

Job Description

Job Title	Deputy Headteacher
Pay scale	Leadership scale (5pt range)
Location	<p>JFK Special School. The school is spread across four sites, with Deputy Headteachers based primarily at either the Beckton or Stratford sites. This deputy headship will be based primarily at the Beckton site but:</p> <ul style="list-style-type: none"> • Would involve spending time at the other three sites as needed. • Could at some point involve moving the permanent base from one site to another depending on need. • Could involve spending time working trust-wide across all of our schools.
Responsible to	The Headteacher
Purpose	<p>The Deputy Headteacher will:</p> <ul style="list-style-type: none"> • Be a member of the senior leadership team • Assist the Headteacher in managing the site. • Assist the Headteacher in leading strategically across all sites. • Support and represent the Headteacher at meetings as and when required • Undertake the professional duties of the Headteacher his/her absence • Undertake such duties as are delegated by the Headteacher
Job context	<p>This deputy headship will focus on leading provision for students with ASC (Autistic Spectrum Condition)</p> <p>JFK Special School is a complex organisation spread across four sites and therefore requires leaders who can work collaboratively and flexibly. Deputy Headteachers play a key role in the leadership of the organisation and will also be involved in collaborative work supporting SEND provision across the Learning in Harmony Trust mainstream schools</p>
Responsibilities	The specific nature and balance of these responsibilities will vary according to the needs of the school and may, in some instances, be a shared responsibility.
Key strategic responsibilities	<ul style="list-style-type: none"> • Promote JFK as a model of sound educational practice by using proactive techniques and evidence based pedagogy. • Keep up-to-date knowledge and understanding of learners with autism, to ensure all staff and facilities are responsive to the changing needs of young people with SEN. • Ensure that high quality special education provision, training, advice, therapy and care are consistently provided. • Help to shape and steer the school's strategic plan, underpinned by sound financial planning which identifies priorities and targets for ensuring that pupil engagement and progress is maximised, increasing teacher effectiveness and securing school improvement.

	<ul style="list-style-type: none"> Analyse plans for our future needs and further develop our school and services within the local and national context. Work collaboratively within school, across the Trust and with external partners to ensure that all those involved in the school understand and are committed to its aims, and involved in purposeful activity to secure the educational success of our pupils. Secure the commitment of parents and the wider community to the vision and direction of the school in ensuring that students with SEN achieve high standards and make progress. Actively support pupils and their families and promote their needs through our links with the Local Authority, health services and voluntary organizations. Ensure that policies and practices take account of national, local and school data and the outcomes of school self-review. To monitor, evaluate and review the effect of the policies, priorities and targets and take action if necessary. Provide a safe, calm and well-ordered environment for all students and staff focused on safeguarding students and developing their competencies and aspirations, preparing our young people for the opportunities and experiences of adult life. Ensure a consistent and continuous school-wide focus on pupil engagement and progress and staff development using information (data) and benchmarks to monitor progress and impact. Create and promote strategies for challenging prejudice and harassment against disability, and other aspects such as sexuality or race. Develop inclusive strategies for ensuring a strong commitment to the diversity and equality of access to our provision. Ensure our school and services take a full and active part in the wider educational community within the Trust, Newham and beyond. Be accountable and provide clear information, objective advice and effective support to LGB and Trust Board to enable these to meet their responsibilities in ensuring successful teaching and learning, improving standards and achieving value for money.
Key leadership responsibilities	<ul style="list-style-type: none"> Strongly steer and support our senior leaders, other staff and volunteers to constantly translate the school's vision into strategic decisions and actions. Create and maintain an environment and code of behavior which promotes staff learning, and high standards of challenge and development of staff. Ensure knowledge and understanding of education and school systems locally, nationally and globally is sustained through continuous professional development of staff. Lead by example with integrity, creativity, resourcefulness and resilience, drawing on personal coaching and modelling track record. Provide stimulating and purposeful leadership and encourage staff to achieve the highest personal and professional standards at all times. Implement and sustain effective systems for the management of staff performance,

	<p>incorporating appraisals and target setting.</p> <ul style="list-style-type: none"> • Encourage team development and an ethos which stimulates and enables everyone to work collaboratively and accept responsibility for shared outcomes. • Ensure all staff develop good working relationships with all teaching and non-teaching colleagues. • Develop and keep clear channels to ensure efficient and effective communication and information transfer. • Ensure staff, volunteers and visitors feel safe and protected at all times.
Key management responsibilities	<ul style="list-style-type: none"> • Exercise strategic, curriculum-led financial planning in conjunction with the Local Governing Body. • Monitor and evaluate the performance of the school and respond and report to the Governing Body as required. • Deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plans and financial situation. • Ensure that JFK is appropriately staffed at all times. • Work with Governors and senior colleagues to recruit staff of the highest quality available, ensuring that all recruitment activities support school objectives and adhere to the equal opportunities and safer recruitment policies of the schools and other relevant legislation. • Ensure that all new staff and newly qualified teachers are appropriately inducted, trained, monitored, supported and assessed in relation to the standards for qualified teacher status
Key teaching and learning responsibilities	<ul style="list-style-type: none"> • To have a forward-thinking approach to teaching and learning, developing new areas of best practice in Special Education. • Ensure that all pupils receive a good quality education through a targeted curriculum program designed to promote a stimulating style of learning in a safe and healthy environment. • Work with staff and partners across the Trust to help develop, implement and monitor a flexible curriculum that is relevant to each individual student, having regard to the needs, experience, interests, aptitudes and stages of development of our pupils and the resources available to our school. • Ensure the curriculum leads to enjoyable experiences for the pupil and to improved educational provision for the school. • Monitor and evaluate teaching and learning and the standards of students' engagement and progress and set targets for improvement. • Monitor, evaluate and review classroom practice, ensuring that underperformance is challenged at all levels and support is available at all times to develop strategies for improvement. • Maintain and develop effective links with the community, to enhance teaching and learning to provide a rich, broad and relevant curriculum. • Ensure that our students develop functional skills in order to learn effectively and with

