

Deputy Headteacher – Behaviour & Inclusion

In this document, you will find more information about this particular role. Use the contents page below to skip to a specific section.

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Reminders

The closing date for this post is **9.00am on Monday 27 March 2023**.

About

Applying

HOW TO APPLY

You must submit either:

- an application via the GOV.UK Teaching Vacancies site;
- the 'Quick Apply' form from the TES site; or
- our 'Teaching Staff' application form from the school website, ensuring that all sections are fully completed.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

SENDING YOUR APPLICATION

Please address your application to the Co-Headteachers' PA, Ms P George. You may submit applications:

- via the Teaching Vacancies site;
- through the 'Quick Apply' process at TES;
- by email to school@isleworthsyon.org (with a subject line of 'Deputy Headteacher'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am on Monday 27 March 2023**.

Rehabilitation of Offenders Act 1974 (Exceptions)

Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

Equal Opportunities

The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts.

The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

Read the Job Description on the next page.

Job Description

RESPONSIBLE TO:	Co-Headteachers Trustees
RESPONSIBLE FOR:	The students and staff in your charge, and the management tasks associated with the extra responsibilities in the job description. The professional duties as set out in the Teachers' Pay and Conditions Document including the conditions of employment for the Leadership Spine.
RELATIONSHIPS:	Co-Headteachers, SLT, trustees, students and parents/carers.

1. Main Purpose of the Job

To provide professional leadership and management to secure the highest possible standards of behavior and inclusion. The role will have a direct impact on student achievement by overseeing and leading on: safeguarding, attendance, behaviour, admissions and transitions. You will also undertake other duties as may reasonably be expected.

2. Dimensions

2.1. STUDENTS

All students on school roll - whether educated onsite or not, as well as the Sixth Form.

2.2. STAFF

All staff, with some specific line management details which will be confirmed.

2.3. FINANCIAL

An annual capitation needs to be managed, details of which are available on an annual basis.

3. Principle Accountabilities

- 3.1. Together with the Senior Leadership Team, set the vision and culture, demanding ambitious standards for all student behaviour and attitudes across the school.
- 3.2. Liaise with the Senior Leadership Team to develop and implement the vision for a safe, inclusive and respectful school.
- 3.3. To be responsible for the strategic leadership of safeguarding, behaviour, and attendance across the school.
- 3.4. To provide effective strategic and operational leadership to the pastoral and inclusion teams.
- 3.5. Establish and maintain a safe and calm environment by sustaining and role-modelling high expectations as well as high standards of behaviour for all students.
- 3.6. To embed strong attendance and punctuality policies and practice so that all students, regardless of their background, can access our high-quality education.
- 3.7. To ensure that the school's routines are clearly communicated to students, staff and parents/carers.
- 3.8. To attend relevant training/conferences/meetings to support behaviour and inclusion and to keep up to date with national and local developments.
- 3.9. To take responsibility for coordinating the training of the pastoral team.
- 3.10. To provide strategic leadership of any alternative provision and curriculum personalisation.
- 3.11. To provide strategic leadership of whole school rewards and sanctions.
- 3.12. To lead the maintenance of a strong safeguarding culture across the school and be one of the DSLs working closely with the Co-Headteacher.

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- 3.13.** To ensure all safeguarding and child protection policies are adhered to.
- 3.14.** Establish, maintain, and develop effective links with Children's Services, CAMHS, the Police, the LADO and other external agencies including other schools.
- 3.15.** To oversee a range of proactive and reactive interventions which enable our students to meet high expectations.
- 3.16.** To provide professional leadership and management of the SEND and Inclusion processes.
- 3.17.** To build, develop and maintain effective relationships with parents/carers and members of the wider community to enhance the educational experience and outcomes of all students.
- 3.18.** To take an active role in the School's Leadership Team, contributing to the line management of assistant headteachers.
- 3.19.** To contribute to leading on high standards of teaching, effective use of resources and improved standards of achievement for all.
- 3.20.** To line-manage and co-ordinate the work of the wider Pastoral Team including:
- Chair and co-ordinate pastoral team meetings.
 - Strategic management of the attendance team to reduce persistence absence concerns.
 - To represent the school at the behaviour and attendance partnership.
 - Leadership of achievement teams use of data to inform academic progress interventions.
 - Oversight and leadership of Year and House assemblies to ensure our school values are shared and understood and by all stakeholders and embedded in our practice.
 - Mentor and lead form tutors and heads of house including leadership of planning and delivery of form time programme.
- 3.21.** To monitor and evaluate the performance of pastoral and inclusion teams.
- 3.22.** Motivate staff and students to have a shared culture of aspiration consistent with the school's commitment to an ambitious, inclusive community.
- 3.23.** Hold selected staff to account for their professional conduct and practice.
- 3.24.** Support the Co-Headteachers to recruit, retain, deploy and develop staff of the highest quality.
- 3.25.** To undertake the professional duties of a Deputy Headteacher as reasonably designated by the Co-Headteachers, including those of a Headteacher, in the event of the absence of both Co-Headteachers.
- 3.26.** All members of the Senior Leadership Team are expected:
- to manage the day-to-day activities of the school
 - to be an excellent classroom practitioner
 - to be responsible for the welfare and safety of students and staff
 - to participate actively in the full life of the school
 - to be highly visible and a role model for staff and students alike
 - to ensure the day-to-day management of order and discipline so that high levels of behaviour and courtesy are maintained
 - to line manage curriculum areas and pastoral staff
 - work co-operatively with other members of the leadership team and wider staff to direct, supervise, offer guidance and support where appropriate.

