



# Chancellor's School

Appointment Brief for Deputy Headteacher:  
Pastoral, Inclusion and Designated Safeguarding Lead

Danes Educational Trust

MAKING THE DIFFERENCE TOGETHER





# Chancellor's School

Dear Applicant,

Thank you for showing your interest in the position of Deputy Headteacher at Chancellor's School.

We are looking to recruit a Deputy Headteacher with responsibility for Pastoral Care, Inclusion and Safeguarding at the school.

The successful applicant will make a significant contribution to raising standards, improving the quality of teaching and learning and ensuring outstanding levels of pastoral care for all students in the school. We wish to appoint someone who is innovative, creative, honourable and driven, with the very highest expectations for students and staff and the personality to bring about change and lead school improvement work. The post holder will be expected to play a key role in the strategic development of the school.

This is an exciting time in the school's history. Chancellor's is an inclusive school with exceptional academic results. We remain determined to strengthen our impressive teaching and learning culture, and to make further improvements in the future.

We continue to be significantly oversubscribed with increasing numbers in our sixth form. Students make extremely good progress during their time at the school, and there are notable numbers of students who achieve the very top grades.

We are focused on achieving the very best for every member of the school community and we expect standards to rise further in the future. We joined the Danes Educational Trust in 2019 and this has helped create further exciting and varied opportunities for both staff and students.

We were also inspected by Ofsted (September 2018) and, whilst we remain rated as 'Good', there was a clear acknowledgement of the impact of the school's work of late and the progress we have made since the previous Ofsted. I am pleased that, as part of the Danes Educational Trust, we have taken further strides forward.

It is a privilege to be the Headteacher of Chancellor's School. It is a positive and rewarding place to work with a strong sense of community. Teachers are respected and valued not only by the Senior Leadership Team, but by students, parents and governors. Visitors often remark at how delightful our students are. Not only are they keen to learn, they are friendly, ambitious, proud of their school and eager to take on responsibility.

The highly professional staff is dedicated and focused on the core business of the school, teaching and learning. The governors and I are committed to the well-being and continuing professional development of all members of staff.

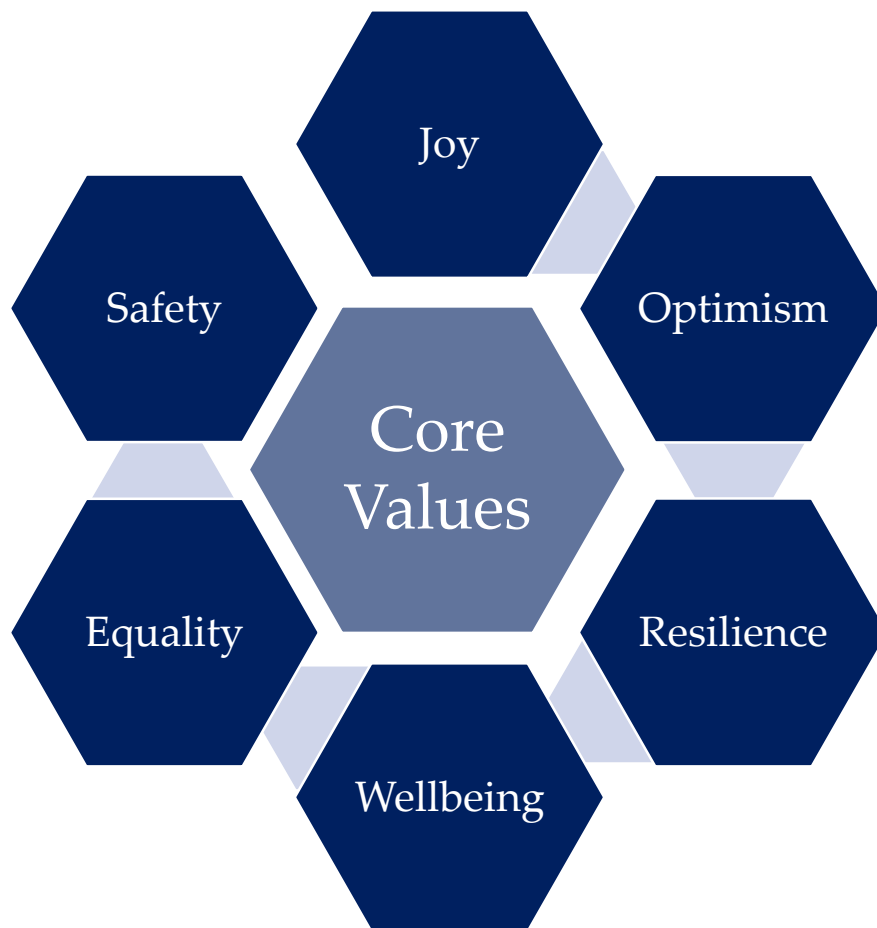
You can visit our website on [www.chancellors.herts.sch.uk](http://www.chancellors.herts.sch.uk) for further information about the school including the school prospectus. If you would like to organise a visit to the school or if you would like to discuss any position in more detail then please contact Dawn Gamble (Recruitment Manager) at [recruitment@daneseeducationaltrust.org.uk](mailto:recruitment@daneseeducationaltrust.org.uk).

