



Spring Common Academy Deputy Head Teacher – Job Description

Grade: Leadership Scale 16 – 20 (according qualification & experience)

Responsible to: Head Teacher, Spring Common Academy

The post holder will fulfil national conditions of employment as detailed in the current School Teachers' Pay and Conditions document and National Standards for Deputy Head Teacher and deputising for the Head Teacher.

The postholder will be accountable to Head Teacher, Spring Common Academy. This is a new post re- introduced to the school staffing structure.

There will be a teaching commitment of 25% to support the quality of education. The candidate must provide teaching knowledge and skills in the application letter.

JOB SPECIFICATION

This is a new post which will attract a candidate willing to train overtime to become a Head Teacher in the future and increase capacity in the Trust and for Spring Common Academy.

The school is at an exciting point of development of the school as there will be an expectation of the role that you can support the collaboration and bring your expertise to support our new special school 'Prestley Wood Academy' opening in September 2024. You will be a candidate that will want to see this development through over the next few years for the community and build a strong and sustainable area special school model for Huntingdon and Alconbury Weald supporting the Head Teacher and Trust in these endeavours.

The post will involve deputising for the Head Teacher or for longer - term absences you will be prepared to step in to lead either Spring Common Academy or Prestley Wood Academy as requested by the CEO.

Safeguarding Deputy site lead

You will act as Safeguarding Deputy Lead and develop your experience to support the Head Teacher to provide the Trust with Safeguarding reports. (Additional training can be provided).

Ensure all staff complete training in child protection to refer cases of suspected abuse to Social Care and allegation against adults to LADO (Local Authority Designated Officer) and in all cases which concern a member of staff. Ensure all staff receive appropriate training and understand the Child Protection Policy and appreciate the vigilance required for SEMH pupils.

Ensure the Child Protection Policy is updated annually with staff and available to the public on website and include notification statement to parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Designated child protection teacher undertaking this role.

Ensure that the procedures and administration are reviewed in discussion with the lead governor for safeguarding and CEO for Horizons Education Trust.

Keep records according to best practice or as requested by the Local Authority using 'My Concern'. Link with the LSCB and their website to ensure the latest local policies on contextual safeguarding are known to governors, staff and parents and guardians.

Where children leave the school ensure their child protection file transferred from the main file and receipt obtained.

Refer to Trust any issues for the Disclosure and Barring Service where a person is dismissed or left due to reason of risk / harm to a child and to Police in cases where there is suspicion a crime has been committed.

Act as a source of support, advice and point of expertise to staff on matters of pupil safety and safeguarding and deciding when to make a direct social care referral by direct liaison with relevant agencies supporting the school.

Ensure your own training is up to date so you understand the assessment process for providing Early Help and intervention. That you have a working knowledge of how Cambridgeshire and neighbouring Local Authorities conduct child protection case conferences and child protection review conferences to be able attend to contribute to these effectively. If it is appropriate to delegate these duties to another Designated Child Protection Teacher (DSL), ensure you coordinate the response and follow up for Spring Common Academy.

Supporting Strategic Direction and Development of the school

1. To support the Head Teacher with strategic planning, operational leadership and development of the school.
2. To attend the meetings and work with the Academy Advisory Group (Governing Body) to support the Head Teacher to provide vision, purpose and leadership of the school,
3. To contribute to the School Development Plan and the school SEF through appropriate consultation, identify priorities and targets for ensuring that pupils achieve high standards and take responsibility for the school implementation plan. Your role will be defined by the School Development Plan and standards expected by Ofsted for the school.
4. Your lead role will focus upon your experience and skills with curriculum and learning and as behaviour support practitioner supporting all pupils with regulation of behaviours and monitoring and direct work to improve pupil attendance so no pupils leaving the school not in education or training (NEET).
5. To monitor evaluate the welfare of staff implementing the school's policies and priorities according to their accountabilities.
6. To lead on key areas of school self-evaluation and monitoring, as directed by the Headteacher.
7. To create and monitor a staff training and welfare system for Teaching Assistants and be able to lead on parent partnerships improvements for the school.

8. To support the Head Teacher with introducing curriculum quality standards and prepare reports for the Senior leaders Group of the Trust for school improvement.

