

CHASE HIGH SCHOOL



JOB DESCRIPTION

DEPUTY HEADTEACHER FOR BEHAVIOUR AND ATTITUDES

Grade: L19 TO L23

Accountable to: Headteacher

Main Purpose of Role:

1) *Whole School Responsibility:*

- Supporting the Headteacher and Governors to ensure a culture of high expectations is consistently applied across the school to secure outstanding outcomes for all at Chase High.
- To oversee safeguarding for the school.
- To lead the school's attendance and punctuality strategy.
- To lead the school's inclusion and behaviour for learning strategy ensuring high standards of behaviour are achieved.
- To lead the school's anti-bullying strategy
- To lead the multi-agency support across the school for our most vulnerable pupils
- To lead the school's strategies for supporting LAC pupils

Accountabilities	Roles and responsibilities
General leadership	<ol style="list-style-type: none">1. To be fully committed to delivering the vision, values and priorities of Chase High in terms of supporting the development of a high performing, outstanding school.2. To encourage a culture of high expectations and an ethos of challenge and support where all pupils can achieve success and become fully engaged in their learning.3. To make a significant contribution to the school's strategic development in order to deliver our shared vision, and ensure that we achieve ambitious outcomes for all pupils.4. To liaise, collaborate and co-operate with the DET Trust Development Lead and ensure Trust strategies, policies and practices are consistently applied at Chase High.5. To be prepared to work across the Trust and support other schools in DET.6. To substitute for the Headteacher in his/her absence.
Safeguarding	<ol style="list-style-type: none">7. To lead the Safeguarding and Wellbeing Team to ensure that robust practices and policies are fully embedded and adhered to, and that the school is fulfilling all statutory safeguarding duties.
Outstanding attendance and punctuality	<ol style="list-style-type: none">8. To develop a culture of high expectations for attendance and punctuality across the school.9. Responsible for leading the school's strategies to improve attendance and punctuality.10. Lead the development of the school's attendance policies and procedures to ensure high levels of consistency in practice.11. To line manage the Attendance Team to ensure that poor attendance and punctuality is rectified.12. Responsible for ensuring good punctuality to school and identifying strategies to address persistent lateness.13. Responsible for setting challenging targets for attendance and punctuality (school, years and groups of pupils) with termly milestones and monitor progress towards these.14. To use the data analysis for attendance and punctuality to develop strategies for improvement that have a positive impact on outcomes.15. Responsible for ensuring attendance targets are achieved and the number of PA pupils is reduced over time.16. Responsible for preparing termly attendance and punctuality reports for DET and LGB that show progress against targets and milestones and the impact of improvement strategies.

Accountabilities	Roles and responsibilities
Outstanding personal development	<p>17. Alongside the AHT, build an approach to ensure all pupils are not only fully prepared for the next stage of their learning but also prepared to lead highly successful adult lives</p> <p>18. To line manage the AHT responsible for personal development, ensuring high quality personal development for all pupils including LORIC, enrichment, cultural capital and careers advice.</p> <p>19. To ensure that Chase High has a clearly planned curriculum which monitors and evaluates the personal development of pupils including:</p> <ul style="list-style-type: none"> - understanding fundamental British values; - developing pupils' character in order to give them the qualities they need to flourish in our society; - supporting pupils to become responsible, respectful and active citizens; - enabling pupils to recognise online and offline risks to their well-being; - developing an understanding so that pupils know how to keep themselves socially, physically and mentally healthy; - providing effective careers programmes in line with government statutory guidance; - supporting pupils' spiritual, moral, social and cultural development.
Excellent provision to support vulnerable pupils	<p>20. To lead the development of an inclusive culture at Chase High.</p> <p>21. Lead the development of school wide strategies and process to support our vulnerable learners so that they can overcome social and emotional barriers to learning.</p> <p>22. Ensure that the school's policies and processes relating to behaviour and social/emotional support are consistently applied across all years at the school.</p> <p>23. Ensure accurate records are maintained relating to vulnerable pupils e.g. ILPs, EHCPs, Vulnerable Pupil Registers, etc.</p> <p>24. Provide SLT with regular data relating to racist incidents, bullying, LGBT+, etc. To monitor this data and ensure that strategies are developed to reduce incidence over time.</p> <p>25. Responsible for ensuring that the school has an appropriate and impactful alternative curriculum offer for pupils at risk of exclusion, and/or those disengaged from their learning. To ensure that these pupils are fully supported and their progress and attendance is monitored. To ensure action is taken where concerns arise.</p> <p>26. Responsible for leading the development of strong partnerships with outside agencies that support vulnerable pupils and their family's needs.</p> <p>27. Responsible for developing good working practices and information sharing between agencies, the school and DET.</p> <p>28. Representing the school at FAPs meetings.</p>
Outstanding behaviour and rewards	<p>29. To ensure that a culture of high expectations for behaviour and attitudes to learning is established and consistently applied at Chase High, so that pupils consistently have highly positive attitudes and commitment to their education.</p> <p>30. To ensure a calm and orderly environment in the school and classroom by setting clear routines and expectations for the behaviour of pupils across all aspects of school life.</p> <p>31. Leading the school's strategy and policies relating to rewards and behaviour to ensure that pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to learning.</p> <p>32. Responsible for leading the provision of CPD relating to behaviour management.</p> <p>33. To set challenging targets for behaviour, attitudes to learning and rewards with clear milestones and regularly reports on the progress towards these.</p> <p>34. Responsible for monitoring the impact of behaviour, attitudes to learning and rewards strategies.</p> <p>35. Responsible for ensuring effective supervision of pupils at the start of the day, during breaks and lunchtimes and end of the school day.</p> <p>36. Representing the school on matters related to behaviour, attendance and inclusion.</p> <p>37. To ensure that comparable termly data on behaviour and attitudes to learning is produced and reported to DET and the LGB showing progress towards milestones and the impact of improvement strategies.</p>
Effective admissions	<p>38. To lead the school's admissions policy.</p> <p>39. To ensure that all necessary information is collated prior to admitting new pupils, so that any necessary support can be effectively implemented.</p> <p>40. To attend admissions appeals meetings on behalf of the school.</p>

