



JOB DESCRIPTION: DEPUTY HEADTEACHER OF SECONDARY

At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.

JOB TITLE: Deputy Headteacher of Secondary

JOB PURPOSE

To assist the Executive Headteacher with the operational management of the school and to deputise in the absence of the Executive Headteacher.

To provide leadership and management and be responsible for the curriculum in order to secure the highest standards of teaching and learning. To lead and manage teachers of specialist curriculum areas. To manage extra-curricular activities including out of hours' school learning (OoHSL), enrichment and enterprise activities. To manage Student assessment and the analysis of data. To be responsible for relevant school policies and risk assessments in the school. To support and hold accountable, develop and lead all staff to ensure highest standards of behaviour, achievement, attendance and the wellbeing of all staff and Students. To act as the Designated Safeguarding Lead (Upper).

KEY ACCOUNTABILITIES

1. Deputising

- A. As Deputy Headteacher to undertake the duties of the Executive Headteacher in their absence, and to work collaboratively in promoting the established values and ethos of the school.
- B. To be responsible for the health and safety of the school site.

2. To lead the development and implementation of learning policies, plans, targets and practices to ensure an effective contribution to the whole school development plan

- A. To lead on curriculum and school development planning with the Deputy Headteacher (Primary) and to assist the Executive Headteacher with school self-evaluation.
- B. To work collaboratively with the Deputy Headteacher (Primary) on curriculum and assessment including accreditation across the whole school.
- C. To work collaboratively with the Deputy Headteacher (Primary) on the School Development Plan across the whole school.
- D. To lead with the Deputy Headteacher (Primary) the monitoring, evaluation and impact of teaching and learning.
- E. To work with Deputy Headteacher (Primary) on lesson planning and schemes of work across the school, ensuring progression and achievement of students, ensuring targets are set and integrated into the whole school strategic planning process.
- F. To report to Governors / Trustees on areas of responsibility through attendance at governor / Trustees meetings and committee meetings as requested and to prepare such reports as may be required.
- G. To be responsible for all aspects of the Extended Schools programme including OoSHL, and Holiday Playschemes.

- H. To coordinate the organisation of school events e.g. parents evenings, summer fete in collaboration with SMT, governors and parents.
- I. To work alongside the Deputy Headteacher (Primary) on developing parental engagement and training, supporting parents with good autism practice.
- J. To support and develop enterprise activities across the school.
- K. To have oversight for whole school behaviour and communication policy.

3. To secure and sustain effective teaching, evaluating the quality of teaching and the standards of Students' achievements and setting targets for improvement to ensure high standards.

- A. To be accountable for standards of teaching and learning across the school, including monitoring and evaluating the standards of teaching, identifying areas for improvement and planning and implementing strategies to improve where these needs are identified.
- B. To ensure that student progress, behaviour and attendance are optimised.
- C. To work collaboratively with the Deputy Headteacher (Primary) and SMT to design a Curriculum Plan and produce a whole school timetable which will ensure appropriate breadth, challenge and success for every student, taking account of statutory requirements.
- D. To keep up to date with research, developments and initiatives in the field of autism and to lead staff in ensuring effective and consistent practice across the school.
- E. To be responsible for the reporting of accurate and timely data to the DfE, Trustees / Governors, & the LA and to produce an annual progress and achievement report.
- F. To work with the Deputy Headteacher (Primary) and Heads of School to ensure that there are effective strategies in place for accurate Student tracking including accreditation.
- G. To lead on and oversee the assessment of students including standardisation and moderation of teacher assessment and to ensure that assessments are accurate and consistent.
- H. To have oversight of the Annual Review and EHCP process in liaison with Heads of School.