Supporting the Headteacher

1. Deputising for the Headteacher due to absence, undertaking the professional duties of the Headteacher Job Description and person specification acting within agreement with the agreed policies of the school.
2. The postholder must be able to accept deputising for the Head Teacher to ensure there is a senior manager on site every day for the safety of pupils and staff. In day-to-day practice this will mean checking staff to pupil ratios and contingency plans with other leaders to ensure pupil safety.
3. Responsible for ensuring smooth Day to day organisation. Internal cover including other members of your leadership team.
4. Conduct staff training to promote our Trust values and to set the tone of positive and respectful relationships with staff, pupils, parents, governors, Trustees and all other stakeholders.
5. To lead on appraisal for the school and linking outcomes to whole school planning and prepare management reports for the Head Teacher.
6. Monitor standards of teaching and learning and collate information from other senior managers for an evaluation across both school sites for the SEF.
7. Lead on risk management in consultation with the Trust Operations Manager and support the Head Teacher with risk assessment with identified Risk owner including site manager to implement the Horizons Education Trust Risk Management Policy.
8. Support ECTs and other new staff through induction and probation and assign mentors and coaches to support them.
9. Undertake any other duties that the Headteacher may deem necessary for the needs of the school including dealing with emergencies that may arise.

Supporting Learning and Teaching

1. To contribute to the teaching team for up to 25 % allocation.
2. To create and model a supportive ethos and environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline within a special school context.
3. Evaluate the impact and effectiveness of the curriculum in order to identify areas for school improvement.
4. To lead on community cohesion, SMSC and effective links with the community and parents. Introduce opportunities to strengthen the support for families in liaison with social care.
5. To take lead responsibility for ensuring high standards of teaching and learning including vocational opportunities as directed by the Head Teacher.
6. To monitor the quality of teaching with your leadership team and lead on school improvement.

7. To lead the implementation of the school behaviour Policy and when necessary, take the lead to manage challenging behaviours of pupils to ensure safety of other pupils and staff at the school. You will actively work towards developing a school that will consider wider strategies to reduce incidents and a consistent approach.

You will be prepared to lead on de-escalation and physical intervention (Training will be provided). You will lead staff to implement behaviour strategies outlined in pupil behaviour support plans and deliver a consistent trauma informed approach. As may be required you will complete advanced training yourself to enable you to lead the school to achieve 'trauma informed school' accreditation status and embed this practice.

8. To promote respect and understanding of diverse cultures, languages and ethnicities and cultures and appreciation of the sensitivities to support vulnerable and protected groups, including faith groups and coordinate whole school events to promote understanding of Fundamental British values and SMSC.

Supporting Leading and Managing staff

1. To lead, motivate, support, challenge and develop staff to secure improvement as effective SEMH staff including commitment to their own professional development. As Deputy Head Teacher you will be prepared to train to follow HR procedures and to implement the policies of the Trust for the governing body and Head Teacher.
2. You will ensure that there is warmth and welcoming collaboration evident in all staff working relationships and a compassionate culture formed between staff, and between staff and pupils. As Deputy Head Teacher you will be prepared to challenge staff behaviours using the code of conduct and maintain a professional outlook yourself.
3. To implement and sustain effective systems of performance review of staff and prepare summaries for Head Teacher for school improvement.
4. To take a key role in Human Resource Management, including recruitment, retention, disciplinary, grievance, and capability with the Head Teacher and other senior managers.
5. To motivate and enable teachers and all staff to develop expertise within their respective roles through personal coaching and supporting high quality continuing professional development across the school.
6. To support the induction of Early Careers Teachers and new teaching assistants. (TLM team)
7. To liaise with, and co-ordinate the work of, other agencies working in the school e.g., Occupational Therapists and nursing.
8. To ensure that the professional duties of staff are fulfilled, as specified in the Terms and Conditions of Service of Teachers and support staff job descriptions and conditions of service.
9. To prevent and address any discrimination related to equalities including racism and evaluate the impact of school policies to promote this aim.

