

**THE CHERWELL SCHOOL**  
***Opportunity, Responsibility, Excellence***

**Deputy Headteacher**

**Job Description**

<u>Responsible to:</u>	Headteacher
<u>Responsible for:</u>	Assistant Headteachers (as appropriate), Year Leaders (as appropriate) and relevant key support staff
<u>Working Time:</u>	Additional 37 ppf Leadership & Management time (5/50 period per fortnight of teaching)
<u>Salary Range:</u>	Leadership Scale (20 – 24)

**Job Purpose:**

The Deputy Headteacher works closely with the Headteacher and Deputy Headteacher (Quality of Education) to provide professional leadership for the school. This is in order to secure the school's continuing success and improvement and thereby ensure the best possible learning, experience and outcomes for students. The key areas of the post are:

- To promote the ethos of the school, as a Centre of Opportunity, Responsibility and Excellence, recognising the richness and diversity of its members
- To deputise for the Headteacher
- To work closely with the fellow Deputy Headteacher to provide effective strategic leadership and management for the school

The main theme for this role is Student Experience and Wellbeing, which involves being the school's Designated Safeguarding Lead (DSL).

**Pastoral and Student Welfare Responsibilities**

Under the direction of the Headteacher, the deputy Headteacher will:

- Provide strategic leadership and day to day line management of Year Leaders
- Provide strategic leadership and day to day line management of Pastoral support teams including our Inclusion and Attendance Officer and School Counselling team
- Provide strategic leadership and day to day line management of our Deputy Designated Safeguarding Leads
- Provide strategic leadership and day to day line management of our anti-sexual harassment advocates

**Designated Safeguarding Lead**

Our Deputy Headteacher will also be our DSL taking a lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection. Specific roles include:

- Managing referrals\*
- Working with staff and other agencies
- Managing the child protection file
- Raising awareness

- Training
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

*\*Full description for this element of the job is included below*

## **Student Wellbeing and Personal Development**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Develop personal growth opportunities for students across the school.
- Provide Strategic leadership of the school's extra-curricular programme
- Monitor and further develop student voice within the school including the work of the School Council/Junior Leadership Team
- Have oversight of the school's Social Wellbeing and RSE curriculum

## **School Culture**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where students experience a positive and enriching school life
- Uphold the highest educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage the highest standards from students, built on rules, mutual respect and routines that are understood by staff and students and clearly modelled by all adults in the school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour for learning policy
- Lead the school's involvement with Parent Consultation and Information Evenings and Events

## **Organisational Management and School Improvement**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Develop and sustain the school's ethos and strategic direction together with the governing body and through consultation with the school community
- Develop and oversee systems, processes and policies so the school can operate effectively
- Ensure staff have access to appropriate, high quality professional development opportunities
- Ensure staff and students' safety and wellbeing through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to wellbeing and workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

## **Generic Senior Leadership**

- Overall standards, Quality Assurance and Self-Evaluation mechanisms
- Student Discipline & Behaviour
- Raising Student Achievement & Attainment
- Working with Governors (specifically the Full Governing Body, and relevant Sub-Committees)
- SLT contributions to the Self Evaluation, Development Planning and associated Action Plans
- SLT involvement with appraisal and professional learning
- Assembly Presentations
- Keeping up to date with developments in education
- Seeking training and continuing professional development to meet needs
- Fostering positive relationships across the school community

- Assisting in the maintenance and development of effective communications across the school
- Participating in the recruitment, induction and development of teaching and support staff
- Seeking to develop the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community

## 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
- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- 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 Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
  - 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
- The above includes:
  - 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
- 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; and a note of any action taken, decisions reached and the outcome
- 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
- 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
- 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
- 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
- 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
- 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

## **Other Areas of Responsibility**

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.

## **Mental Health and Wellbeing**

- To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that supports the mental health and wellbeing of all members of the community as described in the school's Mental Health and Wellbeing Policy

### **General Duties:**

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To actively promote the school's corporate policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To contribute fully to the school's safeguarding policy and procedures and attend regular safeguarding training
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, specifically for the year 2020/21, or any subsequent legislation

### **Notes:**

- 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 Cherwell School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful

candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

*September 2021*