

St. George's CE VA Primary School



Job Description: Deputy Headteacher, to include the roles of:

- SENDCo, Equality & Inclusion Leader & Pupil Premium Champion
- Designated Mental Health Champion, PSHE/Relationships & Health Education Co-ordinator
- Deputy Designated Safeguarding Lead

Leadership Scale: L 1-5, with starting salary L1

Responsible to: The Headteacher

Responsible for: Support Staff e.g. Teaching Assistants, including Higher Level Teaching Assistants

Main Job Purpose

- To support the Headteacher in developing, promoting and implementing the overall ethos, vision, aims and distinctiveness of an inclusive Church School, including collective worship, in accordance with the strategic direction of the Governing Body.
- To support the Headteacher in the overall management and leadership of the School to secure continuous School improvement.
- To support the Headteacher to plan the aims and objectives of the School by assisting with the following:
 - the day to day running of the School;
 - developing and reviewing policies, including the School Development Policy, SEF and other areas of school review e.g. preparing for visits from External Challenge Partners;
 - setting of challenging but realistic targets e.g. for individual pupils, cohort, group and whole school performance to promote high expectations for pupil progress that builds on prior attainment and performance;
 - leading and management of staff and resources within budget limitations;
 - monitoring and evaluating progress towards their achievement.
- To engage effectively with all stakeholders, maintaining a high profile around the School whilst demonstrating outstanding leadership skills, including deputising for the Headteacher in the event of absence or other urgent business.
- Act as a 'sounding board' and 'critical friend' to the Headteacher, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism.
- To lead and manage the School's provision for pupils with SEND and those disadvantaged and/or vulnerable on the Pupil Premium register to ensure high quality provision and outcomes for all pupils on the SEN register.
- To performance manage members of support staff, including Teaching Assistants, in the School in-line with the latest standards and a rigorous appraisal process.
- To be focused on pupil achievement, 'behaviour for learning', attendance, progress and wellbeing in a drive to achieve the highest possible standards for all children irrespective of ability or need.
- In the role of Designated Mental Health Champion, undertake necessary training and support the Headteacher in promoting and safeguarding the welfare, personal well-being and care of staff and pupils.
- In the role of Deputy Designated Safeguarding Lead, undertake necessary training and support the Headteacher in promoting and safeguarding the welfare, personal wellbeing and pastoral care of pupils.
- Alongside the Headteacher, liaise with Subject Leaders and class teachers, in order to assist with the co-ordination of suitable supply lessons and cover arrangements; for example, during periods of staff absence.
- To uphold all of the teaching and leadership standards to the highest possible level, acting as a role model to colleagues in order to promote high standards of teaching and learning.
- To teach and/or tutor classes and groups of pupils in accordance with the needs of the School each academic year.

Key Responsibilities

Leading the Organisation Strategically

- As above.
- Keep abreast of developments in education and technology at local, national and global levels in order to contribute, as a member of the Senior Leadership Team, to a clear vision for an effective school, including reviewing and planning for future needs and continuous school development.
- Assist the Headteacher in the leading of change, creativity and innovation in order to model and facilitate continuous school improvement in the organisation.
- Alongside the Headteacher, secure ways of achieving stakeholder and community engagement.
- Support the Headteacher to inspire, challenge, motivate and empower others to attain challenging outcomes.
- Promote a whole school culture with an ethos of high expectation for learner engagement, attendance, success and progression.
- Contribute to a strategic view of curriculum design and development, ensuring that it meets the needs of all pupils, enables continuity of learning and progression and is in-line with current policies and practices, including the statutory provision of remote learning as required.

Leading Teaching and Learning, Managing People and Leading within the Community – specific areas of responsibility

A. SENDCo/Inclusion and Equality Leader & Pupil Premium Champion

General Purpose and Principles

- Promote the principles of inclusion and equality of opportunity playing a leading role in upholding the School's inclusive culture and ethos, including developing strategies to reduce the risk of exclusions for pupils on the SEND/Pupil Premium registers.
- Ensure the School's universal offer promotes the good progress of all groups of pupils, regardless of background or ability.
- Support the development of high achieving classrooms, which support and foster the achievement of all pupils.