Supporting Efficient and Effective Deployment of Staff and Resources

1. To support the day to management of cover arrangements and resources efficiently within the school budget.
2. To manage and organise the school accommodation efficiently and effectively to meet the needs of the curriculum and in accordance with health and safety regulations.
3. To co-ordinate the day-to-day organisation and management of the school timetable, including break and midday cover, in liaison with other senior managers.
4. To manage, monitor and review the use of available resources to improve the quality of education to ensure value for money.
5. To take responsibility as a budget holder in discussion with Head Teacher for authorisation of purchasing following the Trust purchasing procedure.

Accountability

1. To provide information advice and support to the (AAG) your Governing Body to enable it to meet its responsibility for securing effective teaching and learning, and improved standards of achievement and best value for money.
2. To present regular reports an account of the school's performance in relation to Behaviour and attendance and assist the Head Teacher with the whole school evaluation (SEF) and readiness for Ofsted or external visits.
3. To undertake role as Deputy Lead responsibility for Child Safeguarding in the school to keep children safe with other senior managers including monitoring and evaluation.
4. To deputise for Head Teacher to sign off Educational Visits and risk assessments and act as a point of contact for staff reviewing and adding to agreed templates and procedures.
5. To ensure that parents and pupils are well informed about the curriculum design and monitor and provide content for website communications.

Supporting the community

1. To work in partnership with other agencies to secure the implementation of legislation related to children in schools.
2. To act as representative for the Head Teacher with Multi – disciplinary Team meetings as requested.

DEPUTY HEADTEACHER: PERSON SPECIFICATION

Attributes	Essential	How tested	Desirable	How tested
Qualifications/ Training				
Education	<p>Qualified teacher status Degree NPQH (or immediate readiness to train) Teaching experience in special education Range of SEN experience and training to support a wide cohort of SEN pupils.</p>	AF	<p>Higher degree qualification or willingness to complete.</p> <p>Recognised management qualifications and experience.</p>	AF
Professional Development	<p>Evidence of projects leading others. (Let us know this in your application)</p> <p>Experience of work with other school partners as a credible SEN leader.</p> <p>Able to calmly manage change and to represent the school with a wide range of partners.</p> <p>Evidence of managing whole school improvements with good outcomes. (Let us know about your leadership skills, interests and accomplishments)</p> <p>Expertise in school improvement and evaluation (If not fully trained, willingness to train and know what could be achieved to reach outstanding standards)</p>	AF	<p>Collaborative inclusion work with secondary schools to strengthen partnerships.</p> <p>Staff training and inclusion projects</p>	AF
Experience				
Teaching	<p>At least 5 years Special Needs teaching experience with SEND.</p> <p>Recent experience with special school leadership</p>	AF	<p>Evidence of curriculum leadership.</p> <p>Experience of leading on a wide range of projects with SEN</p>	<p>AF</p> <p>AF</p>

	<p>Strong inter- personal skills to work with a range of pupils and staff is essential. This is important for this post for the school team.</p> <p>Able to offer teaching a curriculum subject or specialism up to 25%.</p> <p>Teaching experience that has included behaviour strategic planning.</p>		<p>willingness to train in therapeutic thinking and Restorative practice.</p>	AF
Management Responsibility	<ul style="list-style-type: none"> ▪ Experience at Leadership level and credible leader. ▪ Experience of monitoring and evaluating teaching. ▪ Experience of taking a lead role in the Assessment of pupil progress and achievement. ▪ Experience and ability to act in a SENCO role and take a lead role in the Annual Reviews and transition plans. ▪ Experience of coaching and mentoring staff 	AF		AF
Resources	<ul style="list-style-type: none"> ▪ Experience of managing staff teams and overtime measuring outcomes. ▪ Very good ICT skills to maintain a strategic overview and lead and train others. 	AF/1	<p>Willing to undertake HR training</p> <p>Ability to support ICT strategic plan for the school.</p>	<p>AF</p> <p>AF/1</p>

	<ul style="list-style-type: none"> ▪ Experience of managing resources effectively. (training can be provided) 			
Knowledge and understanding				
National Framework	<ul style="list-style-type: none"> ▪ Knowledge of SEN and legislation including the Code of Practice. ▪ Knowledge of safeguarding and contextual safeguarding practice. ▪ OFSTED awareness of standards and able to support Head Teacher with any external inspection. ▪ Awareness of current developments in special education and able to follow up implications to support the aims of the school. ▪ Performance management and appraisal ▪ Health & Safety and Fire Safety risk management ▪ Workforce strategy and maximising efficiency and impact. 	AF/1	Willingness to continue training.	AF/1
Teaching and Learning	<ul style="list-style-type: none"> ▪ Knowledge of a range of behaviour and co – occurring needs issues that could impact on teaching and learning outcomes including autism and medical needs. 	AF/1	Can offer main subject or specialism and be able to cover to release other teachers.	AF/1

