

INVICTUS

Education Trust

CANDIDATE INFORMATION PACK



Learn with **us**, Work with **us**, Belong with **us**!

Job Description

JOB TITLE:	Deputy Headteacher – Inclusion, Safeguarding & Achievement
DEPARTMENT:	Invictus Education Trust
GRADE:	L18 – L22
REPORTING TO:	Headteacher
RESPONSIBLE FOR:	Assistant Headteachers and Inclusion & Safeguarding Team
LIASING WITH:	CEO, Headteachers, Senior Leadership Team, Governors, teaching and professional services staff, outside agencies, and the Trust's central team

Main Purpose

- Take full responsibility for the school direction in the absence of the Headteacher
- As a Senior Leader, under the overall direction of the Headteacher play a lead role in the:
 - strategic and operational management, development, and leadership of the, and ensure the achievement of our vision, mission and values within the context of Invictus Education Trust
 - to formulate the aims & objectives of the School/Trust in establishing policies through which they are to be achieved
 - in having responsibility for the standards and curriculum of all students including monitoring of progress towards achievement in proactively manage staff and resources
- To articulate both strategic vision and the operational needs with conviction and clarity, so that the school leadership teams, staff and students understand the direction of school improvement
- Communicate school vision, mission and values clearly to students, staff, parents and the community and ensure all are clear of our expectations of them
- To articulate the school's Strategic Improvement Plan with clarity and conviction to outside audiences such as the Directors Board, Governing body, DfE and OFSTED
- Sustain a current knowledge of developments in strategy, thinking and practice in their key areas
- Maintaining high quality pastoral leadership through delivery of CPD, staff meetings, pastoral team meetings and Leadership Team Meetings
- Lead CPD with a pastoral focus, to develop outstanding behaviour for learning which raises teaching and learning standards
- To be in charge of a range of responsibilities within the school and to develop, maintain and operate appropriate systems for quality assurance in all aspects of our operations
- Managing staff and resources and monitor progress towards the achievement of school aims
- Plan, implement, monitor and evaluate the impact of work within the key responsibilities
- Be a leading professional in the school



Mission

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- Demonstrate, model and develop the characteristics of good and outstanding teaching by maintaining a teaching role
- Sustain a current knowledge of developments in strategy, thinking and practice in their key areas
- Take responsibility for his/her own professional development by actively engaging with and seeking opportunities for learning and development
- Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for deputy Headteachers and the school's own policy.
- Carry out the professional duties of a teacher as required
- Take responsibility for child protection issues as appropriate
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Ensure safer recruitment protocols are adhered to when participating in the recruitment process

Main Duties

Inclusion & Provision

Strategic leadership of whole school Inclusion and Provision

- Lead and manage the school Inclusion Team (AHT B&A; AHT PD; Safeguarding Team, SENCO & TAs, Attendance & Admissions Officer) and ensure effective and appropriate liaison with external agencies/support workers
- Coordinate the production, use and evaluation of intervention and support strategies available for all students to maximise access to learning and promote high achievement
- Oversee and monitor all Education and Health Care plans with the SENCO
- Ensure the needs of identified SEND students are met, including all statutory and legal duties
- Oversee and monitor all Looked After Children PEP Reviews and ensure the effective allocation of funding to deliver impact
- Liaise with other school leaders to improve the progress and achievement of identified vulnerable groups
- To promote equality of opportunity and an inclusive environment that meets the needs of all students
- Work closely with colleagues to track student attendance and take appropriate action to combat underachievement and low aspiration
- Work closely with colleagues to ensure students have a smooth transition from Year 6 to Year 7 Oversee and manage all In-Year Transfers and admissions, ensuring that all new students are supported and integrated fully into the school ethos and 'Wombourne Habits'
- Oversee the strategic development, organisation and implementation of the school's policy for the personal and social development of students including pastoral care and guidance
- To establish and maintain policies and practices that develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- To ensure that opportunities are provided to develop and deepen students' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance



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- To support policies and practices that develop students' character, confidence, resilience and knowledge so that they can keep themselves healthy