4. Leading and Managing Staff

- A. To take responsibility for Safeguarding and to act as the Designated Safeguarding Lead for the secondary department. To work collaboratively with the Executive Head to be responsible for Safeguarding and Health and Safety across the whole school.
- B. To act as performance management team leader for identified staff and to provide regular feedback on their performance so that achievements and good practice are recognised and targets for developments are agreed and monitored.
- C. To set challenging but measurable and achievable targets for self and other staff.
- D. To support and facilitate staff development, CPD and training across the school with the Deputy Headteacher (Primary) and SMT, leading staff INSET as required.
- E. To work collaboratively with Deputy Headteacher (Primary) to lead across the whole school on staff development.

- F. To hold staff accountable for the quality of their work, confront poor performance and initiate capability procedures as and when required and to ensure their successful outcome.
- G. To monitor staff attendance, conducting return to work interviews and ensuring self-certification is properly completed. Informing the Executive Headteacher of any concerns requiring recourse to the formal procedure.
- H. To support the Executive Headteacher in the coordination of therapies across the school.
- I. To monitor the welfare of staff, including supply staff, notifying the Executive Headteacher of any concerns.
- J. To liaise with SLT who have overall responsibility for SLT Teaching Assistants and support in their day to day management and conduct.
- K. To work with the administration team in the monitoring of staff attendance, return to work interviews and probation reviews.
- L. To coordinate training and research and facilitate staff development and CPD across the school in line with the School Development Plan.
- M. To promote the pastoral care and welfare of staff including the support of harmonious team-working to ensure effective working relations.
- N. To liaise with the Heads of School and identify training needs in order to plan for effective continuous professional development across the school.

5. Identify and monitor appropriate resources to ensure they are used efficiently, effectively and safely.

- A. To manage the budget for out of hours' school learning to ensure best value for money and to take a responsibility for other financial areas across the school as appropriate, in liaison with the Executive Headteacher.
- B. To ensure that there are high quality and appropriate resources in place to aid students' learning.
- C. To risk assure student safety and to take swift action where there are identified risks, especially where this would impact upon student safeguarding.
- D. To manage the allocated Health and Safety budget and the curriculum budget to ensure best value for money and to advise other staff on good planning and financial management.

TEACHING

To undertake an appropriate programme of teaching in accordance with the duties of a class tutor and subject specialist when necessary

ADDITIONAL DUTIES

To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and students.

Staff are 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.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade

PERSON SPECIFICATION

All post holders are expected to demonstrate a commitment to Equal Opportunities, a proven ability to work effectively in culturally, and linguistically diverse classrooms.

APPLICANTS MUST HAVE:

TRAINING AND QUALIFICATIONS:

1. Qualified teacher status (QTS). A teaching qualification recognised by the DfE.
2. Training – a Special Educational Needs Masters or Post Graduate qualification in autism or other relevant specialism.
3. Training and/or experience in areas of senior management.
4. Experience of organising and running training.

EXPERIENCE AND EVIDENCE OF:

1. Successful classroom teaching including partnership teaching and working with additional adults.
2. Experience of working with students with communication and interaction issues including ASD and of raising standard of teaching and learning.
3. Managing and leading an area of the curriculum, including monitoring of teaching and learning.
4. Evidence of experience at Senior Management level and leading a large team.

KNOWLEDGE AND UNDERSTANDING OF:

1. Successful communication and interaction / ASD practice within the 3-19 age range.
2. Factors that influence the achievement of all Students and how to raise levels of attainment for students with ASD.
3. The principles and practice of an effective ASD approach to learning and the teaching of a broad relevant curriculum.
4. The role of assessment and monitoring student progress in raising the achievement of all students.
5. Practices to create an inclusive environment for learning.
6. Developing partnerships with parents and the wider community.

SKILLS AND ABILITY TO:

1. Assess and monitor students' progress, maintain records and analyse data and to relate these to strategies that promote achievement at individual, class, team and whole school level.
2. Support all students through a range of teaching styles and approaches and interventions appropriate to individual need.
3. Communicate effectively and work as a member of various teams within the school.
4. Be self-motivated; effectively manage your time; be able to succinctly assess complex situations and take appropriate action, often under pressure.
5. Demonstrate a passion for learning, whilst reconciling diverse and conflicting agendas, challenging others in the students' best interest