	<ul style="list-style-type: none"> ▪ Strength in supporting pupils with behaviour and attitudes and leadership of teams. ▪ Practical teaching skills with effective teaching, evaluation and assessment strategies to meet the needs of pupils. ▪ Ability to plan Equalities Act implementation. ▪ Understanding of actions to be taken to promote racial and cultural awareness and prepare pupils to live in a culturally diverse global society. ▪ Ability to work with staff to track SMSC - Spiritual Moral Social and Cultural development in the curriculum. 			
Standards	<p>Understand characteristics of an effective special school.</p> <p>Awareness of strategies to raise pupil achievement and manage behaviour to create a safe environment.</p> <p>Understanding of how to set targets and track implementation.</p> <p>Understanding of SEF and Ofsted expectations.</p>	AF/I		AF/I
National Curriculum	<p>Understand curriculum planning, including assessment, recording and reporting.</p> <p>Experience of differentiated planning to</p>	AF/I		AF/I

	meet a wide range of needs and requirements of education pathways used at the school.			
Parents and Community	Understanding of the role which can be played by parents and the community in raising standards.	AF/I	Experience of working directly with parents to raise standards and involvement with the local community.	
Governance	Able to welcome working with governors and achieve Best Value for money.	AF/I	First hand experience of work with Governors	AF/
Skills				
Leadership	<p>You will be a credible and experienced leader. You can keep calm.</p> <p>You can lead others compassionately to provide a caring and supportive ethos.</p> <p>You provide very clear vision and command respect.</p> <p>You are Incisive and a clear strategic thinker.</p> <p>You motivate others whether they be our pupils, parents, staff or other professionals with your enthusiasm</p> <p>You delegate responsibility appropriately</p> <p>You demonstrate your own high standards and expect others to match and keep up with you.</p> <p>At all times you remain calm and focused and do not allow others to deflect you from purpose of school improvement.</p>	I I	Personal impact and presence.	I
Management	Ability to manage change in a school and evaluate its	AF/I		AF/I

	impact on others in the team.			
Relationships	Able to establish school ethos and vision. Commitment to the school and its wider community, and contribution to children's Services.	I		
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally. Very competent in the use of ICT. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and resolve conflicts if they arise. Positive and energetic approach to personal tasks.	AF/I I I		I
Attitudes				
Education Philosophy	A commitment to work supportively with the Head Teacher Accepting of strong governance and welcome and encourage governors and CEO to be informed A commitment to raising standards of achievement with parents and other partnerships including Local Authority. A determination to remain pupil focussed in your work.	I I	An understanding of the way schools can promote values and a moral code through whole school ethos with Head Teacher.	
Staff Development	Committed to the Professional development	I	Played a substantive role in establishing a staff development programme.	AF/I

	and able to train others effectively.			
Equal Opportunities	<p>Commitment to equality of opportunities and promoting equalities.</p> <p>Commitment to promoting equalities in your work as a decision driver.</p>	I	Knowledge of Equalities and protected characteristics.	AF/I I
Circumstances				
Personal	<p>You will not have any expectation to require holiday leave during term time.</p> <p>Willingness to plan in meetings with SMT and Trust outside school core hours as requested.</p> <p>Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)</p> <p>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check)</p> <p>Driving licence and willingness to travel to meetings and reclaim for travel from school to destination.</p>	AF / I		
Physical/sensory	<p>You be able to perform all duties and tasks and be able to be resilient.</p> <p>A requirement for a reasonable level of physical fitness is required to complete this Deputy Head Teacher role including abilities to support physical intervention if required by pupils with challenging</p>	AF / I Occupational Health medical I	Employee assistance scheme available 24/7 through confidential helpline.	

	behaviours to keep the school safe.			
--	-------------------------------------	--	--	--

AF = Application Form I = Interview and other activities