



Job Description

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| Post Title | Deputy Headteacher, Pastoral and Behaviour |
| Grade | L20-24 |

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| Overview of main responsibilities Strategic, Operational and System Leadership | <ul style="list-style-type: none"> • Liaise closely and work collaboratively with the Headteacher and Deputy Headteachers to provide strategic vision, leadership and direction for the school • Play a lead role in the monitoring and evaluation of the School Development Plan, taking appropriate actions to ensure the school's goals are achieved • Play a lead role in the completion and quality assurance of the school's Self Evaluation Form to ensure that an accurate picture of the school's performance and any areas for development are recorded and updated frequently, and take actions to secure improvements • Act as a role model to the rest of the SLT and all staff and students in setting and maintaining the highest standards in all aspects of work and in challenging and supporting others to achieve their Personal Best • Lead by example, providing inspiration and motivation for students, staff, governors, and parents • Maintain an up to date knowledge and understanding of all aspects of the Ofsted framework, and lead all other relevant staff in understanding the framework through timely communications and training • Lead the strategic development of areas of accountability, ensuring strategies are student-centred, have impact and are underpinned by a robust evidence base • Attend governors' meetings as required, to ensure governors maintain a sound knowledge and understanding of all aspects of the school. This will include providing verbal and written reports at Full Local Governing Body Meetings and convening of the 'Attitudes and Engagement' sub-committee • Support the school's focus on research-based practice by remaining abreast of current relevant educational research, evaluating its usefulness, bringing material to the Senior Leadership Team for deliberation and discussion and disseminating relevant information to staff and governors • Actively work to develop the school's network of external partner organisations • Take opportunities to positively market the school • Share in the effective and efficient management of the school on a daily basis and maintain a high-profile presence for staff and students • Deputise for the Headteacher as required • Assume a range of whole school responsibilities as assigned by the Headteacher and to undertake any professional duties that the Headteacher reasonably delegates • Actively promote Lighthouse Schools Partnership and be committed to system leadership, taking opportunities to work collaboratively and productively with partners for the benefit of all students within the Trust and beyond • Research and disseminate best practice in all key areas of responsibility with particular reference to behaviour, attitudes, pastoral care, attendance and students' mental health |
| Culture & Ethos | <ul style="list-style-type: none"> • Actively promote the vision and core values of the school in everyday work and practice in order to create a shared culture and positive climate |

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| | <p>where staff and students feel valued and thrive, and wellbeing is engrained in school life with consideration for students and staff at the heart of the school's practices</p> <ul style="list-style-type: none"> • Work with the Headteacher to regularly review and refine the core values of the school, actively seeking out student views and reflecting their voice in the fabric of the school • Work with the Headteacher to ensure that the core values of the school are realised in students' everyday behaviour and staff practice and decision making • Ensure students are celebrated, supported and challenged, working closely with the Assistant Headteachers, Pastoral Leaders and Inclusion Team as necessary • Promote a positive and respectful culture in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and discrimination are not tolerated so that all members of the school community can thrive • Lead on creating a culture of equity where staff know, care for and celebrate students as individuals • Actively foster a strong sense of community and positive ethos among staff and students • Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment where students enjoy positive and enriching school experiences • Promote a culture of high staff professionalism |
| Student Attitudes, Values and Aspirations | <ul style="list-style-type: none"> • Empower students to take responsibility for their behaviour so that they demonstrate an unwavering respect for themselves, others, their environment, and their community and high levels of self-control • Encourage and empower students to be positive role models for their peers, promoting understanding of the balance between individual rights and responsibilities • Work in partnership with the Deputy Headteacher: Learning and Standards to promote exceptional attitudes to learning, develop outstanding learner resilience, self-regulation, and metacognition, and remove barriers to learning so that all students achieve their best regardless of their starting points or personal circumstance • monitor and evaluate students' contribution to the school and the wider community • Develop strategies and initiatives to ensure students feel a strong sense of belonging and affiliation to the school and are actively proud to be part of Gordano and the wider community • Develop strategies and initiatives to empower students to make a positive and lasting difference and to lead positive change • Lead on pastoral student voice to gather students' attitudes on, for example, the quality of tutoring and pastoral care |
| Pastoral Leadership, Systems, Care and Support | <ul style="list-style-type: none"> • Shape, implement and develop the strategic vision for pastoral care at Gordano School ensuring that the welfare, safety, health and happiness of every student is at the core of our purpose • Take overall responsibility for the quality of the school's pastoral care of its students • Develop and implement strategies to raise pastoral standards • Encourage innovation and professional development in pastoral care • Maintain a strategic overview of student welfare and pastoral care and ensure that strategic planning and decision making takes this into account and promotes positive actions to support student wellbeing • Lead, monitor and review the development of the necessary pastoral structures, roles and systems and implement training for staff across school, supported by the Assistant Headteacher (Inclusion) • Plan for and deliver pastoral staffing, including liaising over finance and costs and lead on recruitment of key pastoral roles |

