

JOB DESCRIPTION

JOB TITLE: Deputy Headteacher – Safeguarding & Inclusion

RESPONSIBLE TO: Headteacher

LOCATION: Riverview Junior and Infant School

PAY RANGE: Leadership scale (L10 – L14)

Purpose of the Job:

- Leading and developing Teaching, Learning and Assessment
- Maximising curriculum develop and progress at each Key Stage
- Ensuring school systems provide an orderly and safe environment

MAIN ROLES AND RESPONSIBILITIES

Post Responsibilities

- Leading on the strategic planning, monitoring and evaluation of teaching and learning; Maximising achievement at all Key Stages through ensuring staff have the skills, strategies to improve outcomes for children
- Ensuring school systems provide an orderly and safe environment in lessons and at play
- Utilising research evidence, school-based evaluations, and external review to improve the areas above
- Playing an active role in developing, sustaining, and modelling skills, attributes, and behaviours of a high performing leadership team, including highly effective communication to all stakeholders
- Presenting clear evaluations of interventions and outcomes to stakeholders (internal and external).
- Providing outstanding leadership and management to, and of, staff

	<ul style="list-style-type: none"> • Effective strategic leadership and management of staff and the school as part of the leadership team.
<p>Attributes, Qualities and Knowledge</p>	<ul style="list-style-type: none"> • A drive to work positively with people of diverse backgrounds, characteristics, and experiences to achieve the School Vision • A sound understanding of theory, practice, quality benchmarks and implementation planning in the relevant areas, supported by wider reading, professional development, and dialogues • Holding and articulating clear values and moral purpose, focused on providing a robust education for all students • Demonstrating optimistic personal behaviour, positive relationships, and attitudes • Leading by example with integrity, creativity, resilience, and clarity; drawing on own expertise, and that of others • Sustaining wide, current knowledge and understanding of education locally, nationally, and globally, and pursuing continuous professional development. • Working with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context • Communicating the school's vision and values, empowering all students and staff to excel.
<p>Students & Staff</p>	<ul style="list-style-type: none"> • Demanding ambitious standards for all students, overcoming disadvantage, and advancing equality • Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes • Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design • Establishing an educational culture of 'open classrooms' to share best practice within and between schools

	<ul style="list-style-type: none"> • Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other • Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning • Holding all staff to account for their professional conduct and practice
<p>Systems and Processes</p>	<ul style="list-style-type: none"> • Ensuring that the school's systems and processes are well considered, efficient and fit for purpose. • Providing a safe, calm, and well-ordered environment for all students and staff • Valuing excellent practice by establishing rigorous, fair, and transparent systems and measures for managing the performance of all staff • Actively supporting the governing board to understand its role and deliver its functions effectively
<p>Impact Within and Beyond the School</p>	<ul style="list-style-type: none"> • Championing best practice and securing excellent achievements for all students • Developing effective relationships with colleagues in other settings to improve academic and social outcomes for all students. • Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. • Inspiring and influencing others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
<p>In our school context, we add the following practical demands. We should be</p>	<ul style="list-style-type: none"> • Highly visible so we lead and support our colleagues and reassure our young people. We need to be systematic about visibility and hold others to account. • Collaborative so that decisions are understood and gather general assent. We need to explain

	<p>and explain again why an action or procedure is needed then ensure it happens.</p> <ul style="list-style-type: none"> • Able to see a broad picture and link it to the school plan, resisting fashions and gimmicks. • Resisting short cuts or easy answers: ensuring colleagues do their jobs, not doing it for them. • Able to investigate, research, analyse, plan, implement and evaluate • Concerned for the work-life balance of our profession and the future of school leadership by making sustainable choices, not modelling, promoting or expecting a damaging long hours culture. Wherever possible, reducing demands and encouraging professional freedom while monitoring success. • United, so that all members of the team support one another but having difficult conversations when necessary.
<p>Additional responsibilities : Safeguarding: DSL and Deputy DSL</p>	<ul style="list-style-type: none"> • Managing referrals • Refer cases of suspected abuse and neglect to the local authority children's social care • Support staff who make referrals to the local authority children's social care • Refer cases to the Channel programme where there is a radicalisation concern • Support staff who make referrals to the Channel programme • Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child • Refer cases to the police where a crime may have been committed • Working with staff and other agencies • Act as a source of support, advice and expertise for all staff • Act as a point of contact with the safeguarding partners • Inform the HOS of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

	<ul style="list-style-type: none"> • Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member • Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically • Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health • Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances • Work with the HOS and relevant strategic leads, taking lead responsibility for promoting educational outcomes by: <ul style="list-style-type: none"> • Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced • Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
<p>The above includes</p>	<ul style="list-style-type: none"> • Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort • Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential • Managing the child protection file • Ensure child protection files are kept up to date • Keep information confidential and store it securely • Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved;

	<p>and a note of any action taken, decisions reached and the outcome</p> <ul style="list-style-type: none">• Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)• Where children leave the school (including in year transfers):• Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE• Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place• Raising awareness• Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff• Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly• Ensure the child protection policy is available publicly and parents are aware 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• Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
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<p>Training</p>	<ul style="list-style-type: none"> • Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C • Undertake Prevent awareness training • Refresh knowledge and skills at regular intervals and at least annually • Providing support to staff • Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters • Support staff during the referrals process • Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support • Understanding the views of children • Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them • Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication • Holding and sharing information • Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners • Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) • Keep detailed, accurate, secure written records of concerns and referrals
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<p>Other areas of responsibility</p>	<ul style="list-style-type: none"> • The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. • During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances. • Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role. • Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other duties appropriate to the level of the role.
<p>Data Protection</p>	<ul style="list-style-type: none"> • Promote a culture of data protection within the school, ensuring that staff understand and adhere to data protection policies. • Work closely with the DPO to implement and monitor data protection practices. • Report any data breaches, potential breaches, or subject access requests (SARs) to the designated Data Protection Officer (DPO) and/or onsite data protection lead promptly. • Review data protection concerns or breaches, ensuring that corrective actions are taken promptly. • Ensure that all staff receive appropriate data protection training.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar

level that is not specified in this job description. The job description will be reviewed from time to time to reflect the changes needs and circumstances of the school. Such reviews and any consequential changes will be carried out in consultation with the post holder.

The Golden Thread Alliance is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive, nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school • Teaching experience • Involvement in school self-evaluation and development planning • Demonstrable experience of successful line management and staff development for the curriculum, assessment and/or inclusion

<p>Skills and Knowledge</p>	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships
<p>Personal qualities</p>	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.
<p>Skills, Abilities and Knowledge</p>	<ul style="list-style-type: none"> • Positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence • The ability to demonstrate good subject and curriculum knowledge • Excellent organisational and time management skills and an ability to prioritise • A thorough knowledge and understanding of how children learn, develop and progress through life stages and events • How IT can be used effectively to motivate children to learn - and to have a level of IT skills. • How to plan, deliver, monitor and evaluate both teaching and the English curriculum • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, Leaders and other professionals and agencies • Up to date knowledge of current developments in education



Postholder's
signature: _____

Postholder's
name: _____

Date: _____