If appointed, you will benefit from working within an established, outstanding Trust. More information about the Trust can be found [here](#).

Mr David Croston  
Headteacher

[www.chancellors.herts.sch.uk](http://www.chancellors.herts.sch.uk)  
[www.daneseeducationaltrust.org.uk](http://www.daneseeducationaltrust.org.uk)





Becoming part of the team at the Danes Educational Trust will give you an opportunity to make a difference to the educational outcomes of young people in Hertfordshire, whilst providing you with an opportunity to pursue your passion for education.

In the last year, we have expanded to be a Trust of nine schools: St Clement Danes School, Croxley Danes School, Chancellor's School, Onlsow St Audrey's School, De Havilland Primary School, Elstree Screen Arts Academy, Ascot Road Primary School, Lanchester Primary School, Jupiter Primary School and we have more schools in the pipeline. Schools maintain their own individual cultures and relationships with their community and networks, but align through key educational policies and school improvement strategies, and crucially align with respect to the Trust's vision and core values.

You will be part of a Trust that develops optimistic, resilient learners and valued, empowered staff. We collaborate with local, national and global partnerships to achieve our vision of 'Making the Difference Together' and consider our core values to be at the heart of what makes our Trust unique:

- We value **joy** in working, teaching and learning together
- We encourage everyone within our Trust to feel **optimistic** about the future and how they can shape it
- We support all individuals in developing **resilience** to enable them to respond to change and grow as a result
- We value and support the **wellbeing** of all individuals who learn and work in our schools
- We provide **equality** of opportunity and experience for all
- We provide a **safe** and secure learning environment for all



**Job Title: Deputy Headteacher, Pastoral, Inclusion and Designated Safeguarding Lead**

**Line Manager: Headteacher**

**Pay Range; L18 – L22**

**Work Pattern: Full-time**

**Start Date: April 2022**

#### **Core Purpose**

- A leading member of the SLT with responsibility for Pastoral Care, Inclusion and Safeguarding.

#### **The main responsibilities of a Deputy Headteacher include:**

##### **1. School culture**

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

##### **2. Teaching**

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

##### **3. Curriculum and assessment**

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective leadership, developing leaders with high levels of relevant expertise with access to professional networks and communities
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

##### **4. Behaviour**

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students alike
- ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

# **Job Description**





#### **5. Additional and special educational needs and disabilities**

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

#### **6. Professional development**

- ensure teaching and support staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

#### **7. Organisational management**

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk
- assume any reasonable leadership and management responsibilities additional to those in the job description as necessary

#### **8. Continuous school improvement**

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

#### **9. Working in partnership**

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students



## **10. Governance and accountability**

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

### **Duties as Designated Safeguarding Lead**

- Take lead responsibility for safeguarding and child protection at the school.
- Ensure that child protection policies and procedures are understood by all staff and are implemented correctly.
- Provide comprehensive induction training to new staff and ECTs with the aim to strengthen their safeguarding skills and experience.
- Respond appropriately to disclosures or concerns relating to the wellbeing of a student, identifying students who may be at risk and using the correct protocols to reduce these risks.
- Refer cases of suspected child protection issues to the appropriate investigating agency.
- Work closely with all staff on safeguarding and child protection matters, ensuring that staff understand when it is necessary to make a referral.
- Work closely with the Trust Safeguarding Lead and School Board to create effective safeguarding policies and protocols.

