

JOB DESCRIPTION



Job Title: DEPUTY HEADTEACHER (Pastoral Care)	Reports to: Headteacher
Salary: Teachers Leadership L18 - 24	
<p>1. Introduction</p> <ul style="list-style-type: none"> • This job description covers core elements of the post. Specific responsibilities, in addition to those outlined below, will be based on the strengths and experiences of the successful candidate and the requirements of the school and in consultation with the postholder may vary. • As Deputy Headteacher, you will be required to meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document and Teachers' Standards. • In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Headteacher, governors, staff and students to ensure the continuous improvement and effective operation of the school. 	
<p>2.</p>	<p>SPECIFIC RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Take overall responsibility for the leadership and management of the pastoral system including pupil wellbeing, inclusion, behaviour, attendance and SEND. • To be Designated Safeguarding Lead and Designated Lead for Looked After Children for the school • Responsible for safeguarding and Child Protection including looked after children. • Develop learning support and pastoral support provisions which enable the school to cater for the needs of all children including those with additional needs. • Ensure inclusion is at the heart of the school ethos, and that pupils are able to access efficient and effective support • To lead inclusion to ensure there is appropriate support for pupils who are vulnerable or at risk of suspension or permanent exclusion, such that they achieve positive outcomes. • Develop and ensure the effective operation of the Inclusion Centre • Manage effective in-year school admissions, including representing and managing the intake at CYC Fair Access panel.

2. SPECIFIC RESPONSIBILITIES – Cont'd :

- Oversight of the use of alternative provision to support pupils to be successful.
- Oversee the support for students with mental health issues and use relevant resources to support these students.
- Work in partnership with the Heads of Year, the Inclusion Team and the SEND Faculty to ensure the 'whole child is considered when planning interventions and reviewing impact and that communication is of a high standard.
- Work with AHT (Community) in the development, implementation and review of the school's equality and diversity strategy in line with the school's vision, ethos and Strategic Improvement Plan;
- Develop links with external partners and stakeholder to continually improve practices and values in respect of equality and diversity.
- Work with AHT (Behaviour and Attendance) to ensure that all statutory and best practise systems are in place to support pupils and staff with the positive behaviour and attitudes of pupils leading to exceptional standards of behaviour across the school
- Work with AHT (Behaviour and Attendance) to ensure that attendance is a high priority for all and pupils' attendance is strong
- Work with AHT (Behaviour and Attendance) to ensure an effective pastoral curriculum is developed to equip all pupils to learn how to self-regulate their behaviour and equip pupils with the skills needed to access the curriculum, grow as learners and thrive in the world of work.
- Plan and coordinate whole school pastoral policies including: safeguarding, attendance, behaviour and SEND
- Oversight of school policies and website information
- Responsible for gaining staff feedback on student development within the school and on improvements to operating procedures
- Line manager of designated staff and key departments

The main requirements relating to the leadership standards are detailed below and involve the following commitments:

1.	<p>SHAPING THE FUTURE</p> <ul style="list-style-type: none"> • To support the Headteacher and governors in establishing a vision for the future development of the school. • To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school • To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas e.g. inclusion, behaviour and safety, personal development • To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues • To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account • To contribute to the self-evaluation of the school
2.	<p>LEADING LEARNING AND TEACHING</p> <ul style="list-style-type: none"> • To support the Headteacher and governors in establishing a vision for the future development of the school. • To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school • To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas e.g. inclusion, behaviour and safety, personal development • To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues • To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account • To contribute to the self-evaluation of the school
3.	<p>DEVELOPING SELF AND WORKING WITH OTHERS</p> <ul style="list-style-type: none"> • To promote equal opportunities and safeguard the safety and welfare of all those in the school • To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount e.g. through taking school assemblies and having an oversight of all educational off site activities • To support the development of collaborative approaches to learning within the school and beyond • To support the induction of staff new to the school • To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members • To engage in relevant professional development activity as necessary and to guide staff in their training and personal development

