

Job Description
Deputy Headteacher Pastoral and Inclusion

Job Title:	Deputy Headteacher – Pastoral & Inclusion
Salary:	Leadership L14 – L18 (Inner London) £66,114 to £72,125
Responsible to:	Executive Headteacher
Line management:	Senior Safeguarding and Early Help Team, Attendance & Pastoral Leads
Date of Job Description:	September 2021

Primary purpose of the Role:

Securing, in consultation with the rest of the senior leadership team, outstanding education for all young people at ATAM Academy, ensuring consistently high expectations of students and outcomes, which improve year on year.

Working as part of the Senior Leadership Team to ensure a purposeful, positive and disciplined culture and ethos, which ensures a safe and stable population with strong progress and attainment outcomes for students. Thereby, ensuring a high-quality education for all students.

Ensuring the key elements of safeguarding, inclusion, behaviour and safety and leadership are all of a very high standard.

Working in association with the Executive Headteacher in overseeing, as appropriate to this role, staffing and resource management to ensure the school is financially secure and operating within budget.

Main Responsibilities:

As Deputy Headteacher of Inclusion:

- To be the lead role in partnership with teaching staff and pastoral staff to produce and effectively implement the Academy's Behaviour Policy, SEND Policy, as well as initiatives and strategies to improve inclusion across all phases of the all-through school.
- Take lead responsibility for safeguarding and child protection and LAC at the school, ensuring that personal, emotional and academic needs are prioritised by providing strategic leadership across the academy.
- Lead the Senior Safeguarding Team and Attendance Team who will review and monitor any cause of concern relating to the welfare of pupils.
- To be responsible for highly effective leadership and management of teaching and learning with particular reference to behaviour, pastoral and inclusion needs.
- To ensure and secure high expectations, effective deployment of resources and improved learning outcomes for all pupils.
- To fulfil requirements of a classroom teacher to Leadership standards.
- To work as a full member of the Senior Leadership Team.
- To share a common vision for the academy and participate in the academy's operational planning and implementation.
- To assist in, and to have the opportunity to lead in, the forward planning and smooth running of the academy, through attendance at regular Senior Leadership Team meetings.
- To be responsible, with other members of the SLT, for creating a rationale, with a firm sense of order within the academy by consistently reaffirming and enforcing core values every day;
- To be responsible, with other members of the SLT, for ensuring that the very highest standards of behaviour for learning are evident from all students at all times;
- Work constructively with all relevant staff within the academy to promote the integral link between effective teaching and learning and excellent student conduct (behaviour for learning).
- To ensure that the character and reputation of the academy is highly regarded and maintained.
- To encourage staff and students, by personal example, to participate in all aspects of academy life.
- To attend all meetings relevant to the post and to update the Executive Headteacher, Local Advisory Board and Trustees as required.
- To pro-actively support and work collaboratively with other academies within the Khalsa Academies Trust.
- To carry out efficiently and effectively specific administrative and organisational tasks allocated to the role.
- To maintain and further develop high standards of Teaching & Learning within the academy, through regular monitoring and coaching and by personal example.
- To play an active part in the development of the academy development plan including taking overall strategic lead for aspects of the plan.

- Monitor, evaluate and report on the effectiveness of data with regard to students' progress.
- Ensure accurate and up to date records are kept on student progress and to monitor academy performance against targets.
- Responsible for the quality assurance of reports to parents and the accuracy of information provided.
- To contribute to the delivery of assemblies.
- To be responsible for ensuring pupils take an active role in the development of the academy.