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| | <ul style="list-style-type: none"> • Lead, manage and develop pastoral care systems and strategies to support students' welfare • Ensure there are clear lines of responsibility for supporting and addressing students' pastoral needs • Collaborate and engage with multi-agencies, the LA and other schools/provision to ensure effective leadership and partnerships are in place to support the pastoral system and student welfare • Lead and deliver CPD to ensure all staff are trained and supported for their pastoral roles enabling them to uphold school policies, practices and systems effectively with regards to pastoral care • Ensure that communication of the school's pastoral ethos and values are clearly disseminated through school literature and the website • Support and challenge tutors and Pastoral Leads to maintain high standards and excellence in tutoring |
| Praise, Reward and Celebration | <p>Create a positive ethos where students' self-confidence and self-esteem are promoted by regular praise, recognition, reward, and affirmation</p> <ul style="list-style-type: none"> • Further develop a wide range of positive praise and reward systems and protocols appropriate to students' individual circumstances, context and age • Develop opportunities to recognise, praise, reward and celebrate students' achievements, success, and active demonstration of the core values of the school, both formally and informally, publicly, and discretely • Evaluate information from ClassCharts to ensure all staff consistently use positive and regular praise and reward and use this to inform future actions and next steps • Support the organisation, promotion and delivery of Activities Week activities • Support the organisation and delivery of large celebration events including the annual Celebration Evenings |
| Behaviour and Conduct | <ul style="list-style-type: none"> • Ensure the creation of a safe, calm, orderly and positive environment, characterised by respect, trust, cooperation and care, so students learn effectively and teachers can teach • Set and establish clear strategies, routines and high expectations for the behaviour of all students across all aspects of school life • Lead on high standards of school uniform in line with school policy • Lead on the development of clear and effective behaviour policies which are shaped by trauma informed principles and approaches with intelligent, fair and effective actions to support students to succeed • Support colleagues to effectively meet the needs of more challenging student behaviour, encouraging warmth, empathy and emotional intelligence and an understanding of the individual and minimising any negative impact on learning • Provide expertise in supporting colleagues to prevent, anticipate and respond to potentially disruptive incidents, reinforcing positive student behaviours • Research and lead on clear strategies for the continued improvement of student behaviour • Drive a proactive approach to prevent bullying so that students feel happy and safe • Advise on suspensions ensuring in all cases that their use is proportionate, legal and justified, including liaising with the clerk to the governors and external agencies as necessary • In liaison with the Assistant Headteacher (Inclusion), Directors of Key Stage and Pastoral Leads monitor and evaluate behaviour patterns and trends across the school, including the use of detentions, awarding positives/negatives, suspensions and internal exclusions • Develop strategies for effective re-integration of students following suspension • Lead on the development of strategies to support students at risk of suspension/permanent exclusion |

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| | <ul style="list-style-type: none"> • Lead on strategies to manage and address challenging behaviour through effective CPD • Regularly sample a range of stakeholder views about behaviour and discipline and the school's support, and use this evidence to inform judgements and actions • Update the behaviour and suspension policies in line with statutory guidelines • Investigate major behaviour incidents and persistent/complex patterns of behaviour • Represent the Headteacher at the North Somerset Inclusion Panel as required |
| Attendance and Punctuality | <ul style="list-style-type: none"> • Line manager oversee the Assistant Headteacher (Inclusion) to lead, manage and develop strategies to improve attendance and punctuality so that disruption is minimised and barriers to learning are removed • Oversee the development, monitoring and implementation of effective policies, plans, targets, practices and procedures related to attendance and punctuality |
| Safeguarding | <ul style="list-style-type: none"> • Assume the role of Designated Safeguarding Lead, providing expert guidance, training and support to staff and students as appropriate work in partnership with the Deputy DSL and Safeguarding Team to create the strategic vision and plan for safeguarding and work collaboratively to ensure that it is embedded in all aspects of school life • regularly monitor the Single Central Record ensuring that it meets all statutory requirements and the school's Safeguarding Policy • Ensure the work, record keeping, and decisions of the safeguarding team are quality assured with clear mechanisms to provide robust challenge to each other's actions and decisions • Support and guide the school on monitoring, reviewing and improving safeguarding practice and supervision systems, implementing policy changes as necessary and in a timely manner • Quality assure the annual safeguarding audit [s175] • Further strengthen the policies, procedures and support structures to deal with concerns and allegations |
| Mental Health and Wellbeing | <ul style="list-style-type: none"> • Working alongside the Assistant Headteacher with responsibility for Mental Health and Wellbeing, shape, implement and develop the strategic vision and a coherent whole school approach to students' mental health and wellbeing • Develop and lead an effective early intervention and prevention strategy that enables students to access support for their mental health and wellbeing • Ensure there are clear systems and processes in place for identifying student mental health concerns, including routes to escalate, and clear referral and accountability systems • Oversee the development of in school support strategies and practical self-care tips and guidance • Oversee the strengthening of links to external support services including specialist agencies such as CAMHS, alongside the broader range of support services such as early help or voluntary sector organisations • Quality assure evaluations of the impact of key student interventions to determine their effectiveness and inform future actions • Develop cross-curricular approaches that support students through the promotion of wellbeing • Champion and promote staff wellbeing including providing staff wellbeing training or support where necessary • Promote strategies and initiatives which allow students to positively support the well-being of others |
| Student Health and Safety | <ul style="list-style-type: none"> • Liaise on student Health and Safety matters in conjunction with the Business Manager to ensure that student safety is promoted and addressed effectively |

