



Job Description

Post Title	Salary	Reviewed
Deputy Headteacher North Star 240°	L11 – L15	January 2024

Managed by: Headteacher

Responsible for: In agreement with the Headteacher, manage some of the following staff: SENCo, SALT, Subject Leads, Teacher in Charge for NSO and some Teaching Staff.

Job Purpose:

This post is a key member of the Senior Leadership team, working in partnership with the Headteacher to implement the vision and values of North Star Academy Trust, identify the priorities for the school and ensure those priorities are implemented. Assist the Headteacher to ensure the smooth running of the school on a day- to-day basis by providing clear leadership to staff, enabling the development and management of the teaching and learning of all pupils, taking a lead role in the monitoring and evaluation of standards across the school and managing resources effectively. To be a leading professional implementing the Trust's practice in Curriculum, Standards and Effectiveness as well as in Pastoral care, student welfare and equity.

The post will require you to:

Deputise for the Headteacher in their absence as directed by the CEO.

Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.

Key Job Outcomes

Under the direction of the headteacher, the deputy headteacher will carry out the duties listed below:

Organisational management and School Improvement

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community.

- Establish and oversee systems, processes and policies so the school can operate effectively.
- Take responsibility for the development and implementation of all matters relating to pastoral needs of pupils, child protection and the school's behaviour and anti-bullying policies.
- Ensure rigorous approaches to identifying, managing and mitigating risk in the school.
- Allocate financial resources appropriately, efficiently and effectively.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.
- Assist the Headteacher in whole school review and evaluation on producing the school's SDP and SEF.
- Promote raising standards through a rigorous process of monitoring and assessment; pupil tracking and target setting to ensure the progress of all vulnerable groups.
- Assist the Headteacher and ELT in the citywide development of SEMH education as requested by the Headteacher.

Developing Curriculum and Pedagogy

- Develop and tailor a rich and varied curriculum with the aim of achieving the best possible outcomes for students in terms of academic achievement, developing responsible behaviour and personal development so students are equipped to move to the next stage in their education or stage in their life.
- Take responsibility for the development of an effective timetable which meets the needs of pupils within the statutory frameworks and the resources available.
- Work in collaboration with the Headteacher to disseminate a clearly articulated view of special education that puts the child at the heart of the experience.
- To take an active role in delivering and managing SMSC and celebration assemblies that promote the school's culture, ethos and values.

Teaching and Learning

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Develop excellent classroom teaching by acting as a role model and leader for teachers and support staff.
- Monitor the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils within the school.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Ensure that teachers are aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Ensure homework is set and out-of-class activities are planned to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Manage arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

- Lead and oversee Assemblies and ensure that all pupils progress is celebrated.
- Plan and prepare relevant school events in relation to each (Awards Evening, Parents Evening, Leavers Assembly, Enrichment Visits).

Transition/Admissions

- Ensure that all children who are admitted to the school are appropriately inducted and supported and that an early and accurate assessment of their levels of achievement and learning needs is obtained and shared with the class teacher, teaching assistant and other staff / adults as appropriate.
- To liaise with the relevant staff to manage their work in primary transfer and transition.
- To book in and conduct new pupils' initial meetings.
- To book in and arrange with the Headteacher new pupils' admissions and assessment meetings.
- To lead and manage all aspects of the Year 6 to Year 7 transfer process and associated contact with schools and parents (KS2 and 3).
- To lead and manage the post 16 transfer process and liaise with further education colleges. (KS4)
- To ensure positive transition for pupils entering/exiting mid-year.
- To organise and hold Post Referral Meetings (PRMS) for all new pupils, 6 weeks after joining date.

