Bristol Cathedral Choir School

Deputy Headteacher – Inclusion

Job description

Job title	Deputy Headteacher – Inclusion
Location	Bristol Cathedral Choir School, BS1 5TS
Salary	Amplify Leadership Scale: L18-L22 (**£81,457-£89,842**)
Role Summary	The Deputy Headteacher – Inclusion will play a key role in creating a world-class school where every student can thrive. They will lead the specialist support and provision for children whose needs and circumstances require more than our strong universal offer. Drawing on expertise in safeguarding, SEND, pastoral care and behaviour, they will ensure that barriers to learning are identified and addressed, so that all students can succeed. The role will suit someone who believes that high expectations, high standards, care, consistency, routine and clear boundaries are essential to helping children who are most at risk of disengaging from education.
Working pattern	Full time (32.5 hours contracted per week) but we can be flexible (to 0.8FTE) for the right candidate.
Responsibilities	**Core Leadership Responsibilities** • Role model the behaviours associated with **positivity**, **team playing**, **rule following** and **attention to detail**; • Be an active and enthusiastic member of the Senior Leadership team, taking full strategic leadership of the areas of specialism for which you are responsible; • Be willing to deputise for the Headteacher, as the occasion arises, taking leadership on dynamic decision-making across the school; • Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct, building respectful relationships across the school; • Attend SLT meetings in order to provide professional and strategic advice on your areas of responsibility and the wider school mission; • Actively contribute to SLT discussions and fully participate in the giving and receiving of constructive feedback with other members of the team;

	• Share SLT obligations such as duties and line management; • Engage fully in our culture of continual professional development and coaching, in which we encourage and challenge each other to be the best we can be; • Work collaboratively within SLT and the wider teaching team to ensure that underachievement is addressed quickly and effectively; • Act as a role model to other staff, bringing a strong professional presence to the school site; • Show genuine care and respect for our young people and for everyone who makes up the community at BCCS; • Maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgement which always focuses upon the best interests of the students and the school; • Be mindful of your own wellbeing and that of your colleagues; • Be a pastoral leader and teacher in any and every school context; • Follow, support and model the implementation of the school's behaviour policy, including systems, routines and duties; • Be active in pursuing personal and professional development beyond your immediate role, seeking breadth of knowledge and experience, as well as depth; • Be involved in the co-curricular offer at BCCS by either leading or supporting additional activities that are enriching; • Be responsible for promoting and safeguarding the welfare of all pupils and young people within the school; • Uphold and promote the ethos and reputation of the School at all times; • Promote, understand and value the intentional development of student agency, both for themselves and our community; and • Participate in and carry out any administrative and organisational tasks as reasonably as required by the Head Teacher, paying regard to the School Teachers' Pay and Conditions Document. **Responsibilities Specific to the Role** • Continue to deliver quality first teaching within your subject with a reduced teaching load to reflect the time required to reasonably complete your leadership responsibilities; • Oversee the development, functioning and quality assurance of key school systems – including pastoral, safeguarding, attendance, SEND and behaviour – through the leadership of other senior leaders;

	• Develop a whole-school inclusion strategy that embeds quality-first teaching whilst also maintaining high expectations and standards through appropriate support, intervention and reasonable adjustments; • Strategic planning and monitoring of SEND and inclusion funding, including a coherent whole-school provision map; • Develop and implement a whole-school strategy to improve the attendance, behaviour, engagement and academic outcomes of vulnerable groups, including students with SEND, those known to social care, children in care and those who are previously looked after; • Identify patterns of underachievement and disengagement in vulnerable groups of students and ensure that appropriate action is taken by the most relevant colleagues; • Develop and maintain a live, forward-looking risk register to identify emerging concerns, assess levels of need and risk, and ensure that support and resources are targeted where they are most needed; • Lead the professional development of inclusion, safeguarding and pastoral colleagues, including middle leaders, with the support of relevant senior leaders; • Support relevant senior leaders in developing and training teachers to deliver high-quality universal teaching provision; • Oversee the school's graduated response process to ensure students who require additional support are getting it in a timely and effective manner; and • Chair our Accelerated Response Meetings to ensure students who are in crisis receive the urgent help they need. Note: The duties outlined in this job description may be modified, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This document does not form part of your contract of employment with the school.
Reporting to	Headteacher
Safeguarding	*We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Amplify Education are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.*

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Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:

(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Commitment to safeguarding and promoting the welfare of children, young people and adults;
- A dynamic leader and a **teamplayer;**
- A **positive disposition** with a good sense of humour especially when encountering change;
- A high level of **attention to detail;**
- A **rule follower;**
- Values based and outcomes driven;
- Genuine care and respect for students and colleagues;
- A high level of professional integrity;
- Able to work well under pressure;
- 'Can do attitude', willing to engage in the whole of the school's life.
- Fully embrace the mission and values of the school;
- Maintain the highest expectations of all students and all staff;
- Communicate effectively with the teams you lead and with the leadership team.

You are likely to have:

- A love for problem solving;
- A calm demeanor, even when things are going wrong; and
- A desire for clarity and an aversion to ambiguity.

You may have:

- Personal interests and enthusiasms that you can bring to the school community.

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- A good degree;
- QTS;
- A good working knowledge of external support services available to schools;
- A good working knowledge of the statutory responsibilities expected of schools for SEND and safeguarding; and
- A good knowledge of how high performing comprehensive schools achieve exceptional outcomes for the most vulnerable

You are likely to have:

- NPQ or other professional training qualifications.

You may have:

- Further professional qualifications e.g. MA, PhD.

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- Experience of managing staff and teams of professionals;
- Experience of quality assessing educational provision as a line manager and/ or senior leader;
- Experience in leading change;
- Experience of senior leadership; and
- Evidence of high impact.

You are likely to have:

- Experience of senior leadership in two or more schools;
- Experience of working in very high performing secondary schools;
- Significant experience of challenging conversations, especially with parents; and
- Previously held the title of SENDCo or DSL.

You may have:

- Led behaviour, attendance or pastoral systems.

Other Requirements:

You are likely to have:

- A willingness to commit to supporting all faith activities in a faith designation school.

You may have:

- A track record of fostering an open, fair and equitable culture.

Amplify Education is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.