

Scale: Leadership

Range: L8-L12

Responsible to: Co-Headteachers

Location: Tanners Brook Primary School

Summary

The Deputy Headteacher – Inclusion will have an overall responsibility for safeguarding and inclusion across the school. This includes attendance and behaviour, personal development and wellbeing (including the curriculum for PSHE) and pupil premium.

The Deputy Headteacher – Inclusion may also have a teaching responsibility equivalent to 1 day each week (FTE).

Principle Responsibilities

As Deputy Headteacher you will:

- Deputise for the Co-Headteachers
- Be an active member of SLT and be integral to the day-to-day running of the school, including leading staff CPD, running parent and pupil facing events and leading on aspects of external quality assurance
- Be a point of contact for families who require additional support
- Uphold the Trust's and School's vision and values
- Support the Co-Headteachers in budget planning and monitoring
- Report to the Academy Committee on a regular basis
- Undertake activities that the Co-Headteachers and Academy Committee members may from time to time require
- Support the Co-Headteachers in the line management of staff
- Contribute to the School Improvement Plan and lead on key aspects related to the role
- Act as Designated Teacher
- Attend and take an active role in relevant Trust networks

Safeguarding:

Act as the Designated Safeguarding Lead (DSL) for the school following full requirements as set out in Annex B of Keeping Children Safe in Education. As DSL you will take lead responsibility for safeguarding and child protection (including online safety) including:

- Ensuring that the school's single central record is kept up to date and compliant, arranging half termly reviews
- Creating and implementing a safeguarding action plan linked to school contextual issues
- Collecting regular safeguarding and wellbeing pupil and staff voice, acting upon any key findings
- Managing referrals to refer cases of suspected abuse to the local authority children's social care as required

- Work with others to act as a point of contact with the three safeguarding partners
- Undertake training to ensure that the knowledge and skills required to carry out the role are kept up to date
- Facilitate staff CPD to ensure that safeguarding (including Prevent) training is compliant
- Raise awareness to ensure the school's child protection policies are known, understood, used appropriately and reviewed regularly
- Ensure record keeping is accurate, timely and robust
- During term time, be available (during school hours) for staff in the school to discuss any safeguarding concerns
- Organise DSL cover arrangements during school holidays
- Ensure any child protection files are transferred to a new school as soon as possible, following appropriate timescales and data protection guidance
- Ensure that a suitable safeguarding curriculum is in place that supports children to understand how to stay safe, including internet safety

Inclusion:

As the Lead on Inclusion, you will work closely with the SENDCo to:

- Support an inclusive school culture
- Ensure the school's Inclusion and Pupil Premium Strategies are being effectively implemented and monitored
- Provide support for staff to ensure effective inclusive practices are embedded across the school
- Effectively manage the school's funding for: Pupil Premium, Mainstream Inclusion and LAC
- Closely track data for vulnerable groups, evaluating strengths and areas for development leading to improvements in provision
- Lead on the school's disadvantaged initiatives, for example the Tanners Brook 7 for 7, evaluating their impact and adapting as required

Attendance and Behaviour:

Ensure there is an effective Behaviour Policy in place across the school that supports a positive learning environment for all. This will include:

- Lead on training to support staff to implement positive behaviour strategies
- Monitor and evaluate the effectiveness of the school's behaviour policy, systems and routines, including leading the SEMH panel when convened and analysing behaviour data
- Support with the day-to-day management of behaviour
- Act as Attendance Champion
- Take a lead role collating and sharing attendance data, working towards reaching national attendance targets
- Monitor attendance across the school to support the implementation of strategies, especially for those children with persistently low attendance
- Work closely with the HLTA (Inclusions) to manage attendance and support families in improving attendance
- Work closely with external agencies to support attendance and behaviour

Personal Development and Wellbeing:

Ensure a coherent and appropriate programme of personal development extends across the taught curriculum by:

