

Deputy Headteacher

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards Trust wide projects.

Main Responsibilities: Strategic lead for student support including Behaviour, Attendance, Inclusion, Safeguarding, Personal development and wellbeing.

Responsible to: The Headteacher

The job description should be read in connection with the duties of a Deputy Headteacher as set out in the current School Teacher's Pay and Conditions Document 2018.

CORE PURPOSE

To be responsible for the leadership of specific whole-school developments. In conjunction with the Headteacher and other Deputy Headteacher, assist with the leadership and management of all the staff and the general organisation of the school. To carry out ad hoc duties delegated by the Headteacher. The job description should be read in conjunction with the Core Standards for all leaders.

This job description may be amended according to the strengths and areas of experience of the successful candidate, following consultation with the Headteacher. Priorities for the year will be negotiated within the context of the School Improvement Plan.

Whilst main responsibilities will depend on strengths of successful candidate the areas of responsibility will include:

GENERAL

- To manage the school in the absence of the Headteacher and Deputy Headteacher and support the Headteacher and Deputy Headteacher in leading and managing the school to the highest professional standards.
- Assisting the Headteacher and Deputy Headteacher in the day-to-day management, organisation and administration of the school and to assist in the cover for absent staff where necessary.
- Reporting to the Quality of Education Board.

KEY RESPONSIBILITIES

- Inclusion.
- Strategic lead for student support including Behaviour, Attendance, Safeguarding, Personal development and wellbeing.
- QA for Behaviour, Attendance and Well-being.
- Designated Safeguarding Lead.
- Pupil premium, LAC and Vulnerable groups.
- Alternative provision.
- Pupil voice.
- Strategic lead for Careers & IAG.
- Whole school special events.
- Strategic lead - Parental Engagement.
- Transition.

ADMISSIONS

- Ensuring admissions policy and practice are in line with the DfE Admissions code.
- Ensuring admissions systems are smooth running and support learning as well as student well-being.
- Annually reviewing the Admissions Policy and liaising as appropriate with the local authority on such issues that relate to the policy.
- Attending, or delegating attendance to, appeal hearings.
- Organising in year admission procedures, including students allocated from the In Year Fair Access Panel.

ATTENDANCE

- Strategic lead for student attendance, ensuring outstanding attendance and punctuality.
- Line management of the Assistant Head for behaviour and attendance and having oversight of attendance policy and procedures.

BEHAVIOUR

- Securing outstanding Behaviour for Learning through a whole school strategic system.
- Having strategic leadership of policies and procedures relating to ensuring outstanding Behaviour.
- Line management of the Assistant Head for behaviour and attendance.
- Oversight of Alternative Provision and specific intervention for targeted students.

INCLUSION

- To have strategic oversight and leadership of the school's Inclusion provision.
- To line manage the school SENCO and play a critical role in ensuring that all our young people receive the support they need.
- To ensure the school has a fully inclusive approach and plans/monitors the use of alternative pathways for all students, in particular those with SEND. This will include internal and external provisions so that student needs are met.
- To ensure high levels of student progress, attendance and engagement specifically from those with additional needs, SEND/EHCP.
- To have strategic oversight of SEND/EHCP students including, target setting process and rigorous tracking of pupil progress towards target.
- Responsible for teacher development over the SEND, LAC, EHCP processes and SEND interventions and strategically lead SEND interventions for students.

WELLBEING/WELFARE/SAFETY

- Leading on child protection as the Designated Safeguarding Lead.
- Line management of the Operational Safeguarding Lead (OSL) and all Deputy DSLs
- Ensuring all policies and procedures are in place and up to date with regards to safeguarding and child protection.
- Ensuring staff are well trained and access regular and high quality CPD for safeguarding and student wellbeing.
- Leading on the educational experience of vulnerable students including Pupil premium students and looked after children.
- Having strategic oversight for student safety/welfare/promoting the wellbeing of young people across the school.

PERSONAL DEVELOPMENT

- Strategic lead on Personal development and wellbeing, British Values, SMSC, Emotional Wellbeing and Student Leadership.
- Line management of the Director of Personal development and wellbeing, monitoring the delivery of personal and social development / PSHCE and the pastoral curriculum.
- Strategic lead for Careers education and guidance, line managing the Director of PDW and the Aspirations lead.

