



Glossopdale School & Sixth Form

JOB DESCRIPTION & PERSON SPECIFICATION FOR DEPUTY HEADTEACHER Student Culture & Inclusion (Behaviour, attendance and safeguarding)

Full details of the posts are contained within

Key dates for applicants

Closing date for applications: Monday 13th February

Interviews Date: Thursday 16th February

INFORMATION FOR APPLICANTS DOCUMENT CAN
BE FOUND ON OUR WEBSITE

To **aspire** , **endeavour** and **thrive** together

Dear Candidate

Thank you for your interest in joining Glossopdale School. Glossopdale school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are looking to appoint an ambitious, experienced and dynamic leader who is hardworking and energetic to join our Senior Leadership Team in this role. You will need to have expertise in the key fields of student culture, attendance, behaviour and safeguarding. A proven track record in raising the achievement of all students will be essential.

We are seeking to appoint a leader who is passionate about making a real difference to the lives of the students and the community we serve and to be part of the leadership team that takes the school onto the next stage of its exciting journey.

We exist to empower our students find their purpose, develop high aspirations and thrive both academically and personally, to be the best that they can be. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed to seize the opportunities that exist. Our core purpose is not merely finite 'success' for our students but for them to thrive - continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students the right and successful ways to do things.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us. If you would like to arrange a visit to school, please contact me on dmcgloin@glossopdale.school

If you are interested, please look at our school website **www.glossopdale.school** where you will find further information and applications should be made using the TES application form. Alternatively, you can contact recruitment@truelearning.org for more information.

Glossopdale School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure and online check.

Debbie McGloin
Headteacher

JOB DESCRIPTION

JOB TITLE:	Deputy Headteacher Student Culture and Inclusion
GRADE/SCALE	Leadership Grade 20-24
HOURS/FTE:	Full time/Permanent
RESPONSIBLE TO:	Headteacher

MAIN JOB PURPOSE

The postholder is expected to make a significant contribution to school improvement and provide support to the Headteacher where required across all aspects of school leadership.

The postholder will be part of the Senior Leadership Team and lead the development of whole school policy and practice in order to advance the school's core purpose.

The postholder will be responsible for the development of an excellent student culture across the school, effective pastoral care, enabling all students to thrive, without exception.

The post holder will be specifically responsible for:

- Behaviour and attitudes.
- Attendance and punctuality.
- Safeguarding and child protection provision, including partnerships with external agencies.

Due to the seniority of this position, the postholder will be expected to be flexible and agile in their ability to take on responsibility in any area of school leadership as determined by the Headteacher

KEY RESPONSIBILITIES

Core Purpose

- To demand ambitious standards, expectations and aspirations for all students, overcoming disadvantage and advancing equality.
- To play a major role under the direction of the Headteacher for setting the key improvement priorities for the school; establishing and embedding policies, systems and practice to address priorities and advance the school's core purpose.
- Contribute to achieving the school's vision by providing effective strategic and operational leadership.
- Adopt an evidence-informed approach to lead colleagues to continually improve the performance of school.
- To undertake the professional duties of a Deputy Headteacher as reasonably delegated by the Headteacher, including those of a Headteacher, in the event of the Headteacher's absence from the school.

School Culture

- To lead staff and students in the development and consistent maintenance of an excellent student culture where learning and aspiration are valued by all.
- To oversee, review and refine all systems that are designed to secure excellent student culture, behaviour and attendance.
- To ensure Alternative Provision programmes provide ambitious, broad and balanced curriculum offers, including where appropriate vocational and academic options, capable of maintaining standards that can also offer a framework for students to be reintegrated back into mainstream school.
- To ensure that the school's routines and rules are clearly understood and followed by all staff and students.
- To use well-researched evidence of best practice to lead the professional development of whole school behaviour management strategies.
- To provide strategic and operational leadership to raising and maintaining strong attendance.
- To provide challenge and support to enable individual teachers to manage classrooms effectively in order that students are always engaged in learning.
- To provide strategic and operational leadership to the pastoral team, and in school inclusion provisions.
- To provide strategic and operational leadership to the inclusion and safeguarding teams as the lead DSL.
- To monitor, review and refine all aspects of the school's behaviour policy.
- To manage duties in order that strong supervision brings about an excellent student culture evident during unstructured times.
- To manage and provide leadership to the school admissions processes.
- To report accurately school behaviour and attendance data to the Headteacher and Governors.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Establish and maintain a safe and calm environment by sustaining high expectations and standards of behaviour for all students.
- To build, develop and maintain effective relationships with parents and members of the wider community to enhance the educational experience and outcomes of all students.
- Provide staff with high quality professional learning opportunities that enable them to thrive in their roles, develop professionally and effectively contribute to the school's core purpose.