### **Multi-Agency Work**

- Have a working knowledge of local plans for the transition to the new multi-agency arrangements led by the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA), and act as the main point of contact with the safeguarding partners.
- Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required.
- Refer cases of suspected abuse to the LA, children's social care services (CSCS) and to the police where appropriate.
- Refer cases to the Channel programme where radicalisation is a concern.
- Support staff 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.
- Where necessary, ensure child protection files are securely transferred as well as any additional safeguarding information to other educational establishments, ensuring that confirmation of receipt is obtained.
- Contribute to inter-agency plans to provide additional support to students subject to child protection plans.
- Contribute effectively to 'Child in Need' meetings and child protection conferences, including those taking place out of normal working hours.
- Liaise with Designated Teacher to maintain up-to-date contact details of previously-LACs' LA personal advisors, liaising with them as appropriate.
- Be aware of the contact details and referral routes of the Local Housing Authority, raising concerns with them or CSCS where a child is being harmed, is at risk of harm or the homelessness may not be family-based.
- Notify the DBS of staff who have been dismissed or have left due to posing risk or harm to a child.





### **Training**

- Attend comprehensive safeguarding and child protection training at least every two years.
- Undertake appropriate training and updates on an annual basis; this should include the additional risks that students with SEND face online, and the associated support measures.
- Ensure staff have access to and understand the Trust Safeguarding & Welfare Policy and the school Child Protection Training Policy
- Keep staff up-to-date with guidance regarding safeguarding including the Prevent duty, providing them with advice and support regarding child protection issues such as radicalisation.-

### **Raising Awareness**

- Act as the primary source of safeguarding-related support, advice and expertise within the school, including where staff have concerns about FGM.
- Liaise with the Trust Safeguarding Lead to review the Safeguarding & Welfare and Child Protection & Training policies, keeping the Headteacher and governors informed of safeguarding and child protection matters
- Represent the school at external DSL team meetings and circulate the information to staff.
- Ensure staff receive frequent updates and training and are able to identify any safeguarding concerns.
- Encourage staff members to challenge behaviour that breaches of the Staff Code of Conduct.
- Liaise with the Personal Development Lead to ensure that relevant safeguarding issues are covered within PSHE lessons.



### **Our Vision**

At the Danes Educational Trust we are committed to 'Making the Difference Together' sharing best practice and supporting each other to be the very best we can be.

### **Core Values**

The post holder is expected to share our commitment to our core values:

- We value joy in working, teaching and learning together
- We encourage everyone within our Trust to feel optimistic about the future and how they can shape it
- We support all individuals in developing resilience to enable them to respond to change and grow as a result
- We value and support the wellbeing of all individuals who learn and work in our schools
- We provide equality of opportunity and experience for all
- We provide a safe and secure learning environment for all

### **Compliance**

The post holder is required to be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

### **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts.

### **Additional Information**

All staff are required to participate in training and other learning activities and in performance management and development as required by the Trust's policies and practices.

This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of the Trust.

### **Supervision/Job Context**

The post holder is managed by the Headteacher.

### **Contacts**

The post holder will work with the governor responsible for Safeguarding, the Deputy Designated Safeguarding Leads, other trained DSL staff, students, parents and external agencies.





