

# Deputy Headteacher – Inclusion

<b>JOB DESCRIPTION:</b>	<b>Deputy Headteacher – Inclusion</b>
<b>RESPONSIBLE TO:</b>	Headteacher, the Local Governing Body and the Trustees.
<b>JOB PURPOSE:</b>	<p>The Deputy Headteacher - Inclusions at University Collegiate School (UCS), Bolton, part of QUEST Academy Trust, plays a pivotal leadership role. This position is responsible for driving the strategic vision and operational delivery of inclusive education across UCS, ensuring all students, regardless of background or ability, are supported to achieve their potential in line with the School and Trust's values. The role supports the Headteacher and senior leadership team in fostering a positive, safe, and inclusive school culture that reflects QUEST's commitment to serving a diverse community from ages 0 to 19, preparing students for their next phase of education and life.</p> <p>You will champion the school and Trust values by fostering a culture of excellence, inclusion, and innovation, driving high standards in teaching, learning. As a dynamic and inspirational leader, you will collaborate closely with senior leaders and subject teams to embed inclusiveness across all key stages, ensuring pupils are well-prepared for their future education and careers.</p> <p>The Deputy Headteacher will be an ambassador for the school and the Trust and will promote, raise and sustain its profile in the wider community</p> <p>Be a highly visible, consistent and supportive presence in and around the school; serve the staff and students.</p> <p>Promote an aspirational culture which motivates everyone to work in partnership, share knowledge and deliver exceptional outcomes.</p> <p>To commit to our values-led approach.</p> <p>To uphold the Ethos of our QUEST schools.</p> <p>As an employee of QUEST, staff may be required to work at any school within the Trust.</p>
<b>DBS DISCLOSURE LEVEL</b>	Enhanced
<b>SALARY</b>	Leadership 10 – 16

## Professional Responsibilities

### School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust; ensuring school environments for teaching and learning empower both staff and students to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily and wider life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

## **Key Responsibilities**

### **Inclusion Leadership**

- Lead the development and implementation of inclusive education strategies to meet the diverse needs of all students at UCS Bolton.
- Ensure the school environment and curriculum are accessible and supportive to pupils with special educational needs and disabilities (SEND) and other vulnerable groups.
- Monitor and evaluate the effectiveness of inclusion initiatives and alternative provision within the school, ensuring best outcomes for all students.
- Collaborate with parents, carers, external agencies, and professionals to provide tailored support and interventions.
- Oversee EAL across all key stages to ensure inclusivity.
- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Monitor and evaluate the impact of interventions and ensure statutory responsibilities are met.
- Providing strategic leadership at part of the Senior Leadership Team in the Virtual School Team to promote safeguarding, inclusive, trauma responsive policy and practice and to ensure there are robust measures in place within the team and amongst our multi-agency partners to promote and support timely admissions, excellent attendance and prevent suspensions and exclusions for vulnerable children.
- To take responsibility within your area for critically reviewing ways of working, systems and processes and implement change to improve outcomes.
- Working alongside the team to design and deliver training to a range of audiences.
- Relentless focus on outcomes: use performance and progress data (KS3/KS4) to evaluate impact, close gaps and drive improvement for pupils with SEND and those in Alternative Provision.

### **Behaviour and Attitudes**

- Promote high standards of behaviour and positive attitudes, aligned with the School and QUEST's values, ensuring consistency and fairness in behaviour management.
- Lead the development and implementation of behaviour policies that support a safe, respectful, and productive learning environment.
- Address behaviour challenges proactively, supporting staff and pupils to maintain a positive school culture.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

### **Student Attendance**

- Develop and implement strategies to improve pupil attendance and punctuality, working with families and external partners to remove barriers.

- Monitor attendance data and intervene as necessary to support vulnerable pupils and improve overall school attendance rates.

### **Teaching and Learning for Inclusion**

- Champion effective teaching practises that support inclusion, ensuring that teaching staff are equipped to meet the needs of all pupils.
- Work with curriculum leaders to adapt and personalise learning pathways for students requiring additional support.
- Oversee the monitoring and evaluation of internal alternative provision to ensure it maintains high standards and meets pupils' educational and pastoral needs.
- Designated teacher for looked after children
- High-quality teaching, learning and professional development: quality-assure classroom practice; coach, mentor and upskill colleagues; lead CPD on adaptive teaching, accessibility and reasonable adjustments.