	<p>increasing independence.</p> <ul style="list-style-type: none"> Actively promote and disseminate effective teaching strategies through our external training programmes.
Key safeguarding responsibilities	<ul style="list-style-type: none"> Ensure that the school is deeply committed to safeguarding and promoting the welfare of children and young people as required under legislation and that all staff, volunteers and visitors share this commitment. Ensure protocols, procedures and policies are reviewed and amended to follow current DfE statutory guidelines and are fully implemented and followed by all staff, volunteers and visitors. Ensure sufficient resources (human, financial and time capital) are allocated to enable the safeguarding of the pupils. Ensure all staff and volunteers feel comfortable to raise concerns about poor and unsafe practice in regard to pupils, and that such concerns are addressed sensitively and effectively, in a timely manner and in accordance with agreed whistleblowing procedures. Cooperate and work with relevant partners to protect children at all times. Oversee the leadership at both our sites to ensure that the needs of our students and staff are met whilst complying with Health and Safety regulations.
General responsibilities	<p>All employees are expected to:</p> <ul style="list-style-type: none"> Undertake any training commensurate with the post. Show a responsible attitude to health and safety issues and have due regard for their personal safety and that of others. Support, uphold and contribute to the development of the school's equal rights policies and practices in respect of both employment issues and the delivery of services to the community. <p>The Learning in Harmony Trust reserves the right to vary or amend the duties and responsibilities of the post holder at any time according to the needs of the Trust's business. This job description does not form part of the contract of employment.</p>

Person Specification

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS • Evidence of continuing professional development 	<ul style="list-style-type: none"> • NPQH award or Leadership Pathways certification • Qualifications relating to Special Educational Needs
Professional Experience and Knowledge	<ul style="list-style-type: none"> • Successful teaching experience • Experience of leading within a subject area / Key stage • Experience as Deputy / Assistant Headteacher and/or a member of SLT 	<ul style="list-style-type: none"> • Successful teaching experience and experience of leading within more than one setting • Leadership responsibility of/within a team • Experience of teaching within a special school setting, ideally working with students with ASC.
Personal aptitude, qualities and knowledge/skills	<p>Personal aptitude</p> <ul style="list-style-type: none"> • Ability to inspire and motivate staff, pupils, parents and governors • • Ability to analyse data, develop strategic plans, set targets and monitor / evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils • Evidence of having successfully translated vision into reality at whole school level • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities 	<p>Personal aptitude</p> <ul style="list-style-type: none"> • Ability to articulate and share a vision of education within the context of the mission of the school • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Knowledge of what constitutes quality in special educational provision. <ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/induction

- Experience of performing management and supporting the continuing professional development of the colleagues
- Understanding of effective budget planning and resource deployment

Knowledge and skills

- Principles and practice of effective strategies for learning and assessment
- Organisation skills
- Working knowledge and skills of ICT
- Good communication skills with people at all levels
- Ability to gain respect of all stakeholders through manner of confidence and authority
- A secure understanding of the requirements of the curriculum and wider curricular opportunities
- Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils
- A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning
- Experience of effective monitoring and evaluation of teaching and learning
- Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management
- Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

Personal qualities

- Able to lead and inspire
- Able to work calmly under pressure

Knowledge and skills

- Able to organise own workload in the context of varied tasks
- Financial understanding and/or management of budgets
- Working knowledge and skills in relation to Google
- A secure understanding of the curriculum in a special school.

Personal qualities

- Ability to critically evaluate own performance and make any necessary changes to be more effective
- Enthusiastic, honest, reliable
- A passion for child-centred learning
- Ability to share a dynamic vision for the implementation of programmes and projects
- A sense of purpose and ability to take personal initiative
- A sensible, flexible, open-minded and responsive attitude to working with others
- Ability to work effectively as part of a team and to have a highly collaborative approach
- High quality teaching skills
- High expectations of pupils' engagement and learning.
- Strong commitment to school improvement and raising achievement for all
- Ability to build and maintain good relationships
- Ability to remain positive and enthusiastic when working under pressure
- Empathy with students