Safeguarding

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Achievement

Strategic leadership of the School Inclusion Team (AHT B&A; AHT PD; Safeguarding Team, SENCO & TA's, Attendance & Admissions Officer) to ensure all students make good and sustained progress and achievement is high by:

- Ensuring a school wide focus on achievement and standards
- Developing whole-school strategies to promote positive attitudes to learning and high standards of conduct so that any barriers to learning are addressed and removed
- Promoting and leading the inclusive practice of teaching and learning throughout school and developing develop CPD programmes to support staff in behaviour management
- Ensuring that the routines and expectations for student behaviour are clearly articulated, shared, understood and acted upon effectively by all stakeholders



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- Maintaining a strong focus on attendance and punctuality so that disruption to learning is minimised
- Leading and delivering the highest standards of pastoral care so that student behaviour and attendance is consistently good or better
- Analysing attitudinal data, identify areas of concern and devise support plans to address concerns, working with parents/carers and other agencies where necessary to remove or minimise barriers to learning
- Providing strategic support to senior leaders responsible for any additional or alternative provision for students who are being educated outside of the 'mainstream' school
- Be a part of the RAG group and co-chair RAG Learning meetings with the AHT Achievement & Assessment to identify, implement and quality assure intervention strategies to raise achievement Ensuring Heads of School and Heads of Department regularly monitor and evaluate student attitudinal data and attendance using data analysis.
 - If appropriate, working with other Senior Leaders /Core Leaders to triangulate attitudinal and academic data, action interventions & monitor the implementation of interventions for underperformance.
- Ensuring that all the current systems in place to monitor and track student attitudinal data and attendance are effective and where appropriate new systems are introduced to support student progress
- Ensuring a professional, visible presence to support and embed high standards of student conduct in lessons and around the school
- Promoting and modelling good relationships with parents and carers, which are based on partnerships, to support and improve students' behaviour and attendance punctuality, particularly for key groups of students
- Leading and managing the effective communication and engagement with parents and carers through:
 - overseeing the annual and termly reporting system and actively seeking to engage and reach all parents (including 'hard to reach')
 - overseeing and coordinating all annual parental consultation events
 - quality assuring all recording and reporting systems across the school

Attendance

Strategic Leadership of Attendance & Punctuality

- Oversee the strategic leadership and management student attendance and monitoring systems and personnel.
- Lead relevant colleagues, including Heads of School and Tutors, in addition to the School's Attendance Officers, to ensure that appropriate responses are being taken for individual students with attendance concerns
- Implement, monitor and review systems to promote high levels of attendance and excellent
- Ensure that appropriate strategic overviews of attendance matters are provided on a timely basis for SLT and Governors. Liaise, in this regard, with the Link Governor for Attendance.
- Ensure that appropriate information concerning student attendance is available for all stakeholders, including students, parents, subject teachers and tutors.

Operational

- Be a visible presence around the school on a day-to-day basis



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- Be responsible for liaison with external agencies
- Ensure that relevant school policies are understood and implemented
- Monitor and support vulnerable students
- Compile and write professional reports on students as requested by the Headteacher
- Enhance parental engagement
- Lead assemblies

Teaching & Learning

- Ensure that personal development and student well-being is a strong focus of lessons taught
- Quality assure teaching and learning to ensure high standards are maintained
- Quality assure student achievement across whole school themes
- Liaise with the Head and Governors on staffing issues to ensure the quality of teaching and the standards of student achievement are maintained
- Participate in the selection and appointment of the teaching and support staff of the school

Quality Assurance

- Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Report to the Headteacher and Governors on all aspects of line-managed responsibilities
- Identify appropriate school development needs and monitor progress against these foci
- Provide relevant information relating to student performance
- Ensure the behaviour management system is implemented and effective learning can take place
- Evaluate the impact of all improvement activities and to report on the outcomes

Accountability

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards
- Support the Headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of students and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Staffing and Resources

- Manage resources of staff, accommodation, money and equipment effectively and efficiently and to monitor budgets
- Line-manage designated staff within the school with agreed policy and practice, and monitor the impact of initiatives
- Undertake performance management and appraisal reviews for teaching and support staff
- Line-manage other staff as indicated by the Senior Leadership Team roles



