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ISCA ACADEMY – JOB DESCRIPTION

**Post: Deputy Headteacher (Inclusion)**

**Line Manager: Headteacher**

# KEY PURPOSE

* Develop an outstanding and ambitous school culture where all students can thrive and achieve and where the needs of all students are met.
* Ensure that teaching and learning is inspiring, innovative, engaging and personalised to meet the needs of all students.
* Be responsible for monitoring and evaluating the performance of students and teaching staff and lead the formation and delivery of improvement strategies.
* To ensure that assessment data, monitoring and reporting are used effectively across the academy to drive up standards of student behaviour, attendance and outcomes.
* To develop and implement an ambitious framework which enables all students to make excellent progress as well as developing their leadership, confidence and resilience.

#  KEY TASKS

* Inspire and engage staff, students and parents in the vision for the Academy;
* Communicate effectively and relate positively to all stakeholders;
* Implementation of an effective and aspirational whole-academy behaviour for learning culture;
* Rigorous monitoring and improvement of whole-academy standards;
* Provision of professional development and support opportunities for staff to ensure the highest standards of learning, behaviour and pastoral care;
* Lead whole academy CPD for both teachers and non-teachers in relation to inclusion;
* Contribute to policy development at Senior Leadership level;
* Ensure an outstanding learning environment which is engaging for all learners;
* Line management of our middle leaders (Heads of Year, Inclusion Team – including SENDCo and Attendance);
* Ensuring the smooth day-to-day organisation and operation of the Academy; and
* Deputise for the Headteacher in their absence, as required.

# RESPONSIBILITIES

**Strategic Leadership:**

* Assist the Headteacher in the overall leadership and management of Isca Academy as a member and co-leader of the Academy’s Senior Leadership Team;
* Assist the Headteacher in the strategic vision, leadership, management and operational development of the Academy;
* Assist the Headteacher in the formulation of the Academy’s Improvement Plan, taking account of the agreed priorities of the Academy and how these link with national and local initiatives;
* Clearly articulate and model the Academy’s vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous academy improvement;
* Advise the Senior Leadership Team and Governors on the strategic development and improvement of standards across the Academy including planning, policy writing, advising and supporting other staff;
* Contribute to the development of whole-academy policy; and
* Monitor and evaluate the quality of provision within the Academy and report on it to SLT, Governors, our Trust Board, the LA and Ofsted, as required.

**Deputy Headteacher:**

* Provide professional leadership and management of core areas of the Academy Improvement Plan as agreed, on an annual basis, with the Headteacher;
* Take an active role in the Senior Leadership Team, contributing to the development of an inclusive culture, leading to the highest standards of teaching, effective use of resources and improved standards of learning, behaviour, attendance and thus achievement for all children;
* Performance Management of staff;
* Identify and pursue leadership and management development opportunities to ensure you and those that you lead contnue to develop as leaders;
* Contribute to the Academy’s on-going self-evaluation cycle and quality assurance procedures across the Academy, including:
	+ contributing to the Academy’s SEF and providing relevant evidence;
	+ participating in cross-academy “benchmarking” to moderate judgements;
	+ annually reviewing progress and moniotring department / area imporvment plans;
	+ interpreting and acting upon student performance and prior attainment data;
	+ analysing and sharing data with Heads of Year and Heads of Department; raising questions, posting hypotheses and providing challenge;
	+ conducting learning walks and student pursuits;
	+ moderating and improving student standards of attendance, achievement and behaviour
	+ supporting staff to fulfill their professional responsibilities and carry out their duties effectively;
* draft workplace policies, procedures and practice, ensuring that the policies take account of statutory requirements and national and local priorities and promoting collective responsibility for their implementation;
* prepare reports for Governors’ meetings;
* be a positive role model in all aspects of your personal leadership, management, behaviour, teaching and learning to parents, students and staff;
* participate in the day-to-day management of the Academy by being a visible and effective presence and contributing to the duty rota;
* develop and present a coherent, understandable and accurate account of the Academy’s performance to a range of audiences including Governors and parents / carers;
* work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities; and
* work with the Headteacher to build a professional learning community which enables everyone to achieve.

**Strengthening Community**

* work with the Headteacher to positively collaborate with parents, other schools and organisation’s in order to share expertise and bring positive benefits to our whole comunity; and
* work collaboratively with the Headteacher at both strategic and operational levels with parents / carers and across multiple agencies for the safety, wellbeing and positive achievement of all children.

**Operational**

* develop and implement policies that promote the highest standards across the whole Academy;
* ensure both CPD and PM processes support staff to achieve the highest standards for our children;
* contribute to the development of our whole school curriculum, with a particular focus on meeting the academic and personal development needs of all students;
* chair meetings and set agendas for meetings;
* work with other members of the Senior Leadership team to formulate aims, objectives and strategic plans, reflecting the needs of the Academy;
* keep up-to-date with national developments and attend relevant training;
* oversee the analysis of behaviour, attendance and assessment data and action plan accordingly;
* identify staff professional development needs, facilitating and leading training as required;

**Personnel Management**

* responsible for the efficient and effective management and deployment of personnel;
* develop and lead the implementation of the vision for the Academy;
* lead, direct and manage middle leaders;
* guide and motivate teams, addressing any training and development needs;
* undertake staff appraisals and performance management, as required;
* provide personal professional guidance to colleagues with the aim of securing the highest quality teaching, behaviour, attendance and support for students including those with additional needs;
* identify training and development needs of all staff and support development within the financial parameters of the budget;
* participate in the recruitment of staff and contribute to the effective induction of new staff;
* promote and maintain good communication with all stakeholders, including external agencies;
* coach and develop staff, providing training as appropriate; and
* set challenging targets for the whole-academy with a focus on narrowing any attainment and progress gaps and improving whole school attendance.

**Accommodation and Resources**

* manage any delegated budgets efficiently and effectively, ensuring value for money;
* ensure Health and Safety practices, including risk assessments, are in line with Academy policy; and
* assess risks to ensure a safe working and learning environment.

**Knowledge and Skills**

* keep up-to-date with national and local developments regarding SEN, behaviour for learning and behaviour management, attendance, teaching practice/methodology and leadership initiatives;
* keep up-to-date with developments in the use of comparative data; and
* continue to develop your own professional development, proactively engaging with CPD opportunities and remaining widely read.

**Quality Assurance**

* establish and reinforce the agreed high standards across the academy;
* monitor and evaluate performances against Academy, local and national performance indicators;
* monitor the quality and implement improvement strategies with regards to behaviour, attendance and outcomes in line with the requirements of self-evaluation and the Academy Improvement Plan;

**Meetings - Attendance at:**

* Senior Leadership Team meetings;
* Trust network meetings as required;
* Relevant Team Leader meetings;
* Governor /Trustee meetings, on request;

# 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 other duties as reasonably requested by the Headteacher.

This job description is subject to review by consultation.

**Deputy Headteacher (Inclusion)**

Person Specification

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| **ESSENTIAL** | **DESIRABLE** | **Assessment** |
| **Qualifications and training*** 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** * 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 collaberatively and effectively as part of a leadership team and wider Trust network.
* Evidence of the ability to effectively manage the variety of demands and pressures that come with a senior leadership role.
 | Evidence of having led, managed and achieved whole school change and improvement with high impact | A, R, I |
| **Personal Skills and Qualities*** 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 = Applicaiont

R = Reference

I = Interview programme