### **Leadership and Management**

- Support the Headteacher in the day-to-day operational leadership of the school.
- Designated Safeguarding Lead (DSL)
- Oversee the safeguarding of the school including but not inclusive of SCR, DDSL's, Safeguarding practices and procedures
- Leadership & accountability: line-manage identified areas/faculties; contribute to SEF/SIP; prepare the academy for Ofsted by evidencing impact and compliance across SEND and inclusion.
- Foster a positive school culture characterised by high expectations for behaviour, attendance, and engagement with learning.
- Lead on aspects of staff development related to curriculum and pedagogy, including coaching and mentoring colleagues.
- Contribute to the strategic planning and policy development within the School and Trust, ensuring alignment with the vision and values of QUEST Academy Trust.

### **Pupil Outcomes and Wellbeing**

- Work closely with the Headteacher and Trust Central Team to monitor and analyse pupil performance data, identifying areas for improvement and implementing targeted interventions
- Promote the safety, wellbeing, and personal development of all pupils across the Trust
- Ensure that the Trust's schools maintain high standards of behaviour, discipline, and pupil welfare

### **The Deputy Headteacher will:**

- Contribute to establishing the core values of the school, the team and their practical expression
- Sign and uphold the Trust's Code of Conduct
- Ensure that safeguarding for all is of the highest quality and priority at all times.
- Alongside the DCEO and Headteacher, monitor and evaluate student achievement and attainment throughout the school
- Ensure that the UCS is operating as a UTC under the guidance of the Baker Dearing UTC charter
- Assume responsibility for leading in the absence of the Headteacher and carry out the professional duties in the event of his/her absence from the school
- Sustain the aims and objectives of the Trust and consistently implement all Trust policies, manage staff and resources to that end; and monitor progress towards their achievement
- Implement and model strategies that secure high standards of teaching, student behaviour and attendance

- Lead the development and implementation of a broad, balanced, and ambitious curriculum that aligns with the Trust's vision and values
- Strategically lead decision making and contribute to consultation procedures
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clarity
- Challenge underperformance at all levels with effective corrective action
- Report any safeguarding concerns immediately to a designated safeguarding lead
- Work to safeguard and protect students in collaboration with other agencies as appropriate
- Create and maintain an effective partnership with students and families to support and improve student's achievement and personal development
- Monitor, evaluate and review practice and promote improvement strategies
- Contribute to the evaluation of the school's performance and identify next steps
- Build an effective and inclusive team
- Hold self and others to account
- Manage own workload and that of others, at pace and meeting deadlines
- Provide effective line management and support to the Assistant Headteachers and other school leaders, ensuring they are able to fulfil their responsibilities and contribute to the school's success
- Treat team members with equity and respect and be proactive in supporting all team members regardless of their needs
- Take time to listen to the views of team members, parents and our community.
- Support students throughout the day by fulfilling pastoral responsibilities
- Participate in, and lead coaching, work in effective partnership with other leaders in the Trust.
- Engage fully in the appraisal process to fulfil personal potential and be able to participate effectively in the implementation of the school's goals and improvement plan
- Attend and lead meetings/training and carry out administrative tasks and duties as specified on the calendar
- Carry out any other reasonable duties as requested by the Headteacher
- Deputise for the Headteacher in their absence and ensure all school standards are maintained to the highest levels
- Represent the school and Trust at external meetings and events as required

### **Vision, direction and development**

The Deputy Headteacher will:

- Support the DCEO/Headteacher in developing both strategic and operational plans for securing the vision and direction of the school based on wide consultation with all relevant stakeholders
- Work with the Headteacher, the wider leadership team, staff and governors to translate the development plans into action plans that identify clear achievable targets and outcomes
- Work with the leadership team, staff and governors to rigorously evaluate progress towards targets and outcomes
- Advise and support staff in the development and implementation of Trust School policies

### **School Culture and Behaviour**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism

- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance
- Oversee the school's pastoral care system, ensuring that all pupils receive the support they need to thrive academically, socially, and emotionally
- Collaborate with the Headteacher, Assistant Headteachers, and other school leaders to develop and implement effective pastoral policies and procedures
- Monitor and evaluate the impact of pastoral support, making changes to improve the well-being and personal development of all pupils

### **Skills and Competencies**

- Strong leadership skills with a proven ability to lead inclusion and behaviour strategies within a secondary school setting.
- Deep understanding of SEND legislation, inclusion best practises, and alternative provision management.
- Excellent interpersonal and communication skills, capable of building positive relationships with pupils, parents, staff, and external agencies.
- Ability to analyse data effectively to inform decision-making and monitor progress in behaviour, attendance, and inclusion.
- Commitment to upholding and embedding the School and Trust's values and vision throughout all aspects of school life.
- Skilled in promoting a culture of high expectations, fairness, and respect among students and staff.
- Experience in leading and supporting staff professional development to improve inclusive teaching practises.

