

**SENIOR LEADER**  
**JOB DESCRIPTION**



<b>ROLE TITLE</b>	Deputy Headteacher
<b>CONTRACTED HOURS</b>	Full time / year-round
<b>LOCATION</b>	Colman Junior School (may be deployed across the Trust)
<b>GRADE / SCALE POINT – SALARY</b>	L4 to L8
<b>REPORTING TO</b>	Executive Headteacher

**INTRODUCTION**

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

**Excellent education** – we have plans for work in primary, secondary and special education which aim by 2026 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

**Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

**Excellent support for schools** – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

**JOB PURPOSE**

To actively pursue the agreed aims of the school and wider Trust, maintaining and outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the Trust's Senior Leadership Team, through a range of Leadership strategies.

**KEY TASKS AND RESPONSIBILITIES**

**Principle Accountabilities**

**Management**

- Support and deputise for the Executive Headteacher
- Understand issues relating to the organisation, ordering and funding of resources

- Support and uphold the school's policies on behaviour, discipline and bullying
- Develop curriculum areas as directed by the Executive Headteacher
- Support the Executive Headteacher in developing the wider curriculum
- Undertake responsibility for monitoring standards of your curriculum responsibilities
- Manage budgets and associated CPD for curriculum areas you are responsible for
- Contribute and at times lead on staff development activities
- Manage the performance of some teaching assistants and some teachers
- Undertake the role of Safeguarding Lead for the school.

### **Safeguarding**

Fulfil personal responsibilities, and support the Executive Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Take responsibility as the designated professional lead for safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children.

### **Specific Duties**

#### **Teaching and Learning**

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.
- Be part of whole school organisation, strategy and development
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

#### **Health, safety and discipline**

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

#### **Management of staff and resources**

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

### **Professional development**

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **Communication**

- Communicate with pupils, parents and carers.
- Working with colleagues and other relevant professionals
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

### **Standards and Quality Assurance**

- Set a good example in terms of dress, punctuality and attendance
- Attend and participate in open evenings and pupil performances
- Uphold the school's behaviour code and uniform regulations
- Attend (and lead on occasions) staff meetings
- Develop links with governors, schools across the Trust and neighbouring schools

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Deputy Headteacher under the guidance of Executive Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Executive Headteacher or a member of the Trust Executive Leadership Team which fall within the scope of the post.

**PERSON SPECIFICATION**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIREABLE</b>
<b>KNOWLEDGE</b>		
<b>Education and Training</b>	<p>Recognised QTS</p> <p>Evidence of commitment to own professional development</p>	<p>Management training</p> <p>Registered on NPQH</p>
<b>Relevant Experience</b>	<p>Knowledge and experience of teaching relevant Key Stages</p> <p>Excellent classroom teacher with a proven commitment to improving the quality of children's learning</p> <p>Knowledge and experience of School Development Planning and Curriculum Planning</p> <p>Evidence of successful leadership of Maths, English or Science</p> <p>Evidence of liaising collaboratively with colleagues</p> <p>Experience and knowledge of managing challenging behaviour</p> <p>Experience of monitoring teaching and learning</p> <p>Understanding the importance of using data to raise standards</p> <p>Evidence of experience in working with children with SEND</p> <p>Evidence of successfully mentoring or providing general pastoral support to colleagues.</p>	<p>Experience in one or more schools</p> <p>Experience of having responsibility for a class in relevant key stages</p> <p>Experience in organising and leading assemblies</p> <p>Evidence of participating in and developing extra-curricular activities</p> <p>Experience of leading Performance Management for staff</p>
<b>Skills and Aptitudes</b>	<p>Commitment to the safeguarding and promoting the welfare of children and young people</p> <p>Ability to motivate and lead a team with sensitivity and energy</p> <p>Ability to communicate effectively, both written and oral, with a wide range of people</p> <p>Skill at managing change</p> <p>Proven success in working with children across a range of age and ability.</p> <p>Ability and willingness to use tact and sensitivity as second nature.</p> <p>Stamina and a positive approach to work.</p>	<p>Experience of effective working with governors</p> <p>Experience and understanding of ICT as a management tool, including data analysis</p> <p>Ability to foster links with local community and with other schools, locally, nationally and internationally.</p> <p>Ability to motivate commitment among all staff groups and to lead staff meetings</p> <p>Sympathetic to the ethos of the school</p>

## Designated Safeguarding Lead – job description

The Designated Safeguarding Lead (DSL) will be an appropriate senior member of staff, from the school leadership team. They take lead responsibility for safeguarding and child protection (including online safety). They should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

### Deputy designated safeguarding leads

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

### Manage referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The DSL is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four of Keeping Children Safe in Education) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCOs, and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

### Training

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the trust's safeguarding policy and the school's child protection procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Raise Awareness**

The DSL should:

- ensure the trust's safeguarding policy and the school's child protection procedures are known, understood and used appropriately;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the local governing body regarding this;
- ensure the trust's safeguarding policy and the school's child protection procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Child protection file**

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Teams or other such media is acceptable.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.