

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Deputy Headteacher
CONTRACTED HOURS	Full Time
LOCATION	Churchill Special Free School (may be deployed across the Trust)
GRADE / SCALE POINT – SALARY	Leadership Group Pay Range L12-16
REPORTING TO	Headteacher

INTRODUCTION

Churchill Special School caters for 70 pupils aged between 8 and 18 working at age related expectations or just below. Our pupils have language and communication difficulties and high functioning autism. Pupils at Churchill school are at the centre of everything we do. We have high expectations for both behaviour and achievement and see that every learner has a unique personality and talents to be developed. We are part of Unity Schools Partnership.

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 of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

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

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

Main Duties

- Promote the vision, mission, values and core purpose of the school, in line with agreed school policies.

- Deputise for the Headteacher when they are absent from the school, taking full responsibility and ensuring the effective day-to-day organisation and running of the school including the deployment of staff as appropriate.
- Being responsible for the development of the school's induction programme and making sure that all new staff receive an induction programme.
- Write the yearly timetables for all staff.
- Provide professional leadership which secures, in consultation with the Governing Body, the success and improvement of the school, ensuring high quality education and care for the pupils so that they are safe and happy at school, enabling them to be successful learners and thus achieving high standards.
- Take responsibility for promoting and safeguarding the welfare of children within the school as appropriate.
- To provide a high-quality safeguarding service to a caseload of children with Autism Spectrum Disorders (ASD) and additional needs at Churchill school.
- To oversee the annual review process, supporting the SENCOs by ensuring EHCPs are updated, identified interventions are in place and moderating the top up funding in Local Authority meetings.
- To lead on the organisation of GCSEs or accreditation, by ensuring all pupils are entered for the appropriate examinations, liaising with the appropriate examination boards, the school's examination officer and staff responsible for delivering GCSEs or accreditation.
- To ensure that progression into education and training post 16 is effective

Supporting the Strategic Direction and Development of the school

- Contribute to the School Development Plan and the school Self Evaluation Document which, through appropriate consultation, identifies appropriate priorities and targets for ensuring that pupils achieve high standards, make progress, are safe and enjoy their learning and work.
- Support school improvement, the achievement of objectives and the educational success of the school.
- Support the monitoring and evaluation of the school's policies and priorities.
- With the Headteacher ensure the effective dissemination of information
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Lead key areas of school self-evaluation and monitoring, as directed by the Headteacher.
- In partnership with the Headteacher manage school resources'
- Lead by example to motivate and work with others including when implementing and managing change initiatives.
-

Supporting Learning and Teaching

With the Headteacher;

- Create and maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.
- Lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Promote respect and understanding of diverse cultures, languages and ethnic groups, including faith groups.

Designated Safeguarding Lead (DSL)

- 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 on CPOMs

- 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.
- Liaise with the Headteacher 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” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- In addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they 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.
- Where children leave the school 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 and kept.

Supporting Leading and Managing staff

Working with the Headteacher;

- Lead, motivate, support, challenge and develop support staff to secure improvement, including demonstrating a commitment to their own professional development.
- Lead the annual appraisal process for all identified staff
- To deliver an appropriate programme of professional development for all staff in line with the school improvement plan and appraisal.
- Complete all probationary period documentation with staff and return to work interviews following periods of absence.
- Participate as required in the selection and appointment of teaching and support staff.

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 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
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Leadership and management training or other qualifications 	<ul style="list-style-type: none"> • A further qualification in the SEND field
Experience	<ul style="list-style-type: none"> • Evidence of successful teaching in a special school setting • Experience of overseeing a key part of the School Development Plan which has impacted on pupil outcomes • Experience of working in partnership with, and developing links with a range of different stakeholders to enhance the life chances of SEND students 	<ul style="list-style-type: none"> • Evidence of successful teaching of SEND pupils in a mainstream school setting • Experience of leading a significant curriculum development to implementation • Good knowledge and understanding of the Code of Practice for SEND
Leadership	<ul style="list-style-type: none"> • Ability to think strategically and share, promote and realise the school's vision, aims and values. • An understanding of how to introduce and sustain organisational change and development, including teaching and learning • A positive, creative and confident approach to leading staff and addressing problem and challenges • Strong interpersonal skills with the ability to inspire, challenge and motivate others to attain high standards • An ability to implement an effective model for Continuing Professional Development (CPD) of teachers and support staff linked to the SDP 	<ul style="list-style-type: none"> • An understanding and successful experience of leading curriculum development initiatives across a school • Ability to lead staff training
Management	<ul style="list-style-type: none"> • Ensure that robust systems are fully embedded in the school's planning cycles for monitoring and analysing student progress so that all students make expected or better progress • Experience of successful appraisal of staff • Ability to lead staff on strategic development projects 	
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • A commitment to the safeguarding of all the school's students and an understanding of the arrangements 	<ul style="list-style-type: none"> • Has an understanding of accreditation and GCSE

	<p>and procedures required to achieve safeguarding</p> <ul style="list-style-type: none"> • The ability to develop and sustain successful relationships with SEND students • Knowledge and experience of successfully managing challenging behaviour • Knowledge of current educational issues, legislation and national policies in the SEND field • Commitment to valuing and promoting student's active and inclusive engagement with the wider society • Knowledge and understanding of the different types of assessment systems 	<ul style="list-style-type: none"> • Has experience as a Designated Safeguarding Lead (DSL)
Personal and Professional Qualities and Attributes	<ul style="list-style-type: none"> • A capacity to understand and empathise with parents who have children at school with SEND • Ability to be flexible and take on new challenges • Motivation to work in partnership and network beyond the school community • Commitment to work in the field of SEND, striving for innovation and best practice • Ability to maintain a professional attitude at all times in all situations with a solution focused approach • Able to work successfully under pressure with excellent organisational skills 	<ul style="list-style-type: none"> • A confident and competent user of IT in the classroom and for administrative purposes