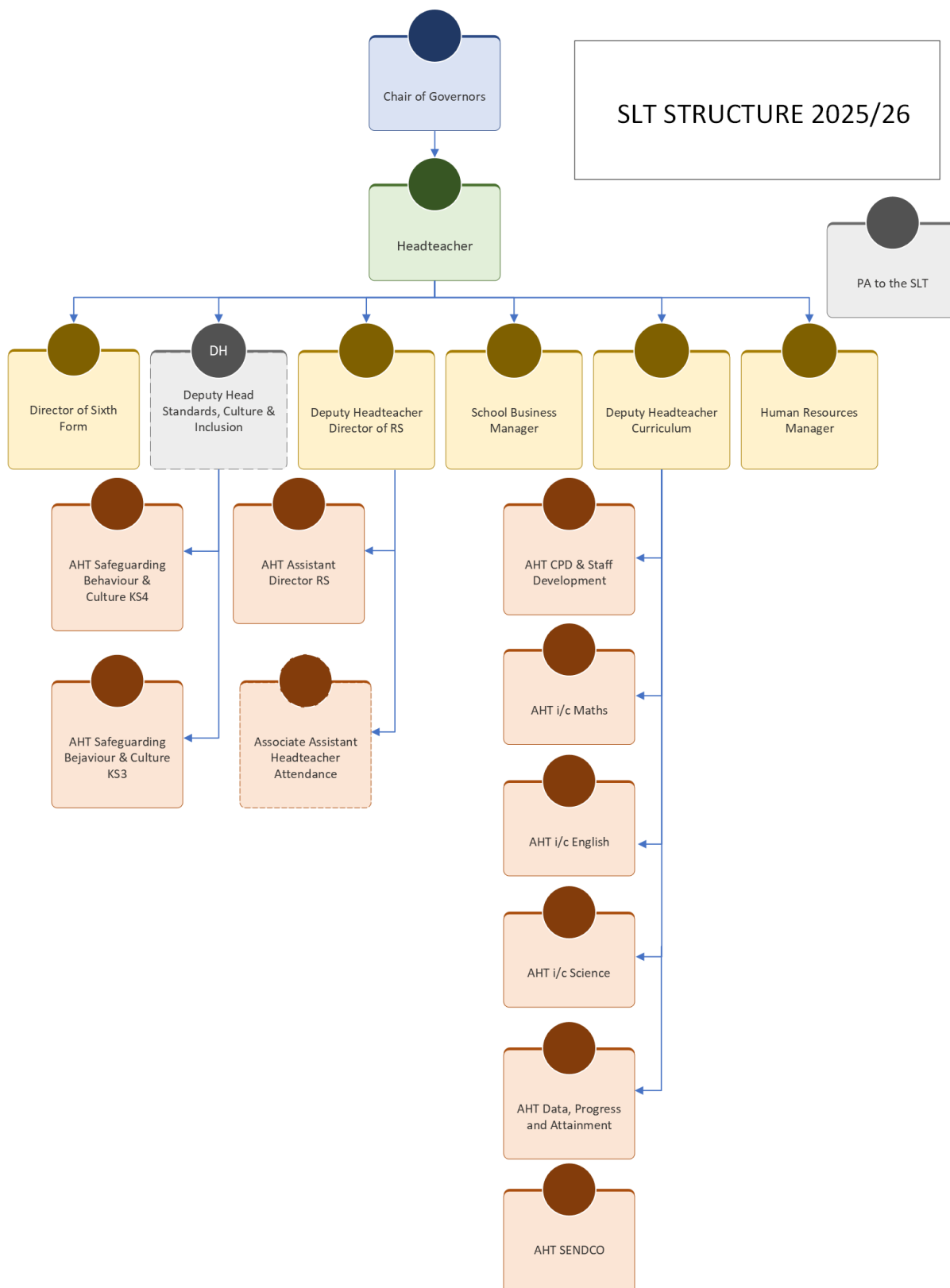




HUNTINGTON SCHOOL

SENIOR LEADERSHIP TEAM



POST:	Deputy Headteacher Pastoral (Standards, Culture & Inclusion)
RESPONSIBLE TO:	Headteacher
SALARY:	Leadership Scale 18-22
WORKING PATTERN:	Full Time
DISCLOSURE LEVEL:	Enhanced
KEY RELATIONSHIPS:	Governors, SLT, Curriculum Leaders, Heads of Year, Student Support Leaders, Teaching/Support Staff, external agencies and parents/carers.
RESPONSIBLE FOR:	Strategic leadership of behaviour and standards, and the wider <i>cultural development of the school</i> .

