



ISCA ACADEMY – JOB DESCRIPTION

Post: Deputy Headteacher (Safeguarding, Behaviour, Attendance & Inclusion)

Line Manager: Headteacher

KEY PURPOSE

- This is a key role in the strategic leadership of our Academy.
- To ensure that our provision of Safeguarding, Behaviour, Attendance and Inclusion is consistent and to an excellent standard.
- To work closely with the Headteacher to ensure the school continues to improve every aspect of its provision
- To represent the school to all stakeholders in the absence of the Headteacher
- The post holder will be responsible for the good running of the Academy in the absence of the Headteacher

KEY TASKS

- You will be the school Designated Safeguarding Lead
- You will be accountable for the behaviour, attendance, and punctuality of all students, ensuring all legal and statutory guidelines are met in each of these areas.
- You will be responsible for the running of a quality SEND provision, ensuring all students can access the curriculum and make progress.

Strategic Direction and Development:

- Support the Headteacher in ensuring the vision for the Academy is clearly articulated, shared, understood and acted upon by all;
- Lead on the deployment of policies and processes within the school for Behaviour, Safeguarding Attendance and SEND ensuring these are compliant, consistent and embedded.
- Ensure compliance in terms of all statutory and legal duties.
- Demonstrate the vision and values of the Academy in everyday practice;
- Motivate, working with and through others to further develop a shared culture and positive ethos;
- Promote high expectations of attainment and progress for all;
- Work with the Headteacher on the strategic development and implementation of the Academy Improvement Plan;

Developing Self and Working with Others:

- Work with the Headteacher and the Senior Leadership Team to build a professional learning community that empowers others to achieve;
- Be the lead professional responsible for behaviour, attendance, SEND and safeguarding;

- Committed to your own professional development, regularly review own practice and set personal targets;
- Identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Headteacher who will give support throughout).

Securing Accountability:

- Work with the Headteacher to ensure the Academy's accountability to a wide range of groups such as parents and carers, governors, Trustees, Partnership Arrangements and the DfE;
- Work with Trustees and Governors to ensure that the Academy it meets its' responsibilities and offers the appropriate degree of challenge to the Academy's leadership and performance;
- Be responsible for Line management of members of the Senior Leadership Team.
- Work with the Headteacher and the Senior Leadership Team to develop strategies to further improve attendance.

Strengthening Community:

- Engage effectively with our internal and external community to deepen a sense of partnership;
- Collaborate with other organisations in order to share expertise and bring positive benefits to our Academy and our partnership arrangements;
- Collaborate at both strategic and operational levels with parents and carers, fellow professionals and across multiple agencies for the well-being of others.

Resource Management:

- Work with the Headteacher and the Senior Leadership Team to provide effective organisation and management of the Academy and seek ways to improve organisational structures and functions based on rigorous self-evaluation;
- Work with the Headteacher and the Senior Leadership Team to ensure the Academy and the staff and resources are organised and managed to provide an efficient, effective and safe learning environment.

General:

- Support and promote the values and ethos of Isca Academy;
- Be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the Academy's systems;
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the Academy and to be one of the designated persons for child protection;
- Work in accordance with the Academy's Health and Safety Policies and Procedure;
- Undertake such other duties as laid down in the Academy Teachers Pay and Conditions Document and those delegated by the Headteacher.

RESPONSIBILITIES

- Line Management of members of SLT, SGO, Behaviour team and HOYS and any other line management duties as delegated by the Headteacher.
- Every member of the teaching staff, regardless of other responsibilities, has a main role as classroom teacher. Members of the Senior Leadership Team are expected to maintain and exemplify all requirements of the Teachers' Standards.

ALL STAFF SHOULD

- Ensure the aims, priorities and policies of the Trust and the Academy are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to your own personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with students and other staff, including attendance at whole staff briefings
- Maintain respectful, positive and effective communication with parents, including face to face meetings, phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Trust and Academy and its students in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out any other duties as reasonably requested by the Headteacher.

This job description is subject to review by consultation.

Deputy Headteacher

Person Specification

ESSENTIAL	DESIRABLE	Assessment
Qualifications and training <ul style="list-style-type: none"> • Qualified Teacher Status • Regular and appropriate CPD including evidence or recent leadership development • Qualifications appropriate to this post. 	Higher Degree – Masters Safeguarding Level 3	A
Knowledge and Experience <ul style="list-style-type: none"> • Knowledge of a national education strategy and agenda including SEN. • An understanding of what high quality and strong progress in learning and teaching looks like and how to achieve excellence for all children. • Knowledge and experience of monitoring and evaluating student performance and the use of data to inform school improvement and culture and ultimately student outcomes. • Knowledge and experience of key considerations in effective leadership and management and the development of people and other resources. • Knowledge and experience of best practice and procedures for safeguarding children and young people. • Leadership experience at Assistant Headteacher / Assistant Principal level. • Use of proactive and dynamic strategies to manage day to day scenarios and drive improvement in student behaviour, attendance, progress and achievement. • Up to date on current educational thinking and education legislation in particular in relation to attendance, safeguarding and SEN • A thorough grasp of data. • Broad understanding experience of a range of strategies to raise attainment and improve student progress. • A commitment to Inclusive education and equal opportunities. • Successful previous experience in a senior leadership role. • Proven ability to lead, manage and motivate a substantial team. • A commitment to working collaboratively and effectively as part of a leadership team and wider Trust network. 	Evidence of having led, managed and achieved whole school change and improvement with high impact	A, R, I

<ul style="list-style-type: none"> Evidence of the ability to effectively manage the variety of demands and pressures that come with a senior leadership role. 		
Personal Skills and Qualities <ul style="list-style-type: none"> Enthusiasm and passion. Real commitment to education as a tool for improving the life chances of children. Proven ability to maintain positive relationships with students, parents/carers, outside agencies and staff. Stamina. Resilience. Willing to work long, flexible hours. Commitment to an inclusive and child centred approach to education. Commitment to the ethos and values of the Academy and Trust. High level of emotional intelligence. Significant presence. Excellent communication skills both in writing and in person. Ability to form and maintain positive and sustainable relationships. A good motivator. Analytical thinker. Inspirational leader of staff and students. Able to use ICT effectively. Ability to prioritise effectively. Able to think and plan strategically. A high level of organisational skills, including the ability to meet deadlines and to plan and run team meetings. 		A, R, I
Must pass relevant safeguarding of children checks –DBS and Safer Recruitment Processes.		

Assessment:

A = Application

R = Reference

I = Interview programme