Managing Behaviour and Safeguarding

- To support the Headteacher and staff across the school in establishing a learning environment that helps promote behaviour for learning and independence.
- To establish, maintain and regularly review policies and practices to promote positive pupil behaviour.
- 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.
- To establish effective communication with all relevant staff regarding pupil well-being
- To support teachers, tutors, subject leaders and support staff in managing pupil behaviour to ensure a consistent approach across the school.
- To lead Engagement team meetings working collaboratively with teaching staff and the Engagement team to suggest solutions to engagement concerns, these should be monitored daily and saved centrally.
- Where necessary to refer concerns for referral to outside agencies via the SENCo (Nurse, PMHS, BDP etc).
- To ensure all Safeguarding concerns are referred to the DSL/DDSL via Cpoms and any actions relating to safeguarding policy adhered to in accordance with KCSIE guidance.
- To manage any exclusions effectively and ensure the reintegration policy is followed.
- To support the attendance lead and tutors to develop positive attendance plans which support students and their families.
- To liaise closely with the SENCo to ensure adherence to EHCP's, ensuring teachers complete relevant paperwork associated with annual reviews/Multi Agency meetings etc.
- To lead on pastoral support structures.
- To lead on policies and expectations concerning attendance, punctuality and the wearing of school uniform.
- To maintain regular contact with families and parents and carry out home visits when required.

- To liaise closely with Designated Teacher for Children in Care supporting them to ensure high quality PEP paperwork is submitted on time by self, teacher and support staff.
- To organise and chair relevant meetings - E.g.: Annual Reviews, Reintegration's Meetings, Behaviour Meetings.

Recording, Assessment and Reporting

- Ensure an appropriate range of observation, assessment, monitoring and recording strategies are used as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Ensure that pupils are given regular feedback, both orally and through accurate marking, and pupils are encouraged to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- To monitor pupil targets based on prior attainment data (Baselines data-WRATs, IEPs and EHCPs).
- Manage the implementation of the GAP-quality assurance system in collaboration with SLT.
- To monitor termly data and strategically inform the Raising Attainment Plan.
- To engage with Student Voice within the school, including liaison between School Council and SLT.
- To analyse pastoral data: attendance, behaviour and Boxall.
- To liaise with external agencies as appropriate to support student pastoral care and achievement.
- To manage, monitor and support the pupils personal provision map and support staff to ensure that they are up to date and accurate.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.
- To lead and attend appropriate meetings, and prepare reports for the external agencies, the SLT and Governors as required.

Developing Self and Managing Others

- To undertake professional development to gain up to date knowledge and skills on new initiatives and best practice which can be introduced in the school.
- To have a duty of care for the staff and to support their well-being.
- To support staff in accessing CPD opportunities.
- To carry out regular, recorded supervision/coaching and mentoring of teachers.
- Monitor the progress of staff towards meeting the overall aims and objectives within their areas of responsibility.
- Manage staff effectively so they are clear what is expected of them, they are given appropriate support and training and staff are held to account.
- To ensure all staff, particularly direct reports are supportive of policies and expectations and implement policy consistently and appropriately.
- At appropriate times in the day promote an open-door policy so staff can raise their concerns and discuss issues in a supportive and confidential environment.
- Ensure staff have relevant training for their role and to meet legislative requirements.
- To be the point of call for staff absence and to ensure that staff sickness is covered.
- To plan and oversee weekly staff meetings so staff are kept up to date with school developments.

- To plan and oversee the staff duty rota, monitoring the effectiveness of break and lunchtime arrangements.

Developing North Star Academy Trust

- Contribute to achieving the Vision and Aims of the Trust.
- Contribute to the development of the Trust as an outstanding provider of SEMH provision.
- Contribute to the development of collaborative and team working between schools in the Trust, as a means of affecting change and improving standards.
- Contribute fully to the improvement of pupils' attitudes to learning and behaviour across the Trust.
- To lead cross trust initiatives.

General Accountabilities

- So far as is reasonably practicable, the post holder must ensure that safe working practices are adopted by employees in school/work areas for which the post holder is responsible to maintain a safe working environment for employees and pupils. These practices are defined in the Trusts Health and Safety Policy and departmental codes of practice.
- Work in compliance with the Code of Conduct, Regulations and policies of the Trust, and its commitment to equal opportunities.
- Take responsibility for your own professional development by keeping up to date with new initiatives and current best practice.
- Ensure that output and quality of work is of a high standard and complies with current legislation and standards.
- Carry out any other duties as requested which are commensurate with the grade of the post.