### **Trust-Wide Responsibilities**

- Lead on a specific area across the trust as directed by the DCEO
- Represent the Trust externally, building and maintaining positive relationships with key stakeholders, including the local community, other educational providers, and relevant authorities.

### **Safeguarding**

QUEST is committed to safeguarding and promoting the welfare of children and young people at all times. The Deputy Headteacher will be responsible for promoting and safeguarding the welfare of all students for whom they are responsible, or with whom they come into contact, in accordance with the Trust's Child Protection Policy.

The Senior Deputy Headteacher will:

- Work closely with / act as the Designated Safeguarding Lead (DSL) to promote the best interests of all pupils
- Ensure that all staff are trained in and adhere to the school's safeguarding and child protection policies
- Contribute to the creation and implementation of robust safeguarding procedures that prioritise the safety and welfare of pupils
- Implement and monitor the school's safeguarding policies and procedures
- Providing support and guidance to all staff on their safeguarding duties, ensuring they are trained and confident in recognising and responding to concerns
- Promoting a culture of vigilance and accountability, where the safety and protection of pupils is the highest priority
- Collaborating with external agencies and professionals to ensure that appropriate safeguarding measures are in place and effective

- Ensuring that all recruitment and selection processes adhere to safer recruitment guidelines, helping to prevent unsuitable individuals from gaining access to pupils

By upholding the highest standards of safeguarding, you will contribute to the creation of a safe, nurturing, and inclusive environment where all pupils can thrive and reach their full potential.

#### **Other responsibilities**

- Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work
- Carry out any such duties as may be reasonably required by the Headteacher or DCEO
- Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Embody the Trust's values, standards and expectations; be an exemplary role model to all

#### **General**

*The job description encompasses the above statements and is not necessarily a comprehensive definition. The professional standards alongside the Trust leadership framework will support each leader in delivering high excellence in a culture of high equity.*

*The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require.*

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

*The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times, in line with our shared values and culture to ensure excellence for all.*

Name \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

# Person Specification:

## Deputy Headteacher

QUALIFICATIONS	
Competency	Essential (E) or Desirable (D)
Degree and Qualified teacher status	E
National Professional Qualification (NPQH, EL, SL)	D
Masters Level degree qualification	D
Degree in a STEM subject	D
Recognised qualification in leadership e.g. NPQH / NPQSL	D
Coaching experience/qualifications	D
Facilitation experience for additional learning	D
Accredited SEND qualification	D
EXPERIENCE AND KNOWLEDGE	
Experience of leading outstanding teaching and learning provision and policy across the school	E
Experience of middle leadership and working in an education environment	E
Experience of multi-agency working	E
Experience of providing safeguarding advice and implementing effective safeguarding practice in an education environment.	E
Experience of devising, delivering and quality assuring safeguarding and safe recruitment training	E
Experience of developing and implementing an effective and efficient curriculum	E
Knowledge about approaches to early help/early intervention and how these relate to school and education settings	
Demonstration of high expectations across KS3, KS4 and KS5	E
Knowledge of the impact of ACES, trauma and attachment difficulties, and the barriers this can create in attendance, engagement and learning; and the ability to convey this knowledge and understanding to key partners.	E
Can demonstrate an awareness of current national education policy	E
Excellent classroom practitioner	E
Significant impact as a middle leader	E
Experience of more than one school	D
Experience of leading assembly	E
Proven excellence in teaching students within the secondary phase	E
Deep understanding of UTC principles and ability to integrate technical and academic learning across key stages	D
Innovative and proactive approach to problem-solving and school improvement	E
Demonstrable drive, ambition, and resilience to lead change and sustain high standards	E
Analytical mindset with strong data literacy to evaluate teaching impact and pupil outcomes effectively	E
Exceptional leadership skills with the ability to inspire, motivate, and develop teaching staff	E

Recent participation in a range of relevant continuing professional development	E
Digitally confident	E
Commitment to the development of the Community character of the school, its students and staff	E
Awareness of ways of developing assembly	E
Indication of how relationships would be fostered and developed between the school and the community	E
Commitment to working in a local, regional and national network to promote the best of educational practices.	E
Able to demonstrate an excellent knowledge, understanding and awareness of pupils'/students' educational development; school leadership and management; curriculum and assessment including subjects and cross curricular aspects, tracking and target setting	E
Good knowledge of school improvement strategies, evidence of impact on standards and outcomes and confidence in the application of ICT to teaching, learning and management	E
Good knowledge of local and national policies, priorities and statutory frameworks	E
Leadership skills which ensure that all those involved in the school are committed to its vision, values, community ethos and aims	E
Good Listening skills	E
Effective decision making and communication skills	E
Excellent self-management and interpersonal skills	E
Solution focussed and the ability to build rapport easily with colleagues, within the school and wider networks	E
Personal impact and positive presence	E
Ability to think analytically and flexibly, to set targets with which to measure progress, and to adapt as necessary	E
Commitment to the organisation of and participation in the full life of the school and Trust	E
Evidence of leading a school wide initiative for positive change	D
Legally entitled to work in the UK	E