Accountabilities	Roles and responsibilities
Line management of Key Stage Directors	<ul style="list-style-type: none"> 41. To hold Key Stage Directors and other pastoral staff to account for the quality of pastoral support provided and ensure a strong inclusive culture of high expectations is consistently applied across the school. 42. To work with pastoral staff to build an inclusive shared vision and practice across the school so that no pupils are left behind and all pupils develop positive learning attitudes. 43. Provide challenge and support to Key Stage Directors by setting high expectations and embedding ambition resulting in high quality provision and support; this will be evidenced by meeting or exceeding behavioural and attendance targets. 44. To regularly monitor and evaluate the quality of pastoral support provided by tutors and ensure that school-wide expectations and programmes are being followed. 45. To develop the leadership skills of KS Directors so that there is highly consistent and high quality leadership of in each key stage.
Contributing to our learning community	<ul style="list-style-type: none"> 46. To be an ambassador for the school and positively promote and take pride in our work at all times. 47. Keep a high profile around the school - being visible and proactive, taking command of areas at change of lessons, breaks and the start/end of the day. 48. Be consistent in the delivery of all the school's policies and practice. 49. Be a role model for pupils through personal presentation and professional conduct. 50. Ensure that all deadlines and other professional expectations are adhered to. 51. Work in accordance with current Health and Safety requirements; Governing Body, DFE and Government policies. 52. Maintain confidentiality inside and outside the school.

**PERSON SPECIFICATION – DEPUTY HEADTEACHER FOR BEHAVIOUR,
ATTITUDES AND CULTURE**

Key Areas	Criteria
Job related education & qualifications	<ul style="list-style-type: none"> • Degree • Qualified teacher status • Evidence of CPD relevant to the post • Evidence of significant further CPD related to leadership • Safeguarding and child protection training
Experience	<ul style="list-style-type: none"> • Substantial evidence of working as either, an experienced middle leader or member of the SLT in a secondary school which has introduced significant improvements. • Proven experience of successfully leading strategic development and change management, leading to improved standards of achievement. • Can demonstrate previous experience of using methods of consultation to inform leadership decision making. • Can provide a track record as a successful classroom practitioner across the secondary school age and ability range, consistently achieving good or better judgements for lesson observations. • Proven experience of successful line management and the ability to provide challenge and support resulting in improved outcomes for pupils. • Proven experience of detailed data analysis relating to behaviour and attendance and the ability to present the analysis to a variety of audiences. • Proven experience of using data to set challenging attendance and behaviour for learning targets at whole school, year group and individual level. • Proven experience of leading self-evaluation processes to identify strengths and weaknesses. • Experience of leading safeguarding strategies.
Leadership & management	<ul style="list-style-type: none"> • Is able to create and communicate a vision and implement rapid change. • Has high expectations, sets and delivers high standards and commands credibility through expertise. • Leads by example and is a role model for staff, pupils and community. • Has successfully led and managed teams of people and achieved high quality outcomes by holding them to account for the quality of provision. • Is able to delegate effectively. • Is able to communicate effectively across a wide range of audiences.
Knowledge & understanding	<ul style="list-style-type: none"> • Knowledge of the key educational issues and initiatives facing the school over the next three years, especially those related to behaviour, attendance and inclusion • Knowledge of how to use, collect and analyse qualitative and quantitative data, in order to identify strengths and areas for development • Detailed working knowledge of how to monitor the performance of staff, hold them to account and deal with underperformance. • Demonstrate an understanding of how to support all pupils with their learning and progress, especially those identified as underachieving due to social and emotional difficulties • Detailed knowledge of effective strategies related to behaviour management techniques and inclusion. • Knowledge of strategies designed to improve attendance. • Detailed understanding of safeguarding and child protection issues/strategies • Able to demonstrate a detailed knowledge of safeguarding. • Clear understanding of inclusion and how the needs of all learners can be effectively met.

Key Areas	Criteria
Skills & abilities	<ul style="list-style-type: none"> • Implementing change: Able to translate the school vision and aims into clear actions by establishing priorities, strategies and milestones in a logical way. Shows a powerful commitment to continuous improvement and raising standards • Creativity and innovation: To be able to find creative and innovative solutions to complex problems that ensure the school continues to improve and raise standards. • Monitoring and Evaluation: To be able to effectively monitor and evaluate provision and the impact of strategies and initiatives, to ensure value for money. • Leading people: Lead and motivate others to continually improve performance. To be approachable, supportive, and demonstrate integrity, fairness, and high personal and professional standards. Develop strong team commitment from others to achieve Chase High's vision and values.
Equalities & Safeguarding	<ul style="list-style-type: none"> • A genuine commitment to inclusion and equal opportunities and a vision that combines inclusion with whole Trust improvement. • Must have a passion for generating a school where every pupil achieves to the best of their ability, and is resolute in challenging barriers to a pupil's success • Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with pupils.