Identification of Pupils, Planning and Reviewing Pupil Provision

- Develop successful strategies to ensure early identification of pupils with additional needs e.g. on school transfer and key transition points.
- Ensure that the SEND and Pupil Premium registers are maintained, reviewed termly and used effectively, making sure relevant staff are aware of pupils' needs.
- Oversee and co-ordinate the creation and review, on a termly basis, of SMART targets, progress plans and provision maps for identified, qualifying pupils on the SEND Code of Practice.
- Establish good working relationships with parents of pupils on the SEND register and those disadvantaged on the Pupil Premium register, ensuring that they are kept informed of their child's barriers to learning and strategies employed to overcome these.
- Ensure children, parents/carers and any relevant external professionals, as required, are involved when setting and reviewing targets, depending on each individual pupil's needs.
- Liaise with professionals and outside agencies involved in the care and support of specific pupils with SEND e.g. Educational Psychologist, Medical Practitioners, Hearing and Vision Support Service, Speech and Language Therapy Service, Child and Adolescent Mental Health Service, Mosaic, Behaviour Support, Physiotherapists, Occupational Therapists, Specialist Teachers and others.
- Generate and co-ordinate paperwork and lead person-centred annual review meetings for pupils with an Education Health Care Plan (EHCP).
- Prepare and review Individual Health Care Plans (IHCP) for pupils with additional health, personal and/ or intimate care needs, liaising with key people such as medical professionals, Lead First Aiders, individual pupils and parents as necessary.
- Take the lead when implementing, monitoring and tracking provision, including interventions, analysing the impact of teaching and learning activities e.g. Quality First Teaching and programmed interventions, on the progress made by pupils on the SEND and Pupil Premium registers.
- Take a leading role with the provision of high quality pastoral care for pupils with SEND and from disadvantaged/vulnerable groups, liaising closely with the Designated Safeguarding Lead and wider staff, whilst arranging support (e.g. ELSA) for identified pupils individually and in groups, ensuring any additional support is aimed at removing socio-emotional barriers in order to maximise the progress and raise the achievement of identified pupils.
- Promote and provide support for pupils on the SEND/Pupil Premium registers to access extra-curricular activities, impacting favourably on wellbeing e.g. in the creative arts and sports, keeping a record for monitoring purposes.
- Keep a log for each individual on the Pupil Premium register of support received from the Pupil Premium grant e.g. with regard to uniform, enrichment, transport and academic provision required to address individual barriers to attendance, behaviour, teaching and learning.
- Interview a selection of pupils and parents of children on the SEND registers each term in order to consider next steps to address barriers to learning and accelerate future progress.
- At least annually, arrange a one-to-one conference with every Pupil Premium pupil and parent.
- Develop and maintain up-to-date case studies for SEND and Pupil Premium pupils of a range of abilities.
- Analyse the information obtained from one-to-one pupil conferencing, interviews with children and parents, discussions with class teachers, Subject Leaders, the Senior Leadership Team and any other agencies to assess and review the level of need and appropriate provision.

Attendance

- Track attendance and punctuality for SEND and Pupil Premium pupils using SIMS and intervene accordingly, in liaison with the Headteacher, when there are issues with punctuality and attendance.
- Intervene accordingly, in liaison with the Headteacher, when there are exclusion risks for pupils on the SEND and Pupil Premium registers, including devising and reviewing individual risk assessments and behaviour plans for identified pupils as necessary.

Staffing and Training

- Assist the Headteacher in the effective employment and deployment of staff to ensure that each individual pupil's needs are being met.
- Be the line manager for a team of support staff, including Teaching Assistants and Higher Level Teaching Assistants, leading their performance management, in consultation with the Headteacher, to set, monitor and review challenging, but realistic, targets.

Deputy Headteacher Job Description

- Develop staff at all levels to ensure they have the best training, resources and strategies to fulfil their roles in the planning and delivery of the most effective teaching and learning approaches for key groups of pupils e.g. SEND, EAL, PP, LAC & G&T etc., to include organising and providing up to date training, using external professionals, when necessary.
- Research, communicate strategies and arrange appropriate training to support pupils with SEND, and from all vulnerable groups, to meet the School's expectations of behaviour for learning.

Policies and Practices, including Reporting about Budget and Resources

- Co-ordinate the development and implementation of the SEND and Pupil Premium Policy and other related policies, practices and procedures related to inclusion and equality e.g. the Accessibility Policy, SEND Information Report and the Pupil Premium Strategy, amongst others.
- Prepare a clear and concise SEND Improvement Plan and Pupil Premium Improvement Plan, linked to the SDP, which are RAG-rated termly.
- Monitor, evaluate and review the impact of the Pupil Premium funding over time on pupils' progress, reporting findings to the Headteacher, the Governing Body and External Challenge Partners as required.
- Ensure statutory documents are kept up-to-date, liaising with the Finance Officer and Headteacher, to clearly summarise and analyse how the Pupil Premium Fund has been spent to maximise pupil progress, as well as a forecast of expenditure for the following academic year. Communicate this Pupil Premium Strategy document to the person who has responsibility for the School website in a timely manner in order to comply with the latest statutory requirements.
- Prepare and present other specific reports and reviews relevant to the role, as required by the Headteacher and other external agencies, and present these to a variety of audiences as deemed necessary e.g. governors, SEP, representatives from the Diocese or LA.
- Use data and other methods of critical analysis to produce and present a SEND Annual Review, reporting to the Governing Body on such matters as the attendance, progress and attainment of all SEND and disadvantaged/vulnerable groups.
- Liaise with the Headteacher and Senior Leadership Team to identify needs and resource high quality evidence-based SEND purchases within the limitations of the School budget and Pupil Premium fund, including any Catch-Up Pupil Premium allocated, ensuring that funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education.
- Be responsible for overseeing the researching, ordering, checking, storage and appropriate use of agreed, purchased resources for the specialised area(s).