LEADERSHIP AND MANAGEMENT

- Ensure that all whole school targets at all key stages are met.
- Work alongside the DHT Quality of Education to ensure that curriculum provision gives all pupils the opportunities to succeed.
- Inspire, challenge, motivate and empower others to attain challenging outcomes.
- Establish clear expectations and constructive working relationships among staff.
- Initiate and manage change and improvement to develop the school and its staff, ensuring positive staff participation and effective communication and procedures.
- Maintain high expectations of all staff and prepared to challenge poor performance.
- Act as line manager and mentor to Assistant headteachers, Directors of KS3 & 4, Director of PDBW, Pastoral Year Leaders and the SENCO, supporting as appropriate and aiding the development of key documentation and implementation of policy.
- Demonstrate high professional standards.
- Support and assist the Headteacher in planning, managing and monitoring the use of finances and resources effectively to achieve the aims of the school.
- Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the school in terms of achievement, teaching and learning, behaviour and safety.

OTHER MAIN RESPONSIBILITIES

- Carry out a teaching commitment within the general framework of the school timetable. This will include, as far as possible, teaching the full age and ability range.
- Implement HWHS & Oak Learning Partnership policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs.
- Devise opportunities for student consultation and leadership, specifically related to areas of responsibility.
- Organise and assist in the delivery of parent forums and information evenings.
- Contribute to the gathering and collation of stakeholder views.
- Attend school events and functions, as well as appropriate meetings, with colleagues and parents/carers.
- Assist with the marketing of the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions.
- Engage actively in Performance Management and Continuing Professional Development to ensure professional skills are kept up to date and further developed.
- With the Headteacher, lead the school Faculty review process and the quality assurance of attainment and progress at school and subject level.
- Work and report to the Quality of Education Board on relevant areas of responsibility.
- Line manage the Pastoral Leadership team.
- Other Line management as delegated by the Headteacher.
- Provide an excellent role model of outstanding academic and pastoral care.

Deputy Headteacher Person Specification

CRITERIA		Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
ESSENTIAL	DESIRABLE	
<p>Qualifications:</p> <ul style="list-style-type: none">• Qualified Teacher status.• Good Honours Degree.• Relevant Qualifications.• Relevant in-service training during the last three years related to key responsibilities of the role. <p>Experience:</p> <ul style="list-style-type: none">• Significant successful teaching experience and an excellent classroom practitioner.• Significant Leadership and Management experience in a secondary school at a senior level.• Experience of leading a successful whole school initiative.• Evidence of work which has led directly to positive outcomes for students at whole school level.• Involvement in leading CPD at whole school level.• Proven track record of raising standards, managing change, leading innovations and meeting challenges successfully.• Proven pastoral leadership.• Experience of safeguarding and successful implementation of systems which promote the safeguarding of young people.• Experience of using performance management processes successfully to contribute to school improvement.• Experience of successfully holding other professionals to account.	<p>Qualifications:</p> <ul style="list-style-type: none">• A range of relevant in-service training during the last three years which includes accreditation. <p>Experience:</p> <ul style="list-style-type: none">• Experience in more than one school.• Successful collaborative work with other schools.	

Deputy Headteacher Person Specification (cont.)

CRITERIA	Knowledge and Values: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following knowledge and values:	
ESSENTIAL		
<ul style="list-style-type: none">• Ability to articulate a sound educational philosophy consistent with the school's aims.• A good range of Information Communication Technology skills.		<ul style="list-style-type: none">• A high order of Information Technology skills which have been deployed to support student learning.• Understanding of effective practice in the teaching of all areas of the curriculum and cross-curricular themes.
CRITERIA	Personal qualities: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
<ul style="list-style-type: none">• Inspirational Leadership skills.• Ability to work on own initiative.• Ability and willingness to work with a wide range of people.• Excellent interpersonal skills.• Role model of the highest professional standards.• Track record of being a team-player.		

Leadership Posts:

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge
<ol style="list-style-type: none">1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.
Students and Staff
<ol style="list-style-type: none">1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.6. Hold all staff to account for their professional conduct and practice.
System and processes
<ol style="list-style-type: none">1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
The self-improving school system
<ol style="list-style-type: none">1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



Hazel Wood
High School



Part of the

Oak 
Learning Partnership