**The successful candidate will have the following qualities and skills:**

#### **Qualifications**

- A good honours degree
- Qualified Teaching Status
- Evidence of significant professional development related to leadership

#### **Knowledge and Experience**

- At least three years' experience of senior leadership in a school
- Proven record of innovation and leading change successfully
- Outstanding teaching ability
- Understanding of value-added and other data to support raising achievement
- Understanding of the role of governors and parents in school development
- Understanding of current educational issues
- Management experience of school resources
- Experience of contributing to the professional development of others and the ability to develop outstanding practice

#### **Personal Qualities**

- Passion for outstanding learning
- Drive, sense of purpose, positive attitude, commitment and perseverance
- Sound judgement under complex conditions
- Excellent interpersonal and persuasive skills
- Flexibility and sensitivity to the needs of individuals
- Excellent communication and presentation skills, oral and written
- Enthusiasm and humour
- Ability to work effectively in a team
- Inspirational and well respected by students
- Ability to organise, plan and prioritise time effectively

#### **Leadership**

- Clear vision for raising standards and school improvement
- Ability to lead by example, take responsibility and to be accountable
- Ability to inspire and motivate those around them
- Ability to develop others and hold people to account effectively
- Substantial problem-solving ability
- Ability to prioritise effectively and balance values with pragmatism
- Intellectual curiosity

#### **Philosophy**

- Genuine concern for and commitment to helping all students and staff to fulfil their potential
- A natural aptitude to model the Trust's core behaviours – *'We display transparency, kindness and respect in all our interactions with others, and support each other in all our endeavours. We are tenacious in our desire to make the difference together'*.

#### **Aim**

- Potential and ambition for headship within five years of appointment

# Person Specification





## Chancellor's School

Chancellor's is a recent academy converter, part of the Danes Educational Trust with approximately 1250 students, aged 11–18. It is situated in the beautiful village of Brookmans Park in South Hertfordshire. The school opened in September 1964. The impressive and picturesque grounds are some 15 acres in extent including substantial sports grounds.

We have been a specialist mathematics and computing college since September 2004 and have held a second specialism in languages since April 2008.

Many of our students come to the school from local villages as well as from Potters Bar and Hatfield. Additionally, 10% of students are admitted to the school on their musical aptitude.

Our curriculum is broad in Years 7 and 8. In Years 9, 10 and 11 students study a broad core of subjects including PSHE (Healthy Minds), English, Mathematics, Physical Education, Religious Education, Science and ICT. In addition, students are able to express a limited preference for further subjects to support their individual interests and aspirations. 75% of our students typically study the English Baccalaureate and a large percentage of our students stay on to study in our sixth form.

We are also committed to offering our students a wide range of extra-curricular opportunities. Music and drama flourish at Chancellor's with many concerts and performances. There are clubs for students of all ages, and regular visits are arranged to plays, exhibitions and museums. The main sports include football, rugby, netball, athletics and basketball and a number of our students play for county teams.

There are 128 members on the staff, both full and part-time teachers, who are supported by a professional and organised associate staff.

Further details about Chancellor's may be found on our [website](#). Enquiries by telephone are welcome.

### We can offer a range of benefits including:

- Children of staff are admitted under criterion 2 of the secondary transfer admission arrangements, after two years' service
- Exceptional CPD opportunities
- We run a strong and robust induction programme for Early Career Teachers (ECTs) We have a vast experience of working with ECTs and we see ECT Induction as a means to develop the best teachers in the local area
- Study Assistance Programme
- Comprehensive Employee Assistance Programme
- Membership of the Teacher's Pension Scheme / Local Government Pension Scheme
- Career development opportunities within an expanding Multi-Academy Trust
- Opportunities to expand your professional networks through the Trust's external partnerships e.g. Science & Learning Partnership, Challenge Partners
- £250 New Employee Referral Scheme (i.e. finder's fee) for any qualifying positions that you refer the successful candidate for
- Cycle to Work Scheme
- Occupational Health and an onsite Counsellor
- Free flu jabs
- Free parking
- Staff Committee that organise regular social events



# Benefits





# Chancellor's School

Chancellor's School, Pine Grove,  
Brookmans Park  
AL9 7BN

Headteacher:  
Mr David Croston BSc(Hons), NPQH

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