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| | <ul style="list-style-type: none"> • Ensure student facing staff receive appropriate health and safety training to help ensure, as far as reasonably practicable, the health, safety and welfare of students and staff • Quality assure classroom-based and external visit risk assessments as required • Contribute to the development of the critical incident plan and play a key leadership role as required |
| Inclusion Area and Pastoral Support | <ul style="list-style-type: none"> • Ensure the efficient and effective running of the Inclusion / Pastoral Support Area), liaising with the Deputy Headteacher (Learning and Standards) with regard to the curriculum offer • Lead the development of a strategic, whole school approach to the use of the Inclusion Area for students who are at risk of repeated suspension or permanent exclusion and/or those who are seriously disengaged with the mainstream education and have significant barriers to their learning |
| Parental Engagement, Networks and Communication | <ul style="list-style-type: none"> • Contribute to continued improvements to the effectiveness of regular, positive communications with parents/carers • Develop and implement practical approaches and strategies to involving parents/carers in their child's learning and welfare including parents as partners events and community-based activities • Lead strategies to improve relationships and parental engagement where there are barriers to engagement in order to build trust and foster strong and productive partnerships • Develop parent/carer voice, including the Parent forum, creating an open and transparent culture which takes stakeholder views into account • Forge, develop and maintain positive parent partnerships and networks for the benefit of students and the wider community |
| Leadership Development (Staff) | <p>Liaise closely with Headteacher and Deputy Headteacher (Learning and Standards) to ensure that current as well as future leaders across the school are supported and challenged to make maximum impact on students' experiences and outcomes, as well as on the general ethos and success of the school</p> <ul style="list-style-type: none"> • Support the leadership development of the Extended Leadership Team and Associate Leadership Team to ensure continual improvements are achieved across the school, impacting positively on students' experiences, achievement, behaviours and attitudes • Contribute to staff development programmes and coaching through both delivery of CPD and support of colleagues on leadership programmes • Lead by example and routinely challenge and support any practice that falls below expectations as appropriate • Support the Headteacher in enhancing leadership and building leadership capacity at all levels of the organisation |
| General Responsibilities: | <ul style="list-style-type: none"> • Undertake a teaching commitment commensurate with a Deputy Headteacher role (approximately 15% teaching timetable) and the needs of the school • Ensure school policies are up to date, compliant and any changes are effectively communicated • Participate in staff recruitment, training and review processes including appraisal • Lead year group assemblies and Parental Information Evenings as appropriate • Be highly visible and accessible: reinforcing standards of student and staff behaviour and the school's core values and ethos (including supervision and duties) • Attend appropriate meetings with colleagues and parents/carers • Proactively take opportunities to market the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions • Demonstrate a commitment to one's own professional development and |

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| | engage in the opportunities provided by the school and within the Trust. <ul style="list-style-type: none"> • Comply fully with the school's health and safety policy • Any other duties that might reasonably be required of a Deputy Headteacher |
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| Line Managed by: | Headteacher |
| Additionally reporting to: | Local Governing Body |
| Responsible for (staff): | <ul style="list-style-type: none"> • Assistant Headteacher (Inclusion) • Heads of Houses and Year 7 • Deputy Designated Safeguarding Lead • Other roles TBC as part of SLT Line Management structures. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

As strategic leaders with significant whole-school responsibilities, Leadership Team members have a contract which goes beyond the 1265 hours Directed Time applicable to teachers.

