**PERSON SPECIFICATION**

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| **Teaching** | **Essential** | **Desirable** | **Evidenced** |
| Appropriate teaching experience | ✓ |  | Application |
| Honours degree or equivalent | ✓ |  | Application |
| Consistently good and outstanding teaching | ✓ |  | Application |
| Further Study |  | ✓ | Application |
| A range of in-service training during the last three years which includes accreditation |  | ✓ | Application |
| Experience of working in more than one school |  | ✓ | Application |

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| **Knowledge/Understanding** | **Essential** | **Desirable** | **Evidenced** |
| Knowledge and understanding of the current OFSTED model | ✓ |  | Interview |
| An appreciation of current research on behaviour and attitudes, personal development, inclusion and welfare | ✓ |  | Application/Interview |
| Secure knowledge and understanding of all curriculum requirements, new accountability frameworks and National agenda in relation to Inclusion at all key stages | ✓ |  | Application/Interview |
| Secure knowledge and understanding of all the assessments at KS3/4 and all benchmarking documents eg. FFT | ✓ |  | Interview |
| Knowledge of effective strategies to develop behaviour and attitudes | ✓ |  | Application/Interview |
| Knowledge of effective strategies to develop personal development and welfare | ✓ |  | Application/Interview |

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| **Leadership/Experience** | **Essential** | **Desirable** | **Evidenced** |
| Leadership & Management experience in a secondary school at senior level | ✓ |  | Application/Interview |
| Evidence of good student management and behaviour | ✓ |  | Interview |
| Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level | ✓ |  | Application/Interview |
| Evidence of the development and quality assurance of behaviour and attitudes / Personal Development and welfare / Inclusion | ✓ |  | Interview |
| Led CPD at a whole school level | ✓ |  | Application/Interview |
| Evidence of good people management skills | ✓ |  | Application/Interview |
| Excellent organisational and planning skills | ✓ |  | Interview |
| Excellent ability to analyse data | ✓ |  | Application/Interview |
| Collaborative work with other schools |  | ✓ | Application/Interview |
| Experience of working successfully with other education partners & providers | ✓ |  | Application/Interview |

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| **General/Personal qualities and characteristics** | **Essential** | **Desirable** | **Evidenced** |
| Able to articulate a sound educational philosophy consistent with the school’s aims | ✓ |  | Application/Interview |
| An effective team player, but can think and work independently | ✓ |  | Interview |
| Able to motivate students and staff | ✓ |  | Interview |
| Commitment to undertake personal and professionaldevelopment | ✓ |  | Interview |
| Strong interpersonal skills | ✓ |  | Interview |
| Enthusiastic, ambitious and resilient | ✓ |  | Interview |
| An effective decision maker | ✓ |  | Interview |
| Willingness to support colleagues and challenge underperformance | ✓ |  | Interview |
| Able to work under pressure and meet deadlines | ✓ |  | Interview |
| Commitment to school’s ethos & values | ✓ |  | Interview |
| Commitment to the school’s aims and strategies for improving standards | ✓ |  |  |

**Deputy Headteacher Job Description**

**Name of post: Deputy Headteacher (Inclusion)**

**Salary Grade: L17 – L21**

**Start date: 1 September 2024**

**Main Responsibilities: Behaviour and attitudes, Personal Development, Inclusion and Welfare**

**The job description should be read in connection with the duties of a Deputy Head teacher as set out in the current School Teacher’s Pay and Conditions Document 2023.**

**Core Purpose:**

* To ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* To work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
* Demonstrate the vision and values in everyday work and practice.
* Motivate and work with others to create a shared culture and positive climate.
* Ensure that strategic planning takes account of the diversity, values and experience of the school and at large.
* In conjunction with the Head teacher and other Deputy Head teacher, 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 Head teacher.
* The job description should be read in conjunction with the National Standards for School 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.*

**Behaviour and attitudes, Personal Development, SEND, Inclusion and Welfare**

To develop, support and maintain excellent standards in all areas associated with this job description, ensuring a culture of happy engagement in challenging learning for all students.

Specifically:

* To maintain a safe, happy and orderly community and ensure that behaviour is excellent and students are well supported.
* To work closely with the Assistant Headteacher for Behaviour and Attitudes to develop and fulfil the school behaviour policy.
* Through personal example and leadership to model, teach and promote the behavioural norms of a good society so that excellent behaviour is standard.
* To lead the professional development of all staff to promote and develop good behaviour.
* To work closely with the Year Teams to analyse behaviour trends so that sustained improvement may be maintained.
* To be accountable for the preparation and suggested suspension and exclusion of students, including the preparation of any permanent exclusion documents.
* To ensure quality care and guidance for the most vulnerable young people and those at risk of failing in school.
* To be responsible for attendance of students and strategies/plans to improve attendance, including liaison with external agencies. To work with Year Teams to improve attendance so that national expectations are exceeded.
* To work with the Assistant Headteacher for Personal Development and Welfare to monitor and support the implementation of CEIAG, PSHCE and SRE.
* To work with the Deputy Headteacher (Curriculum) to be accountable for ensuring that data is used to drive achievement, and ensuring it is used effectively to challenge expectations to raise attainment and improve intervention for underachieving groups, including disadvantaged.
* To lead staff/teams in ensuring all students are safe and happy in school.
* To lead on Parental Liaison working with the SLT and governors
* To strategically lead the Assistant Headteachers in all areas associated with this job description
* To work closely with the DSL to ensure safeguarding of students and all related matters in this respect, including the training of staff.
* To work with the Headteacher be responsible for admissions to the school, including mid-year admissions and admission appeals.
* To be responsible for whole-school self-evaluation in relation to behaviour and attitudes, personal development, inclusion and welfare, and Safeguarding.
* To have strategic responsibility, alongside the Headteacher, for the school SEF, CA Reviews and School Improvement Plan.
* To be responsible for leading Community Developments
* To be responsible for the Student Voice/Student Council.
* To have responsibility for the organisation, implementation and effectiveness of the school’s pastoral system
* To act as the main link between the school and parents and the local community.
* To oversee the review, management and implementation of the policies relating to the above named areas of responsibility.
* To support the DSL to ensure staff receive the necessary statutory and developmental training on all aspects of safeguarding.

**Other main responsibilities:**

* With the SLT, to lead the quality assurance of behaviour and attitudes and personal development at school and subject level.
* To line manage the Assistant Headteachers, SENCOs and Attendance Officer
* To work and report to Governors on relevant areas of responsibility
* To manage budgets and resources for intervention and achievement
* To work with SLT to ensure effective use and maximum impact of the Pupil Premium
* To provide an excellent role model of outstanding academic and pastoral care.
* To undertake performance management of Assistant Headteachers and SENCO’s.
* To be responsible for complaints investigations
* To lead whole school communication systems including checking of letters
* To oversee the review, management and implementation of the policies relating to areas of responsibility.
* To undertake Dinner Duties/Whole school detentions/Assemblies, as required
* To attend and present at governors’ meetings as required
* To complete any additional responsibilities commensurate with this job description, as required by the Headteacher.

The key terms used in this Job description are:

Accountable for: this means the post holder is responsible for delivery of the area through management and leadership of others. This means leading a team/individual to deliver on a specific area of responsibility e.g. ensuring delivery of results of a curriculum area that is line managed by the post holder

Responsible for: this means to take direct responsibility for the task/area of responsibility and to deliver this area e.g. producing and overseeing a duty rota

Lead: this means to role model and lead a team to ensure delivery of the task/area of responsibility e.g. to lead a focus group on an area of school improvement and report back to the SLT/governors