- Monitoring and evaluating wider curricular opportunities – ensuring that they are accessible to all and accessed by a wide range of pupil groups
- Ensure that the PSHE/RSE curriculum is suitable, well taught and develops pupils' knowledge
- Work closely with subject leaders to ensure the curriculum is adapted to reflect safeguarding contextual issues
- Provide strategic leadership of OPAL
- Oversee student transitions—including early-years entry, mid-term admissions, and Year 6 secondary moves

General

Support for the school at an appropriate level, according to the job role, grade and training received, all employees of the Trust are expected to:

- Support the aims, values, mission, and ethos of the school and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare.
- Be aware of health and safety issues and act in accordance with the Trust's Health and Safety policy.
- Contribute to the overall ethos/work/aims of the Trust.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

HISP Multi Academy Trust reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

Personal Specification

Qualifications & Professional Development (Essential)

- Qualified Teacher Status
- Evidence of relevant professional development and a commitment to ongoing learning
- Appropriate safeguarding/DSL training or willingness to undertake the required training

Qualifications & Professional Development (Desirable)

- Further leadership qualification or NPQ
- Level 3 qualification in Forest School

Experience & Knowledge (Essential)

- Successful experience of leadership within a school
- Experience of leading and evaluating whole-school improvement initiatives
- Strong knowledge and understanding of safeguarding and child protection, including current statutory requirements
- Experience of leading or contributing significantly to inclusion and provision for vulnerable groups
- Knowledge and understanding of strategies to support disadvantaged pupils and reduce barriers to learning
- Experience of monitoring and improving attendance
- Knowledge and understanding of PSHE/RSE and personal development
- Experience of working effectively with external agencies and professionals
- Experience of managing staff
- Experience of analysing and using school data to identify priorities and evaluate impact
- Experience of leading staff training or professional development

Experience & Knowledge (Desirable)

- Experience of leading behaviour improvement across a school
- Experience of strategic leadership of enrichment, wellbeing or wider personal development
- Experience of supporting successful transitions for pupils
- Experience of budget planning

Leadership & Strategic Skills (Essential)

- Ability to provide strong, strategic and visible leadership across the school
- Ability to deputise effectively for the Co-Headteachers and contribute confidently to whole-school leadership
- Ability to translate school priorities into effective action and measurable impact
- Ability to lead, monitor and evaluate the implementation of whole-school policies and strategies
- Ability to support and challenge colleagues appropriately in order to improve practice
- Ability to manage competing priorities effectively and work strategically while responding to day-to-day needs
- Ability to build effective partnerships with Trust colleagues, governors and external agencies

Personal Qualities (Essential)

- A strong commitment to the Trust's and school's vision, values and ethos
- Warm, approachable and able to build trusting relationships with children, staff and families
- High expectations of themselves and others, combined with a supportive and empathetic approach



- Calm, resilient and able to manage challenging situations effectively
- Able to communicate clearly, confidently and sensitively with a wide range of audiences
- Able to inspire confidence and bring people with them when leading change
- Approachable and visible to pupils, staff and families
- Highly organised, reliable and able to manage a demanding workload effectively
- Reflective and committed to continuous improvement
- Able to demonstrate integrity, professional judgement and discretion, particularly when dealing with sensitive information
- Committed to equity, inclusion and ensuring that every child has the opportunity to thrive

Safeguarding

All staff have a responsibility for safeguarding and promoting the welfare of children. The successful candidate will:

- Demonstrate a thorough understanding of safeguarding and child protection.
- Understand the responsibilities of a Designated Safeguarding Lead and be willing and able to undertake the required training.
- Demonstrate sound professional judgement when responding to safeguarding concerns.
- Understand the importance of accurate, timely and robust safeguarding records.
- Be committed to maintaining a strong safeguarding culture across the school.
- Be able to work effectively with families, colleagues and external agencies to ensure children are safe and supported.
- Understand the importance of online safety and contextual safeguarding.

The successful candidate will be required to undertake appropriate safeguarding checks in accordance with statutory requirements.