing body regularly;
- Undertake training and updates on an annual basis, including child protection and safeguarding training at least every two years;
- Keep staff members up-to-date with guidance regarding safeguarding and LAC, and provide support with child protection issues, such as radicalisation;
- Ensure staff members are aware of the training opportunities available to them;
- Provide comprehensive induction training to new staff and newly qualified teachers with the aim to strengthen their safeguarding skills and experience;
- Conduct safeguarding training as part of all staff members' induction programme.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested by the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Education and Training	<p>Recognised QTS</p> <p>Evidence of commitment to own professional development</p>	<p>Management training</p> <p>Registered on NPQH</p>
Relevant Experience	<p>Knowledge and experience of teaching relevant Key Stages 1 & 2</p> <p>Excellent classroom teacher with a proven commitment to improving the quality of children's learning</p> <p>Knowledge and experience of School Development Planning and Curriculum Planning</p> <p>Evidence of successful leadership of a whole school area of development e.g. curriculum implementation, maths and/or English subject leadership</p> <p>Evidence of liaising collaboratively with colleagues</p> <p>Experience and knowledge of managing challenging behaviour</p> <p>Experience of monitoring teaching and learning</p> <p>Understanding the importance of using data to raise standards</p> <p>Evidence of successfully mentoring or providing general pastoral support to colleagues.</p>	<p>Experience in one or more schools</p> <p>Experience of having responsibility for a class in relevant key stages</p> <p>Experience in organising and leading assemblies</p> <p>Evidence of participating in and developing extra-curricular activities</p> <p>Experience of Performance Management</p>
Skills and Aptitudes	<p>Commitment to the safeguarding and promoting the welfare of children and young people</p> <p>Ability to motivate and lead a team with sensitivity and energy</p> <p>Ability to communicate effectively, both written and oral, with a wide range of people</p> <p>Skilled at managing change</p> <p>Proven success in working with children across a range of age and ability.</p> <p>Ability and willingness to use tact and sensitivity as second nature.</p>	<p>Experience of effective working with governors</p> <p>Experience and understanding of ICT as a management tool, including data analysis</p> <p>Ability to foster links with local community and with other schools, locally, nationally and internationally.</p> <p>Ability to motivate commitment among all staff groups and to lead staff meetings</p> <p>Sympathetic to the ethos of the school</p>

	Stamina and a positive approach to work.	
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Deputy Designated Safeguarding Lead – job description (appended to the Deputy Headteacher’s Job Description)

Deputy Designated Safeguarding Leads work with the Designated Safeguarding Lead (DSL) to ensure there is a robust safeguarding culture in the school, which keeps children safe. At the direction of the DSL, or if the DSL is unavailable, a deputy DSL may fulfil the functions of the DSL, which are outlined below.

Deputy Designated Safeguarding Leads should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Manage referrals

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four of Keeping Children Safe in Education) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCOs, and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

Deputy designated safeguarding leads should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Training should provide deputy designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the trust’s safeguarding policy and the school’s child protection procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

- ensure the trust's safeguarding policy and the school's child protection procedures are known, understood and used appropriately;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the local governing body regarding this;
- ensure the trust's safeguarding policy and the school's child protection procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.