4.	<p>MANAGING THE ORGANISATION</p> <ul style="list-style-type: none"> • To monitor the quality of teaching and learning in the school and to promote improvement • To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements • To develop action plans in specified areas of responsibility, in order to bring about improvements • To lead on the development and implementation of school policies relating to issues such as safeguarding, behaviour for learning and personal development • To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities • To take responsibility for Performance Management of identified staff • To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money • To maintain a high profile in the life of the school through being a visible leader around the site, overseeing the operation of duty teams and by attending extra-curricular events • To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance
5.	<p>SECURING ACCOUNTABILITY</p> <ul style="list-style-type: none"> • To support the governing body in meeting its responsibility to account for the performance of the school • To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review • To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school • To oversee the reporting of the performance of the school to parents, carers, governors and other key partners as necessary • To provide reports and information related to your areas of responsibility as required e.g. to OFSTED, the DFE or LA
6.	<p>STRENGTHENING COMMUNITY</p> <ul style="list-style-type: none"> • To gain an understanding of the diversity of the school community • To contribute to policies and practice which promote equality of opportunity and tackle prejudice • To contribute to the development of opportunities for students to enhance their learning within the wider community • To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement • To promote links and good relationships with the local community and outside agencies

DEPUTY HEADTEACHER (Pastoral Care)

A: Application
I: Interview
R: References

PERSON SPECIFICATION	Essential (E) Desirable (D)	Evidenced*
Qualifications, Experience and Professional Development <ul style="list-style-type: none"> Qualified Teacher Status Honours Degree or equivalent Meets the requirements re: the National Professional Qualification for Headship Professional Development in preparation for Headship/Deputy Headship Background checks and references show no issues of concern with regard to safeguarding children and young people 	E E D E E	A A A A L
Leadership and management experience: <ul style="list-style-type: none"> Experience as a Deputy or Assistant Headteacher or equivalent Successful and sustained leadership within a SLT in a secondary school/college Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level Demonstrated the ability to work strategically and successfully at a senior leadership level Working successfully with other education partners and providers Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction and challenge Experience of sixth form leadership and management 	E E E E D D D	A A/I/R A/I/R A/I/R I/R I/R A/I/R
Teaching Experience <ul style="list-style-type: none"> Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context Proven record of outstanding results with examination classes 	E E	A/R A/R
Shaping the Future <ul style="list-style-type: none"> Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement 	E E	A/I/R A/I/R

Leading Teaching and Learning <ul style="list-style-type: none"> • Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance • Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being • Ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence • Ability to lead the development and implementation of a diverse, flexible curriculum and effective assessment for learning 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/I/R</p> <p>A/I/R</p> <p>I/R</p> <p>A/I/R</p>
Developing Self and Working with Others <ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development. • Knows how to promote an open, fair and equitable culture. • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. • Ability to communicate appropriately and effectively with a variety of audiences, including in particular children and young people • Ability to build and sustain networks and alliances in pursuit of organisational goals • Reads widely to keep abreast of changes in education 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>A/I</p>
Managing the organisation <ul style="list-style-type: none"> • Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. • Understands how to establish and sustain effective organisational structures, systems, policy and practice. • Knowledge of and commitment to the implementation of the safeguarding agenda. 	<p>E</p> <p>E</p> <p>E</p>	<p>A/I/R</p> <p>I/R</p> <p>I/R</p>
Securing Accountability <ul style="list-style-type: none"> • Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self evaluation and performance management and have experience of these. • Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. • Ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information and intelligence to monitor progress in every child's learning. • Experience of holding individuals, teams and whole school to account for student learning outcomes. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p>
Strengthening Community <ul style="list-style-type: none"> • Understands the importance of listening to, reflecting and acting on community feedback. 	<p>D</p>	<p>I/R</p>

<ul style="list-style-type: none"> • Experience of strategies that encourage parents and carers to support their children's learning. • Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students. 	D	A/I/R
	E	A/I/R
Personal Skills and Attributes – the ability to:		
<ul style="list-style-type: none"> • Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales. 	E	I/R
<ul style="list-style-type: none"> • Inspire, challenge, motivate and empower teams and individuals to achieve high goals 	E	I/R
<ul style="list-style-type: none"> • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people 	E	I/R
<ul style="list-style-type: none"> • Demonstrate personal and professional integrity, including modelling values and vision 	E	I/R
<ul style="list-style-type: none"> • Prioritise, plan and organise themselves and others 	E	I/R
<ul style="list-style-type: none"> • Think analytically and creatively and demonstrate initiative in solving problems 	E	I/R
<ul style="list-style-type: none"> • Be able to present in an inspiring, engaging and effective manner to a variety of stakeholders 	E	I/R
<ul style="list-style-type: none"> • Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others 	E	I/R
<ul style="list-style-type: none"> • Demonstrate a capacity for sustained hard work with energy and vigour 	E	I/R
<ul style="list-style-type: none"> • Demonstrate resilience and optimism 	E	I/R
<ul style="list-style-type: none"> • Demonstrate a sense of humour 	E	I/R