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*This appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers’ Pay and Conditions document, relevant Teacher and Leadership Teacher Standards and other current educational and employment legislation.*

*The successful applicant will be willing to be flexible in the event that a change of Job Description Responsibilities is required.*

*The successful applicant will be wholly committed to the safeguarding and welfare of the school’s students.*

**POST: Deputy Headteacher:**

**SALARY: Leadership Scale 16 – 20**

**CONTRACT TYPE : Full-time / Permanent**

**RESPONSIBLE TO: Headteacher and Governing Board**

**MANDATED RESPONSIBILITY:Deputising for the Headteacher in their absence**

**LEAD RESPONSIBILITY: Take on the role of *Designated Safeguarding Lead (DSL)* alongside other Senior Staff DSLs.**

**OTHER KEY RESPONSIBILITIES**

1. ***Strategic Direction of the School***
2. ***Whole-School Responsibilities***
3. ***Curriculum and Accreditation***
4. ***Student Learning and Progress***
5. ***Leadership Teaching and Learning Link – Teams 1, 2 and 5***
6. ***Staff Appraisals***
7. ***Continuing Professional Development (CPD)***
8. ***Strategic Direction of the School***
	1. In partnership with the Leadership Team (Head and two Deputies), lead on the strategic direction of the school through the development and implementation of key planning objectives, engaging as appropriate with governors, including providing reports and attending board meetings.
	2. In partnership with the Senior Management Team (LT and Team Leaders) set up and prepare for the effective use of the school’s quality audit systems including *Ofsted Inspections*, *Challenge Partners Quality Audit Reviews* and *Consultant Improvement Partner (CIP)* visits.
	3. In partnership with SMT record and review the foundations of continuing school improvement through engagement with the review cycles of the *SIP (School Improvement Plan)* and *SEF (Self-Evaluation Form*).
	4. Lead on the strategic development of the curriculum across the school, ensuring that all teams have curriculum frameworks that are well-planned, robust and fit for purpose.
	5. Undertake training as a *Challenge Partners Reviewer* in order to quality-audit other schools within the *CP* national network, bringing back ideas to inform the school’s improvement projects.
9. ***Whole School Responsibilities***
	1. Play a full role in the Leadership Team, attending attend regular meetings, and jointly addressing leadership issues.
	2. Play a full role in the SMT, attending regular meetings, leading on the development of all teaching, learning, student progress and curriculum matters.
	3. With the SMT, organise and put into effect streamlined systems for reviewing annually all students’ EHCPs, (Education, Health and Care Plans).
	4. Chair Annual Review and Transition Plan meetings as required (shared with SMT).
	5. Share responsibility for managing any challenging behaviour in the school, supporting staff in developing and reviewing effective *Behaviour Profiles* for individual students.
	6. Lead whole-school assemblies as laid out in the termly schedule.

2.7 Take on the role of *GDPR Data Protection Manager (External Proceedings*), providing an

 annual *GDPR Report to Governors*.

1. ***Curriculum and Accreditation***
	1. Lead on the organisation and development of the curriculum to ensure that the distinct needs of students in each of the five Teams continue to be effectively met.
	2. Lead and deliver the *Curriculum Conference* annually, and ensure priorities are embedded/reflected in the School Improvement Plan.
	3. Ensure that the weekly teaching timetables for each team reflect the required spread of *Progress 8*, *Developmental 8*, and *Towards Independence* subjects and learning areas.
	4. Ensure Team Leaders have detailed termly schemes of work in place to support the effective delivery of the broad and balanced curriculum.
	5. Ensure that appropriate teaching and learning methods are used for each team, according to individual need.
	6. Support the Accreditation Lead in enhancing the quality of the *KS4 Accreditation*

*Development Programme.*

1. ***Student Learning and Progress***
	1. Produce an annual *Student Progress Calendar*, including all linked reviews; moderation, marking, work-sampling, target-setting, schemes of work, appraisals etc.
	2. Lead on the delivery of the quality assurance measures recorded on the *Student* *Progress Calendar.*
	3. Lead on whole-school teacher assessments, collating and sharing data with staff to inform and enhance student progress.
	4. Ensure that all assessment data is entered into the school’s *SOLAR* system (by staff), and that reports on student progress are regularly generated for teachers and governors.
	5. Manage the individual student target-setting process on a termly basis, producing data to give teachers a benchmarking context to set appropriate targets.
	6. Lead on the modification and development of the online teacher record-keeping system in terms of student progress as required.
	7. Manage the *Team Progress Meeting* process; produce the in-year data analysis to inform teaching and learning practice.
	8. Ensure that the EHCP Outcomes are synchronised with the *SOLAR Key Skills Targets* through liaison with Team Leaders and teachers via the Annual Review system.
	9. Oversee the production of the autumn and spring term *Student Progress Report to Parents* (aligned to Parents’ Evenings).
	10. Produce a whole-school *Student Progress Analysis Report* annually in July, benchmarking students’ achievements against the *CASPA* national database.
	11. Review and ensure governors’ approval of the *Assessment, Recording and Reporting Policy* according to the established cycle.
2. ***Leadership Teaching and Learning Link – Teams 1, 2 and 5***
	1. Take the role of link Leadership Team member for Teams 1, 2 and 5.
	2. Ensure that curriculum initiatives, policies and procedures are being effectively implemented by the Teams 1, 2 and 5 Leaders.
	3. Ensure a high quality of teaching and learning across Teams 1, 2 and 5 through close partnership working with the Team Leaders and joint monitoring of student progress.
	4. Work alongside the Teams 1, 2 and 5 Leaders, to ensure that all staff in the teams are given support and guidance on the curriculum, subject content and teaching and learning styles.
	5. Ensure that all student support profiles (e.g., *Communication Profiles, Sensory Profiles, Behaviour Profiles* etc) are implemented consistently across Teams 1, 2 and 5.
3. ***Staff Appraisals***
	1. Set up and lead on the school’s annual appraisal arrangements, generating proformas and systems to enable all teachers and support staff to be fully and successfully engaged in their appraisals.
	2. Line-manage and appraise the work of the Teams 1, 2 and 5 Leaders, and support them in carrying out their own appraisal of classteachers.
	3. Undertake the role of appraiser of allocated specialist teachers.
	4. Undertake the role of appraiser of allocated Teacher Assistants (TAs).
	5. Undertake the role of appraiser of any apprentices in the school.
	6. Write up and present to governors a *Teachers’ Appraisal Report* annually.
	7. Write up and present to governors a *Support Staff Appraisal Report* annually.
4. ***Continuing Professional Development (CPD)***
	1. Lead on the organisation of relevant CPD for all staff in line with the School Improvement Plan, liaising with Appraisal Managers in terms of the individual requirements for their appraisees.
	2. Produce proformas for each group of staff so that their roles, responsibilities and professional performance can be effectively appraised.
	3. Publish a termly schedule of all staff-group CPD to be delivered through statutory training days and Wednesday after-school sessions, and in-school and online training.
	4. Maintain an annual log that records details and impact for all staff CPD and training, and report to governors and other stakeholders.

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