External Partnerships

- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND/on the Pupil Premium register to and from the School both at the normal transition times and 'in-year' transitions.
- Liaise closely with professional partners within the locality; for example, Educational Psychologists, Specialist Teachers and Family Link Workers.
- Represent the School in external partnerships, attending (and, where appropriate, organising and chairing) school working parties, task groups and meetings relating to the role.

Wider Monitoring and Impact

- Meet with the link governor for the area(s) and produce evidence of working towards the SEND and Pupil Premium Improvement Plans at regular intervals, which should be termly as a minimum.
- Use observations, book scrutinies, data tracking systems, Teams and other methods to monitor the impact of teaching and learning activities, including evidence-based interventions, to ensure that the needs of all SEND and Pupil Premium pupils are being met, taking appropriate actions as and when necessary.
- Monitor teachers' flexible use of long term, medium and short-term planning in catering successfully for SEND/vulnerable pupils' diverse needs.
- Monitor and analyse whole school data (e.g. IDSR) for SEND and disadvantaged/ vulnerable groups, advising on its significance and next steps.
- Effectively analyse, interpret and evaluate a range of evidence to track pupils' progress and co-ordinate appropriate interventions to embed strategies, in relation to Teaching and Learning, enabling rapid progress to be made for key groups of pupils.

Continuous Professional Development

- Take responsibility for your own continuous professional development in the area(s), identifying and agreeing training opportunities with the Headteacher.
- Undertake and pass, within three years of appointment to the role, the National Award for SEN Co-ordinators (NASENCo), which is a statutory requirement in order to remain in post as SENDCo thereafter when appropriate.

Deputy Headteacher Job Description

B. PSHE/Relationships and Health Education Co-ordinator & Designated Mental Health Champion

Strategic Direction and Development of the Subject (with the support of, and under the direction of, the Headteacher and Senior Leadership Team)

- Know, uphold and be a role model for all of the Teaching and Leadership Standards.
- Develop and implement policies and practices which reflect the School's commitment to high achievement through effective 'enrichment and extra-curricular education', as well as following any statutory guidance and legislation relating to teaching and learning of the subject area.
- Develop and implement policies and practices which reflect the School's commitment to pupil and staff well-being, as well as following any statutory guidance for the subject area(s).
- Contribute to a programme of collective worship sessions in order to promote healthy lifestyles across the whole school.
- Have an enthusiasm for the specialist area(s) which motivate and support other staff and encourages a shared understanding of the contribution the specialist areas can make to all aspects of pupils' and staff members' lives.
- Use relevant school, local and national strategies to inform targets for development and further improvement for individuals and groups of pupils.
- Develop plans for the specialist areas which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with statutory requirements and the School Development/Improvement Plan.
- Monitor progress and evaluate the impact on teaching and learning by working alongside colleagues, analysing activities, work and outcomes and implementing improvements.

General Duties

- Plan, teach, review and promote the teaching of engaging and effective lessons that motivate, inspire and improve pupil attainment and maximise their progress.
- Provide a timely and productive response to an individual pupil's work in-line with the School's Feedback Policy and other relevant policies and practices.
- Support the training and development of student teachers and work placement pupils as and when required.
- Encourage the highest possible standards of pupil and staff behaviour through implementation of the School's Behaviour Policy and all other school policies.
- Uphold high standards of professional conduct and practice in relation to staff, pupils, parents, governors, representatives of the LA and the Diocese and all other people with whom the post-holder comes into contact.
- Assist the Headteacher in challenging those who fall below the expected standards of professional conduct and practice, carefully following current guidance, protocol and procedures.
- Contribute to policies and practices which promote inclusion, equality of opportunity and tackle prejudice.

Undertake other duties and tasks designated by the Headteacher when appropriate and necessary

Examples may include, but this list is by no means exhaustive:

- Implementing policies directed by the LA, Diocese or Governing Body.
- Assisting the Headteacher with the review, development and delivery of pupil consultations, progress reports and evenings.
- Contributing to the process of gathering, collating and reviewing stakeholders' views.
- Attending school events and functions and standing in for the Headteacher in the event of absence or other circumstances, which may be with little or short notice.
- Representing the Senior Leadership Team as and when required at meetings or other events e.g. community gatherings, parent groups and professional meetings as stipulated above.
- To provide strategic leadership and management of the teaching and learning of an identified subject as agreed with the Headteacher (*as above*).
- To oversee the delivery, monitoring and assessment of whole school and subject responsibilities in the temporary absence of a co-ordinator/leader.
- Assisting with the positive marketing of the School, organising school key events as appropriate and acting as an ambassador for the School at high profile functions.
- Actively engage in Appraisal and Continuing Professional Development opportunities to ensure professional skills are kept up to date with statutory requirements and further developed.

This job description may be reviewed at any time, after discussion, but in any case will be reviewed annually with the post-holder and amended as appropriate to accommodate the needs of the School. As a member of the School's Senior Leadership Team, a flexible approach to the varied and demanding role of Deputy Headteacher is inevitably required.

Signed: _____ Date: _____