Specific strategic responsibilities

- Take lead responsibility for safeguarding and child protection.
- Ensure that child protection policies and procedures are understood and implemented by all staff members.
- Act as a point of contact for staff members to raise safeguarding and child protection concerns, working closely with staff members on these matters so they understand when it is necessary to make a referral.
- Refer cases of suspected safeguarding issues to the appropriate investigating agency, and keep detailed, accurate and secure written records of all concerns and referrals.
- Strategic development of SEND, LAC and EAL policy and provision and supporting all staff in understanding the needs of these pupils.
- Ensuring objectives to develop the above areas are reflected in the School Development Plan.
- To analyse and interpret relevant school, local and national data.
- Liaise with staff, parents and external agencies and other schools to co-ordinate support for the pupils, including key transitions.
- To always actively seek best practice, rooted in sound research.
- To manage the attendance information and management of associated data on a day to day basis reporting daily and as required through the SIMS data system
- To line manage the pastoral and office based staff for maximum impact on families and effective liaison with all concerned.
- To implement, monitor and oversee the academy's pastoral system including the development, organisation and implementation of the Academy's policy for the personal and social development of students. To be the lead in managing pupil behaviour and assist with the assessment of the needs of individual pupils.
- To respond to complex and sensitive situations and needs providing advice and support for parents and teachers. To provide therapeutic support to pupils who are struggling to engage with classes and staff in cooperation with the strategic SENCo with the aim of re-engagement in class.
- To lead and develop staff through meetings, CPD delivery and INSETs.
- To provide the Executive Headteacher with relevant performance information as appropriate and relevant commentary to support the impact of the work we are doing in raising student outcomes.
- To attend and represent the interests of the academy at meetings.
- To lead the safeguarding system and provide reports for monitoring and evaluation purposes as required to feed into school reports.
- To lead attendance team and to plan appropriate interventions with pupils and families.
- To participate in the process of pupils being admitted or returning to school, and to identify those who need extra help to overcome barriers to learning both inside and outside of the school.

- Provide the supervision and monitoring of pupil behaviour at the beginning and end of the day as pupils arrive and leave school into the areas of the community around the school.
- Manage supervision and maintain records in relation to excluded pupils or pupils who are following a different timetable, including records of contact with parents/carers.
- Work with the key stage leads to develop their skills and knowledge in supporting pupils within their phase.

Multi-agency work

- Ensure that there is an agreed process in place for how the school works in partnership with other professionals, and make themselves aware of and follow their new local arrangements.
- Liaise with the safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Set out in published arrangements which organisations and agencies the safeguarding partners will be working with and the expectations placed on any agencies and organisations by the new arrangements
- Have a working knowledge of how LAs conduct a child protection case conference and Child In Need meetings, and attend these, as well as effectively contributing when required.
- Refer cases of suspected abuse to the LA and children's social care services and, where radicalisation is a concern, to the Channel programme.
- Continuously liaise with the Looked After Children Education Service (LACES) to seek specialist services and resources to support the school's LAC.
- Liaise with the police as and when required.
- Create positive and effective channels of communication and partnership working between the school and relevant partners to help LAC get the most out of their school experience.
- Where necessary, securely transfer child protection files or pupils' personal files to other educational establishments, ensuring that confirmation of receipt is obtained.
- Support staff members who make referrals to external agencies.
- Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.
- Ensure that the actions resulting from meetings are carried out in a coordinated way.
- Ensure the Trustees are kept up-to-date regarding all issues and investigations via a Designated Safeguarding Lead Report.
- Where pupils leave the school, ensure their child protection file is transferred to the new school or college as soon as possible.

Teaching and Learning

- Write and implement sections of the School Development Plan relating to, safeguarding inclusion, behaviour and welfare of pupils.
- Sustain personal expertise and act as a role model of good/outstanding classroom practice, modelling effective strategies and sharing these with other teachers as appropriate.
- Develop and deliver strategies across the academy in order to ensure that the academy continues to meet the varied needs of the students entering the school, both at individual and whole academy level.

- Develop, deliver and constantly evaluate an effective self-evaluation program across the academy.
- Ensure the professional development and INSET provision for staff is properly related to the requirements of the school and the individual.

Leadership and Management of staff and resources

- To support and hold to account specific teaching and support staff through the Academy's line management structure. This includes directing and monitoring work, recognising hard work, effort and good performance as well as honest and constructive feedback to support continuous development and progression.
- To manage staff in accordance with the Trusts Human Resources policies and procedures.
- To undertake annual appraisal for teaching and support staff colleagues in line with trust policies and procedures.
- To ensure the effective deployment of staff in response to strategic and operational requirements, planning for change where appropriate and ensuring work is delivered and objectives achieved.
- To ensure good management practices, enabling positive staff participation and engagement, effective communication and working within the Academy.
- Deploy delegated resources appropriately to ensure that costs remain in line with budget.

General Duties

- To act in accordance with the academy and Trust's Policies and Procedures.
- To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our academy.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day.
- To adhere to the Trust's Safeguarding Policy and Procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- To contribute to the provision of an effective environment for learning.
- To support the promotion of positive relationships with parents and outside agencies.
- To attend skill training and participate in personal/performance development as required.
- To take care for your own and other people's health and safety in line with school and Trust policies and procedures.
- Depending on the needs of the academy, these may be altered from time to time in consultation with the Executive Headteacher.