This job description is current at the date shown but will be reviewed annually as part of the Performance Management process or at any other appropriate time as determined by the Head Teacher

Signed (Postholder):

Date:



Person Specification

| Qualification and Training | Essential/ Desirable E/D |
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| <ul style="list-style-type: none"> • Qualified teacher status recognised by the DfE | E |
| <ul style="list-style-type: none"> • Recent appropriate CPD | E |
| <ul style="list-style-type: none"> • To have undertaken further professional study e.g. NPQSL, NPQH | D |
| <ul style="list-style-type: none"> • Good Honours Degree | D |
| Experience | |
| <ul style="list-style-type: none"> • Significant measurable impact as a Deputy Headteacher or Assistant Headteacher | E |
| <ul style="list-style-type: none"> • At least 3 years' successful experience in a substantive senior leadership position | E |
| <ul style="list-style-type: none"> • Significant safeguarding experience, preferably as a DSL or Deputy/Assistant DSL | E |
| <ul style="list-style-type: none"> • Successful experience of leading initiatives to engage learners, remove barriers to learning and raise student achievement | E |
| <ul style="list-style-type: none"> • A proven track record of outstanding secondary school teaching and results across the ability range | E |
| <ul style="list-style-type: none"> • Experience of leadership and management responsibility in more than one school | E |
| <ul style="list-style-type: none"> • Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people | E |
| <ul style="list-style-type: none"> • Experience of leading whole-school improvement strategies with significant and sustained impact | E |
| <ul style="list-style-type: none"> • Experience of leading whole-school CPD | E |
| <ul style="list-style-type: none"> • Implementing the principles and practice of Quality Assurance including school review, self-evaluation and appraisal | E |
| <ul style="list-style-type: none"> • Developing successful strategies for raising achievement and achieving excellence | E |
| <ul style="list-style-type: none"> • Managing change, creativity and innovation | E |
| <ul style="list-style-type: none"> • Leading, taking part in, and building successful teams | E |
| <ul style="list-style-type: none"> • Excellent knowledge and understanding of the Ofsted framework with proven school improvement impact in at least one key category of accountability | E |
| Knowledge, Skills and Abilities | |
| <ul style="list-style-type: none"> • An outstanding classroom practitioner, able to recognise outstanding learning and teaching and improve the skills of others | E |
| <ul style="list-style-type: none"> • Able to lead, inspire, motivate and engage staff and students | E |
| <ul style="list-style-type: none"> • Able to build and lead high-performing teams and establish effective professional relationships built on trust and respect | E |
| <ul style="list-style-type: none"> • Committed to holding colleagues to account, challenging underperformance and ensuring effective corrective action, support and follow up | E |
| <ul style="list-style-type: none"> • Able to make clear, judicious decisions which may involve tough choices or considered risks | E |
| <ul style="list-style-type: none"> • Excellent communication skills, both in writing and orally, to a wide range of audiences | E |
| <ul style="list-style-type: none"> • An understanding of local and national educational issues particularly with regards to areas of strategic responsibility and be able to debate and discuss these at strategic level | E |

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| <ul style="list-style-type: none"> • Able to monitor and support staff performance, including setting targets and ensuring they are met | E |
| <ul style="list-style-type: none"> • Able to plan, implement, monitor and evaluate initiatives and policies | E |
| <ul style="list-style-type: none"> • Able to analyse complex problems, make sound judgements and produce workable solutions | E |
| <ul style="list-style-type: none"> • Able to analyse and interpret data | E |
| <ul style="list-style-type: none"> • Able to consider new approaches, ways of thinking and challenges to the status quo | E |
| <ul style="list-style-type: none"> • Knowledge of strategic and financial planning processes | D |
| <ul style="list-style-type: none"> • Knowledge of school governance including within a multi academy trust context | D |
| <ul style="list-style-type: none"> • Knowledge of effective behaviour and attendance management strategies | E |
| Values | |
| <ul style="list-style-type: none"> • A commitment to comprehensive education, equal opportunities and inclusion for all students | E |
| <ul style="list-style-type: none"> • A passionate commitment to achieving the highest standards for all students | E |
| <ul style="list-style-type: none"> • A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective | E |
| <ul style="list-style-type: none"> • Fully committed to a close working partnership with parents, governors and the wider trust community | E |
| <ul style="list-style-type: none"> • An enthusiasm for developing enrichment including extra-curricular activities | E |
| Personal Qualities | |
| <ul style="list-style-type: none"> • Strong ‘moral purpose’ | E |
| <ul style="list-style-type: none"> • Skilled at building and forming productive working relationships with staff, parents and students, with governors, partners and the wider community | E |
| <ul style="list-style-type: none"> • Shows warmth, care and sensitivity to the needs of others | E |
| <ul style="list-style-type: none"> • Is professional, self-motivated, hardworking and willing to give freely of time outside of the normal working day | E |
| <ul style="list-style-type: none"> • Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective | E |
| <ul style="list-style-type: none"> • Self-critical and reflective, able to monitor and evaluate both own and the school’s performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance | E |
| <ul style="list-style-type: none"> • Emotionally intelligent | E |