MAIN PURPOSE/SPECIFIC RESPONSIBILITIES:

Leading Culture and Ethos

Attendance and Punctuality

- Work with the attendance team, pastoral team and wider stakeholders to track attendance, punctuality and internal truancy, monitoring patterns and taking appropriate action.

School culture

- Lead the school's behaviour strategy/policy to ensure all stakeholders are implementing it consistently and correctly. (Nb. We are currently developing a new behaviour policy for September 2026)
- Work to ensure that the school is a safe, inclusive and welcoming community for all.
- Lead and manage the pastoral team, ensuring that student support is deployed effectively.
- Develop a culture and ethos where all students can achieve and engage in their learning and where high ambition, positive relationships and mutual respect are at the core of school culture.
- Champion our most vulnerable and disadvantaged students ensuring that all barriers to achievement are removed.

Transition

- Support the Assistant Headteacher i/c transition with *managing the process*.
- Ensure that all students, on starting the school, understand the standards, culture and ethos that we expect from them

The main duties and responsibilities of the role are indicated within this job description. Other duties of an appropriate level and nature may be required, as directed by the Headteacher.

OTHER RELEVANT RESPONSIBILITIES:

STRATEGIC LEADERSHIP

- To be an active and supportive member of the Strategic Leadership Team (SLT)
 - Ensure that our aims, ethos and values are put into practice, and we make significant progress across the school
 - Shadow and support the work of the Headteacher and other Deputy Headteachers.
 - Model operational and strategic excellence
- To work with the Deputy Headteacher (Curriculum & Assessment) to develop and realise a high quality of education leading to students achieving strong progress and ambitious standards.
- To model our values as an active and positive contributor to the success of the school as a member of SLT.
- To deputise for the Headteacher as and when necessary.
- To ensure the effective and efficient deployment of resources to achieve value for money.
- Ensure a positive and purposeful learning centred partnership with the community.

OTHER RELEVANT RESPONSIBILITIES:

STRATEGIC PLANNING

Collaborate with the SLT to:

- Support and communicate the agreed vision and strategic direction so that it is shared, understood, defined and implemented by all stakeholders.
- Support the creation and implementation of the School Development Plan, to secure whole school improvement.
- To lead by example and provide inspiration and motivation to the whole school community supporting the generation of an over-arching ethos and associated policies for the school which promotes high levels of progress and attainment within an inclusive, caring and safe environment.
- Play a key role in raising attainment and aspiration ensuring the school achieves its performance targets and the best outcomes for **all** children and young people.
- Challenge, motivate and empower others to gain ambitious outcomes, and especially for our most disadvantaged students.
- To be aware of the changing educational environment and to adapt when necessary.
- Participate in recruitment.
- Work collaboratively with SLT to participate in self-evaluation processes that lead to the identification of key priorities.
- Take a lead role in planning, monitoring and evaluating key areas of accountability.

RAISING ASPIRATIONS, ACHIEVEMENT AND ATTAINMENT

Collaborate with the Deputy Headteacher (Curriculum & Assessment) to:

- Support and develop a culture of engagement with learning across the school.
- Support and develop others to address the needs and aspirations of all children and young people through personalised learning, intervention, and mentoring.
- Support the development of effective systems for communicating with students, parents, staff, and governors to ensure that individual targets and progress are achieved.
- Support and develop a culture of engagement with learning across the school.