# Deputy Headteacher Protocols

## Strategic Role within the School's Senior Leadership Team

- Lead strategically and operationally alongside the Headteacher of the School and to ensure that all standards, outcomes, behaviours and plans are in the interests of the highest quality educational provision for students and staff.
- Work alongside the Headteacher to effectively lead on-school self-evaluation, school improvement planning, staff deployment and curriculum development across the school
- Lead others, as they lead a curriculum area(s), supporting and quality assuring the work of all Heads of Department to ensure the best outcomes, progression and positive accountability for consistent improvement.
- Take a lead role in mentoring within the school, supporting and developing good practice of other trained mentors within the school.
- Contribute to school schedule of learning, Trust CPD schedule and all internal activities such as parental workshops and links with the wider community
- Represent the school when the DCEO/Headteacher are not available
- Proof read any outward facing communication, as necessary, to ensure that it reflects the high standards and expectations of the school and Trust
- Receive overview of budget and spending within SLT meetings
- Contribute to, lead and develop strategic role across the Trust
- Be a positive role model for all colleagues and remain solution focussed at all times
- Uphold the values of the Trust in all you do.

## Curriculum Development, Teaching and Learning

- Be responsible for ensuring broad and balanced curriculum provision across the Key Stages, focused on high achievement
- Ensure at least good progress in mid-year, end of year and/or end of Key Stage assessments
- Ensure all teaching is good, much outstanding and act as a role model to others
- Contribute effectively to the work of the wider team
- Liaise with Assistant Headteachers and Heads of Department to ensure quality, consistency and progression across Key Stages
- Develop and enhance classroom practice in all curriculum areas across the Key Stages
- Ensure a rich, engaging and stimulating environment for students and act as a role model to others demonstrating high standards and expectations
- Monitor and evaluate planning, teaching, learning and assessment in the Key Stages and standards of student achievement and progress through drop-ins; work scrutiny; planning; interventions; data analysis etc – as per monitoring schedule
- Liaise with the DCEO and Headteacher regarding assessment and target setting throughout the Key Stages
- Ensure school visits and extra-curricular activities and undertaken in the Key Stages. Deliver an extra-curricular activity each term
- Take ownership of/seek appropriate opportunities for CPD and use the outcomes to effectively improve pupils/students' outcomes

## Safeguarding & Pastoral Care

- Ensure that in line with the Trust, safeguarding for all is your highest priority
- Ensure equity and excellence, removing barriers to engagement and positive interactions in the interests of young people
- Support colleagues and expect the highest standards of professional behaviour and champion equity for all.
- Deliver collective worship/assemblies, when required
- Support and guide staff on appropriate strategies, leading the positive behaviour management policy, meeting parents where necessary and liaising with the Headteacher on complex issues
- Attendance at community events

## Key Stage Leadership

- Lead by example, promoting outstanding classroom organisation and management
- Take part in appointment procedures and work with the team to ensure a quality induction process for all new colleagues within the Key Stages/ subject departments
- Organise and chair Key Stage/subject meetings
- Drive effective analysis within termly data meetings with DCEO, Headteacher, wider SLT to deliver informed change within a sustainable solution

## Half-termly monitoring cycle for Leadership time to include:

- Scrutinise planning, learning and assessment, providing effective feedback which results in improvements in teaching and learning, and outcomes overall.
- Be an effective leader in bringing consistency across the school in evaluating the delivery of learning. You will do this through a wide range of techniques and approaches to quality assurance, encompassing, observations, analysis, team teaching, peer review, learning triads etc.
- Your feedback will enable your staff to realise effective improvement and will be both written and verbal, modelled practice from your excellence in teaching and learning, and through effective coaching for success
- Work scrutiny providing analytical written feedback, enabling improvement in teaching, learning, curriculum provision and outcomes
- Analysis that is evidence informed.
- Support of quality first teaching and specific learning interventions
- Data analysis for accelerated progress.
- Being mindful of learning schemas and the interconnectivity of learning, work with colleagues to ensure a rounded picture of each learner's needs is clearly known
- Enable curriculum and learning provision to be modified to effectively meet learning needs
- To gather and strategically analyse student voice, questionnaires and plan, with colleagues for effective action to secure excellence for all.