

JOB DESCRIPTION

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| JOB TITLE: | DEPUTY HEADTEACHER (INCLUSION) |
| JOB HOLDER: | |
| LOCATION: | CHASE TERRACE ACADEMY, BURNTWOOD, WS7 2DB. |
| LINE MANAGER: | HEAD OF SCHOOL |
| JOB GRADE: | L18 - 22 |
| HOURS OF WORK: | 195 DAYS PER YEAR |

STATEMENT OF PURPOSE

To provide strong, professional leadership for the school, which secures a high quality of education for all students, as a result of strong ethos and culture of excellent behaviour for learning and personal development.

KEY DELIVERABLES

- Embed effective systems that link SEND, behaviour and inclusion resulting in a clear system of communication enabling staff to understand the barriers to learning for all children that they teach
 - Refine the system of behaviour and rewards to promote strong personal values and as a result, reduce fixed term exclusions
 - Work closely with the SENCO to ensure all students with SEND can access the curriculum in all areas and reduce barriers to learning
 - Develop a system of quality assurance to track effectiveness of provision, and to track key priorities such as punctuality to lessons, behaviour points and rewards.
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MAIN DUTIES AND RESPONSIBILITIES

- Deputise for the Head of School, taking on responsibility for the day-to day running of the school, as required.
- Contribute to developing the school's vision and development plan, translating strategic plans into rapid action that leads to sustained improvements within areas of strategic responsibility.
- Strategic lead for inclusion, SEND, and behaviour
- Strategic lead for the continuous improvement of personal development and behaviour for learning, including:

- Strengthen SEND provision ensuring strategies, processes and monitoring are in place to meet the needs of students
 - Develop a clear vision for behaviour for learning supported by robust strategies that identify barriers to learning and ways to overcome them
 - In consultation/coordination with other senior leaders, co-ordinate a programme of support and personal development to ensure students are well supported, safe and happy at school
- Provide effective line management, at a strategic level, to the pastoral team, providing support and challenge in order to ensure high standards and continuous improvement.
 - Responsible for creating, implementing and embedding whole school systems that support and develop a culture of inclusion and equality.
 - Champion inclusion through the design and implementation of structures and processes that ensure every student reaches their full potential.
 - Line manage the PSHE/RSE lead to ensure statutory obligations are met including monitoring of relevant policies and assessment of a high quality curriculum.
 - Lead on the design and consistent implementation of the school's arrangements for tracking students' progress:
 - Embed a learning environment free from disruption that is safe and supportive
 - Implement a robust system for students, parents, teachers and managers to track students' success in relation to rewards and sanctions
 - Utilise the school management information system (SIMS) and data analysis platform (SISRA) to identify areas of under and over performance to target SEND support and to praise student success
 - Ensure effective communication to help students and parents understand progress and ensure appropriate programmes of support to address barriers to learning.
 - Lead on the school's systems for rewarding positive behavior and attendance and the link to strong academic progress.
 - Responsible for the production and oversight of whole-school organisational arrangements, including sanctions such as detentions and positive strategies to engage students in school life
 - Undertake school self-review (including the subject review process), observing lessons, scrutinizing work, analysing assessment data and discussing learning with students and staff with a particular focus on SEND and behaviour for learning
 - To contribute to the maintenance of a safe, secure environment for all members of the school community, through leading by example and providing support, as required.

- Manage a team of school staff providing clear direction, setting expectations, managing performance and holding staff to account for their outcomes and progression.
 - The post-holder may also be required to take on responsibilities additional to those listed above, within reasonable expectations. As a key member of the school's senior leadership team, the post-holder is expected to be a team player, working with initiative and flexibility.
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NOTES

1. The content of this job description will be reviewed with the post holder on an annual basis, in line with the school's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade, must be discussed with the post holder and the relevant trade union, before submitting for re-evaluation.
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This academy is committed to safeguarding and promoting the welfare of young people. The successful applicant will be required to demonstrate a commitment to the academy's Equal Opportunities Policy and to undertake a criminal record check with the Disclosure and Barring Service.

Signature: Date:.....
(Job Holder)