4. Core Competencies

The following core competencies are expected of the post holder.

TITLE	DEFINITION
Challenge & Support	A commitment to do everything possible for each student and to enable all students to be successful
Community Engagement	Engaging with the aspirations and needs of groups in varied circumstances, understanding their position while persuasively communicating their vision for the school
Developing Potential	Works to develop the long-term capabilities and potential of others
Drive for Improvement	Relentless energy for setting and meeting challenging targets, for students and the school
Flexibility	The ability and willingness to adapt to the needs of a situation and change tactics
Holding People Accountable	The drive and ability to set clear expectations and parameters to hold others accountable for performance
Impact & Influence	The ability and drive to produce positive outcomes by impressing and influencing others
Team Working	The ability to work with others to achieve shared goals

5. Knowledge and Experience

- 5.1.** The post holder will have experience of working within the secondary sector and have a proven track record of high-quality teaching in their subject area. Appropriate further professional development will be evident, as will experience of responsibility for the leadership and management of a curriculum or pastoral team. The post holder will be able to evidence successful impact on whole school initiatives.
- 5.2.** The post holder will have a thorough understanding of what constitutes outstanding teaching linked to the national teaching standards. This includes the importance of high expectations and the principles of effective classroom management. An excellent understanding of assessment, monitoring, recording and reporting procedures will also be required. They will also have knowledge of national initiatives and statutory requirements.

6. Additional Information

- 6.1.** The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare.
- 6.2.** You will work under the direction of the Co-Headteachers, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.
- 6.3.** You will be required to undertake other duties as may reasonably be expected.

7. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and contract. Within such conditions of employment, the description of your post is as follows:

7.1. CURRICULUM

To ensure the development of students by teaching the curriculum with due regard to the aims of the school.

7.2. PROFESSIONAL DUTIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility is to ensure that a

reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

- 7.3.** This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteacher's direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.
- 7.4.** This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you.
- 7.5.** The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

JOB HOLDER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

LINE MANAGER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

Read the Person Specification on the next page.

Person Specification

CRITERIA	ESSENTIAL	ASSESSMENT METHOD
Qualifications and training	<p>DfE Qualified Teacher Status.</p> <p>Degree or good professional qualification.</p> <p>Evidence of further professional development.</p> <p>Relevant further degree or equivalent.</p>	<p>Application form.</p> <p>Proof of qualifications.</p>
Experience	<p>Successful teaching experience within the 11-18 sector.</p> <p>Successful senior leadership experience in the 11-18 sector.</p> <p>Proven record of innovation, management and leadership.</p> <p>Experience of successful change in relation to aspiration, teaching and standards.</p> <p>Experience of developing and leading departmental or whole school initiatives.</p> <p>Experience of analysing and interpreting data to ensure effective student outcomes.</p> <p>Experience of working effectively with external partners.</p> <p>Proven record of raising standards.</p>	<p>Application form.</p> <p>Interview.</p> <p>Reference.</p>
Skills, attributes, and personal qualities	<p>Excellent classroom teacher with the ability to utilise an effective range of teaching and learning styles to produce outstanding outcomes.</p> <p>Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing students' behaviour constructively.</p> <p>High levels of understanding and competence in ICT.</p> <p>Meticulous organisational skills and excellent time management skills with ability to meet deadlines.</p> <p>Ability to lead and motivate teaching and inspire staff, students, parents/carers and senior managers in the specified areas of responsibility.</p> <p>Ability to promote, support and enhance teaching and learning across the curriculum.</p> <p>Work effectively as part of a team, developing positive relationships with colleagues, students, parents/carers and other external agencies as appropriate.</p> <p>Can work collaboratively with specialist teachers and other colleagues to enhance students' learning.</p> <p>Ability to take strategic decisions to support improvement.</p> <p>Ability to manage change.</p> <p>Energy and enthusiasm for the education of children and young people.</p> <p>Ability to create a learning environment that values all students equally and enables all to achieve.</p> <p>Ability to inspire, demonstrate and support the highest of expectations for all.</p>	<p>Application letter.</p> <p>Interview.</p> <p>Tasks.</p>
Professional knowledge & understanding	<p>A thorough understanding of current best practice in safeguarding.</p> <p>Sound knowledge of current educational guidance and developments in behaviour and inclusive practice.</p> <p>Knowledge of current evidence-based educational initiatives and developments.</p>	<p>Application form.</p> <p>Interview.</p> <p>Tasks.</p>

CRITERIA	ESSENTIAL	ASSESSMENT METHOD
	Knowledge of the principles of highly effective classroom management. An excellent understanding of assessment, monitoring, recording and reporting procedures.	
Commitments & philosophy	Commitment to equal opportunities. Commitment to achieving high standards. Commitment to all aspects of inclusive education. Commitment to the ethos and life of the school. Committed to teaching and to further professional development.	Application form. Interview. Tasks.

Post holders will adhere to the Staff Code of Conduct and Dress Code and have an excellent record of punctuality and attendance.

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process, an assessment will be made by the appointment panel to determine how far the criteria have been met. Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.