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- Actively monitor and respond to developments and initiatives at national, regional and local levels
- Contribute to the recruitment and induction of new staff
- Work as a part of a team and positively contribute and promote effective working relationships

Other Professional Requirements

- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Promote positive relationships and work with colleagues in other schools and external agencies establishing and maintaining regular communication in the school
- Be involved in school House and Charity activities
- Attend professional meetings as required and carry out duties as required
- Be responsible for personal professional development and to keep up to date with educational initiatives that impact on the school
- Attend Governors Committees as appropriate
- Actively engage in the performance management process
- Take part in the school's staff development programme
- Attend and contribute to meetings and school events in accordance with the school calendar
- Strengthen partnership and community working by taking part in school events such as Open Evenings, Parents' Evenings, Information sessions
- To contribute to school liaison and marketing activities

Other Specific Duties

- Play a full part in the life of the Trust community, to support its vision, mission and values
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example
- Be courteous to colleagues and be welcoming to visitors
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.

Support For The Trust

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required



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- Participate in training, other learning activities and appraisal as required
- Recognise own strengths and areas of expertise and use those to advise and support others
- It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people.

Safeguarding Requirements

We are deeply committed to safeguarding and promoting the welfare of Children and expect all Staff and Volunteers to share this commitment. All necessary Safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertaken can be found at: [Keeping Children Safe in Education, 2024](#)

This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.

It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website: <https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Positions at the school are exempt under the Rehabilitation of Offenders Act 1974 and as such appointment to a post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). DBS Filtering guidance can be found on the GOV.UK website. <https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>



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Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<p>Qualified Teacher Status (QTS)</p> <p>An honours degree in relevant subject</p> <p>Professional development in preparation for a leadership role</p>	NPQH/NPQSL
EXPERIENCE	<p>Leadership and management experience in a school</p> <p>Outstanding, sustained experience as a teacher in a secondary context</p> <p>Teaching experience</p> <p>Involvement in school self-evaluation and development planning</p> <p>Line management experience</p> <p>Experience of leading on staff development and staff wellbeing</p> <p>The ability to build, lead and support effective teams</p> <p>The ability to lead & manage change effectively</p> <p>Excellent communication skills</p> <p>Strong analytical skills</p> <p>Ability to initiate, lead and manage change at whole school level</p>	Experience of more than one school
SKILLS AND KNOWLEDGE	<p>Understanding of high-quality teaching, and the ability to model this for others and support others to improve</p> <p>Understanding of school finances</p> <p>Effective communication and interpersonal skills</p> <p>Ability to communicate a vision and inspire others</p> <p>Ability to build effective working relationships</p> <p>Excellent ICT skills and the ability to apply these to educational management</p>	



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	<p>Excellent communication skills, confident and motivational public speaker</p> <p>Creative and imaginative thinker, able to anticipate problems and find solutions</p> <p>Excellent organisational skills to meet deadlines and manage workload of self and others</p> <p>Experience of contributing to staff development</p> <p>Data analysis skills, and the ability to use data to set targets and identify weaknesses</p> <p>Understanding of high-quality teaching, and the ability to model this for others and support others to improve</p> <p>Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance</p> <p>Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being</p> <p>Experienced in holding individuals, teams to account for student outcomes</p> <p>Understands and applies quality assurance, self-evaluation & performance management systems and data</p>	
<p>PERSONAL QUALITIES</p>	<p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and the Trust</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p> <p>Have high expectations of self and others and provide a role model for students and staff</p> <p>Knows how to promote an open, fair and equitable culture</p>	



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	<p>Effective communication and interpersonal skills</p> <p>Ability to communicate a vision and inspire others</p> <p>Ability to build effective working relationships</p> <p>The ability to work independently and collaboratively as a member of a team</p> <p>The ability to lead and motivate colleagues</p> <p>A positive attitude towards professional development and their own learning</p> <p>Reliability and integrity</p> <p>Excellent personal organisation</p>	
FLEXIBILITY	<p>To work flexibly to meet the needs of the Trust and its educational establishments</p> <p>Flexible to take on a variety of roles to secure school improvement and build a high performing team</p> <p>Can be required to work in any location within the Trust</p>	

This job description/person specification may be amended at any time in consultation with the postholder.



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