MANAGE THE ORGANISATION

- Line Manage the Designated Safeguarding Lead (DSL) and support them effectively to ensure all safeguarding concerns are acted upon quickly and effective support deployed immediately.
- Lead by example, be personally visible and committed, whilst adopting a strong and flexible leadership style.
- Communicate openly and candidly with the Headteacher to ensure that the school continues to develop and any areas for development are addressed instantly.
- Deputise as and when required.
- Lead assemblies that develop the moral values of young people.

SECURING ACCOUNTABILITY

- Promote a culture of self-evaluation among the whole school staff so that they feel accountable for the success of the school.
- Line manage a group of staff, including:
 - The Designated Safeguarding Lead
 - Assistant Headteachers i/c KS3 & 4
- Ensure that all pastoral leaders have a clearly defined set of responsibilities and accountabilities
- Secure robust School Self Evaluation and quality assurance procedures
- Carry out other management responsibilities and tasks allocated.

STRENGTHEN THE COMMUNITY

Collaborate with the Headteacher to:

- Actively support and promote cohesion in the wider community through developing and delivering a range of provision, within and outside the school designed to break down social, economic and cultural barriers.
- Maintain and promote positive strategies for challenging racial and other prejudice and dealing with harassment.
- Collaborate with agencies to ensure the academic, spiritual, moral, social, and cultural wellbeing of students and their families.
- Develop and maintain effective partnerships with other primary and secondary schools including the Local Authority and other agencies to further improve student welfare and achievement.

OTHER:

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Contribute to a adopt school Health and Safety Policy and practice
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

SAFEGUARDING CHILDREN

Huntington School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

Our Values and Vision: Respect, Honesty and Kindness

These are our values. They can be thought of as our 'non-negotiables' – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible.

Our Staff

Our values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration.

Key Competencies and Behaviours

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Relevant degree• Qualified teacher status• Competence in the effective use of ICT on a day-to-day basis• Evidence of relevant and sustained professional development relating to school management and current educational developments• Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people	<ul style="list-style-type: none">• Higher qualification in education and/or management e.g., NPQH/Masters level qualification

Experience	<ul style="list-style-type: none"> • Proven high standards of classroom practice • Teaching experience across the full ability and age range in a variety of school contexts • Successful senior leadership experience in a secondary school • Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning • Experience of taking responsibility for implementation of whole school development • Experience of building and maintaining effective relationships with parents, carers, partners, and the community • Evidence of effective line management of others 	<ul style="list-style-type: none"> • Experience of latest data analysis tools • Experience of working with Governors and other stakeholders • Experience of efficient budget management and resource deployment
Personal Qualities	<ul style="list-style-type: none"> • High level of commitment to inclusive education and Equal Opportunities • Is committed to raising standards for all students in pursuit of excellence • High level of integrity, honesty and fairness • High professional standards • Demonstrate ability to work under pressure • Have strong leadership skills which recognise and respond to difficulties as well as celebrate the achievements of the school • Ability to lead, inspire, motivate and manage people • Committed to effective working relationships, giving and receiving support from others • Lead by example and model excellent practice • Ability to communicate as an active listener, orally and in writing • Good reasoning powers and the ability to make considered decisions in a variety of situations • Readiness to reflect on practice • Self-motivated and able to work with initiative • Demonstrate effective time management skills • Strong commitment to the school ethos • Has a real presence and personal impact within school 	<ul style="list-style-type: none"> • Understanding of staff-wellbeing strategies

Leadership and Management	<ul style="list-style-type: none"> • Ability to consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment • Ability to monitor and evaluate own and others work, acknowledging excellence and challenging poor performance across the school • Assess impact of work on outcomes for students and stakeholders • Share and develop commitment to the school ethos and vision. Inspiring, challenging and empowering others to carry the vision forward • Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility • Implement and manage change to effect improvement • Challenge, influence and motivate others to set appropriate and challenging targets • Promote the development of staff and to build capacity • Commit to and have experience of successfully developing and managing high performing teams • Work with other agencies for the well-being of all students and their families taking the lead in multi-agency approaches when necessary 	<ul style="list-style-type: none"> • Experience of line managing pastoral teams • Experience of leading whole school CPD
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	