Safeguarding

- Act as the Designated Safeguarding Lead for the School, ensuring policies and procedures keep all students safe.
- Ensure accurate records of all safeguarding referrals and processes are followed by all key staff
- Work with the Trust HR team and the Human Resources Manager to ensure that the Single Central Record is accurate, regularly updated and monitored, including by the Chair of Governors.
- Line manage the safeguarding team to ensure they are up to date with all aspects of keeping children safe.
- Establish and maintain effective links with Children's Services, CAMHS, the Police, the LADO and other external agencies.
- Keep the Headteacher up to date regarding relevant safeguarding issues.
- Oversee the supervision system in school for safeguarding.
- Develop and lead on whole school Professional Development related to safeguarding, including leading staff INSET and new staff induction to ensure all staff are trained to recognise and deal with safeguarding/child protection issues.

Curriculum and Teaching

- To create and maintain the school timetable.
- Establish a culture and develop practices that enable all students to access the curriculum and learn effectively.
- The work with the personal development lead on mapping and planning a behaviour. curriculum which proactively identifies where specific expected behaviours are proactively and repeatedly taught.
- Contribute to developing high quality teaching across all subjects, built on an evidence-informed understanding of how students learn.

Organisational Effectiveness

- To establish and oversee duty systems, processes and policies that enables the school to operate effectively.
- To lead on aspects of school self-evaluation; evaluating how effectively the school delivers on its core purpose and makes a distinct impact.
- To contribute to the creation and implementation of the School Improvement Plan and take responsibility for leading key aspects of it.
- To support colleagues through effective direction, mentoring and coaching, so that they can be more effective in how they lead and manage students and staff.
- Ensure that the Headteacher and Governors are informed and advised about educational plans, policies and priorities and their impact.

Core responsibilities for all employees

1. Health & Safety

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager or the Headteacher as appropriate.

2. Equality & Diversity

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

3. Data Protection

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

4. Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

As the position you are applying for gives you privileged access to vulnerable groups, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974

(Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure.

In line with Keeping Children Safe in Education (KCSIE) 2022, if a conditional offer of employment is made, we will then complete an online check in addition to the enhanced DBS check.

Please ensure you have read the full safeguarding policy for Glossopdale School which is on the school website.

The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people 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 online check as per Keeping Children Safe in Education 2022 and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

Person Specification Deputy Headteacher Student Culture (Behaviour, Attendance & Safeguarding)		
Selection Criteria	Essential/ Desirable	Assessment
QUALIFICATIONS AND TRAINING		
● Has Qualified Teacher Status	E	AR
● Has a good degree	E	AR
● Has demonstrated further professional development through qualifications or training	E	A
● Has Designated Lead certificate	D	AI
EXPERIENCE		
● Successful Middle Leadership	E	AI
● Successful experience of leading a team and line management experience	E	AI
● Experience of successfully developing and implementing whole-school strategies in an aspect directly relevant to this role e.g. whole-school behaviour management, sanctions and rewards policies, anti-bullying and effective attendance strategies	E	AIR
● Experience of analysing and interpreting data to ensure effective student outcomes	E	AI
● Successful experience of leading and coordinating provision for students that exhibit challenging behaviour	E	AI
● Experience of leading on school culture	D	AI
● Experience of working in safeguarding	E	A
Skills, Knowledge and Understanding		
● Understanding of the needs of at risk and vulnerable students or desire to develop this understanding further	E	AIR
● A knowledge and understanding of the use deliberate practice and instructional coaching	D	AI
● The ability of build effective relationships with students, parents and external agencies	E	AIR
● A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	E	AIR
● A sound understanding of the processes of school improvement and strategic planning	E	I
● Ability to communicate effectively and appropriately with staff, parents and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	E	IR
● Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focused approach	E	AI
● Lead and motivate teams, acting as a 'critical friend'	E	AIR
● Build positive working relationships with colleagues and provide support through coaching/line management	E	AIR
● Excellent organisational skills with the ability to meet deadlines	E	AIR
● Ability to multi task and deal with numerous challenges simultaneously.	E	AIR
● Highly committed to inclusion, raising aspirations and expectations of vulnerable and disengaged students	E	AI

Personal Skills		
● Ability to maintain professional integrity even when under pressure	E	R
● Excellent attendance and punctuality	E	IR
● Ability to work as an integral part of a team	E	IR
● Good listener and can draw on advice from colleagues to improve practice	E	R
● Resilience	E	R
● Ability and desire to work in a high challenge and low threat way	E	R
● Drive and enthusiasm	E	IR
● Makes a positive contribution to the wider life and ethos of the school	E	I
● Good role model to the students in all aspects of your professional role	E	AIR
● Reliable and trustworthy	E	R
SPECIAL REQUIREMENTS		
● A commitment to on -going personal development and willingness to undertake appropriate training	E	AIR
● Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
● Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	E	AIR

Assessed by: A = Application form I = Interview R=Reference

This job description is not intended to be a complete list of all duties and responsibilities of this role. The post holder may be required to carry out other duties and related tasks, the responsibility level of any other duties should not exceed those outlined above.

Note: *This job description will be subject of a review as part of the appraisal scheme on a regular basis and any part of it may be amended as a result of such a review or at any time after consultation with the post holder.*