

Radcliffe on Trent Junior School

Job Description for Deputy Head Teacher

1.0 Job Purpose and Core requirements

The deputy head teacher, under the direction of the headteacher shall play a major role in:

- (a) formulating the aims and objectives of the school.
- (b) establishing the policies through which they shall be achieved.
- (c) communicating the school's vision compellingly and supporting and contributing to the head teacher's strategic leadership
- (d) carrying out the day-to-day management of the school
- (e) managing staff and resources effectively in line with school requirements.
- (f) monitoring progress towards the achievement of the school's aims and objectives
- (g) teaching and leading on the improvement of teaching, including leading on CPD
- (h) carrying out the professional duties of a schoolteacher as provided for under the relevant sections of the School Teachers' Pay and Conditions Document and Teachers' Standards.
- (i) ensuring that arrangements are in place for all staff to report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team.

To undertake any professional duties reasonably delegated by the head teacher.

If the head teacher is absent, the deputy head teacher will deputise, as directed by the governing body, and fulfil the professional responsibilities of a head teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

2.0 Qualities

The deputy head teacher will:

- uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct, as outlined in section 1 *Ethics and professional conduct* of the head teachers' standards
- build positive and respectful relationships within the school and across the school community
- serve in the best interests of the school's pupils
- carry out duties in line with the stated ethos, policies, procedures and principles of the school
- promote and safeguard the welfare of children and young persons for whom they are responsible for or come into contact with.

3.0 Key responsibilities

School culture and behaviour

In partnership with the head teacher and other leaders, the deputy head teacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold and contribute to the improvement of educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism in accordance with the Teachers' Standards, the School Teachers Pay and Conditions Document and the School Employee Code of Conduct
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use and ensure consistent and fair approaches are in place to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum, and assessment

In partnership with the head teacher and other leaders, the deputy head teacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on research evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured, sequenced and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Lead CPD to drive improvements in teaching and learning, to secure the priorities of the school and individuals' needs
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional needs, disadvantaged and vulnerable groups

In partnership with the head teacher and other leaders, the deputy head teacher will:

- Promote a culture and practice that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the current [SEND Code of Practice](#).

Organisational management and school improvement

In partnership with the head teacher and other leaders, the deputy head teacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and all school-based policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- 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

Staff management and professional development

In partnership with the head teacher and other leaders, the deputy head teacher will:

- Performance manage middle leaders and teachers as directed, including carrying out appraisals and holding staff to account to their performance
- Manage staff effectively with due attention to their role, workload and staff wellbeing issues
- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education and prioritise continuing professional development for all staff

Governance, accountability and working in partnership

In partnership with the head teacher and other leaders, the deputy head teacher will:

- Understand and welcome the importance and requirement of effective governance, including accepting responsibility and working with the governing board as appropriate
- Attend termly full governing body meetings and committee meetings
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain professional and effective working relationships with fellow professionals, colleagues and governors to improve educational outcomes for all pupils
- Support the work and aims of the PTA

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy head teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

4.0 Particular Additional Responsibilities: Deputy Designated Safeguarding Lead

(Training will be given for this role on appointment)

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Main Responsibilities

- ~~The DSL and deputy DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and filtering and monitoring systems). 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.~~

~~**Most safeguarding activities may be shared with deputy safeguarding leaders and safeguarding officers, but the lead DSL will retain ultimate lead responsibility for safeguarding and child protection.**~~

Deputy DSL responsibilities

Managing referrals

- ~~Refer cases of suspected abuse and neglect to the local authority children's social care and early help unit~~
- ~~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~~
- ~~(HT/Lead DSL) 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~~

Working with staff and other agencies

- ~~Act as a source of support, advice and expertise for all staff~~
- ~~Act as a point of contact with the safeguarding partners~~

- (When the Head Teacher is not the lead DSL) Inform the Head Teacher 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
- (When the Head Teacher is not the lead DSL) 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

Managing the child protection file

- 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

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Lead and record outcomes of weekly whole staff 'safe and well' meetings to share information and actions relating to child protection and safeguarding
- 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

Training

- 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 by attending NCSP training updates and CPD and/or attending local authority DSL focus group meetings

Providing support to staff

- 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

Understanding the views of children

- 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

Holding and sharing information

- 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

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.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Notes:

This DSL job description may be amended at any time in consultation with the postholder.