**Walton-le-Dale High School**

Job Description: Deputy Headteacher

**Name:**

**Post Title:** Deputy Headteacher

**Responsible to:** Headteacher

**Responsible for:** SENCO; Progress Co-ordinators; Learning Support team

**Duration:** Permanent

**Management Allowance:** Leadership Scale – range 15 - 20

**Overall Purpose of Post**

* To play the key role in securing the school’s vision for excellent child-centred practice in inclusion and pastoral care;
* To support the school’s ambition to be a centre of excellence within the area;
* To be the senior leader responsible for pastoral care, inclusion and intervention;
* To be a member of the Senior Leadership Team;
* To assist the Headteacher in managing the school;
* To undertake the professional duties of the Headteacher during his absence;
* To carry out the duties of a teacher as set out in the School Teachers Pay and Conditions document.

# Specific Responsibilities

The specific nature of the responsibilities to be undertaken by the successful candidate will be negotiated and agreed with the Headteacher and the Governing Body within this framework and will be modified over time to meet the needs of the school and of the post holder.

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| **Operational/ Strategic Planning** | * To help to develop, maintain and evaluate the ethos, values and overall purposes of the school; * To help to formulate the aims and objectives of the school and policies for their implementation; * To be responsible for a school improvement plan relating to “Exceptional Support for one another” as an element of the overall school improvement plan. * To help to monitor and evaluate the performance of the school; * To implement the Governing Body’s policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special educational needs; * To be responsible for policies, initiatives and practices which promote our fundamental inclusive and caring ethos; * To develop the efficient organisation, management and supervision of school routines. * To maintain a positive working ethos for staff and students in order to obtain the highest level of achievement for all students * To take a leadership role in the planning, implementation and evaluation of whole school policies | |
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| **Inclusion** | * Oversight, implementation and review of the policies, procedures and delivery strategies for: * Meeting the SEN spectrum of needs; * Meeting the needs of Children Looked After (CLA) and those adopted from care; * Meeting the needs of children with medical needs, with responsibility for Medical Plans. * Line managing the SENCO and the learning support team with oversight of the relevant budgets; * Revising, establishing and supporting systems to meet new requirements and identified needs; * Co-ordinating (in conjunction with other members of SLT) appropriate catch-up, intervention and acceleration strategies across the school; * Liaison with all relevant external agencies (CAMHS, Social services, Police, Health and Medical amongst others); * Responsibility for monitoring and implementing plans related to the school’s Inclusion Quality Mark Flagship status; * Advising and reporting to the Curriculum Committee of the Governing Body on all issues related to Inclusion Strategies. | |
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| **Pastoral Care** | | Oversight implementation and review of all strategies supporting pastoral care for students including:   * Pupil Transfer and Induction strategies * Pastoral structures and processes (e.g. the section structure, form tutors, tutor time amongst others) * Management of the team of Progress Co-ordinators; * Behaviour and rewards policies and practices including   + the promotion among pupils of standards of uniform, appearance, attendance and punctuality;   + the encouragement of good behaviour, including on the way to and from school, at breaks and lunchtimes and on buses;   + the promotion among pupils of standards of conduct/discipline;   + the development, among pupils, of self discipline and a “Growth Mindset” approach;   + appropriate systems for sanctions and referrals. * Mentoring and intervention systems across the school; * Policies, processes and practices relating to anti-bullying and anti-racism; * Co-ordinating the supervision of students during breaks in the morning and at lunch time; * Student communications such as student notices and assemblies; * Responsibility for the prefect system, student council and oversight of pupil voice; * With the Progress Co-ordinator of Year 7 ensuring effective transition into Year 7; * Co-ordinating events such as parents’ evenings, Presentation Evening and the Year 5 Primary Day |
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| **Attendance** | | * Planning, implementation and review of all strategies and systems to monitor and improve student attendance; * Task management of the attendance officer and staff who support attendance across the school; * Liaison with appropriate agencies related to attendance; * Regular reporting to the Headteacher and the relevant committee of the Governing Body on matters related to attendance and punctuality. |
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| **Designated Safeguarding Lead** | | **Managing referrals**   * Refer cases of suspected abuse to the local authority children’s social care * Refer cases to the Channel programme where there is a radicalisation concern * Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child * Refer cases where a crime may have been committed to the police * Keep detailed, accurate and secure written records of concerns and referrals   **Working with staff and other agencies**   * Ensure staff can access and understand the school’s child protection and safeguarding policy and procedures (especially new and part time staff) * Inform the headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations * Liaise with the case manager and the local authority’s designated officer for child protection concerns in all cases where a member of school staff is involved * Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral * Act as a source of support, advice and expertise for staff * Understand the assessment process for providing early help and intervention * Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference * Attend and contribute to child protection case conferences effectively when required to do so   **Training**   * Undergo training to develop and maintain the knowledge and skills required to carry out the role * Undergo Prevent training and be able to:   + Support the school or college in meeting the requirements of the Prevent duty   + Provide advice and support to staff on protecting children from the risk of radicalisation * Undergo training on female genital mutilation (FGM) and be able to:   + Provide advice and support to staff on protecting and identifying children at risk of FGM   + Report known cases of FGM to the police, and help others to do so * Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role * Obtain access to relevant resources   **Raise awareness**   * Ensure the school’s child protection policies are known, understood and used appropriately * Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly * Ensure the safeguarding policy is available and easily accessible to everyone in the school community * Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this * Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding * Be alert to the specific needs of children in need, those with special educational needs and young carers * Encourage a culture of listening to children among all staff, ensuring that children’s feelings are heard where the school puts measures in place to protect them   **Other areas of responsibility**   * Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file * Undertake safer recruitment training and support the school to follow best practice * Monitor the single central record and ensure it complies with all relevant legislation * Provide safeguarding reports to the governing board * Model best practice and uphold the principles of confidentiality and data protection at all times |
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| **Staffing** | * To participate in the selection and deployment of teaching and non-teaching staff of the school. * To contribute to good management practice by ensuring positive staff participation, effective communication and procedures. * To participate in arrangements made in accordance with the Regulations for the performance management of staff in the school * To contribute to staff development policies in relation to:- * the induction of new and newly qualified teachers and other staff; * the provision of professional advice and support and the identification of training needs * To work with the Assistant Head (Teaching & Learning) to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To undertake Performance Management Reviews * To act as a positive role model for staff and students. | |
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| **Quality Assurance:** | * To effectively implement quality control systems as described in the School’s Self Evaluation Policy, ensuring the procedures meet the requirements of Self Evaluation | |
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| **Communication & Liaison:** | * To promote the school vision, aims and policies within and outside the school * To ensure effective liaison with parents, partner schools, business & other partner organisations * To promote the School through marketing Faculty activities and events, working with external partners here appropriate * To organise appropriate events relating to the role, including parents evenings, Rewards events etc * To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports. | |
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| **Strategic Management of Resources:** | * To take responsibility for the management, security, supervision and upkeep of specified areas of the school environment | |
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| **Teaching:** | * To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. | |
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| **Additional Duties:** | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example. | |

**Notes:**

* To undertake any other duty as specified by STPCB not mentioned in the above.
* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder 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
* All staff are expected to be courteous to colleagues and students, and provide a welcoming environment to parents and other visitors.

*This job description, and associated responsibilities, is subject to annual review.*

Additional Comments:

Date reviewed: ……………………………..Signed: …………………………………… (post-holder)Signed: …………………………………… (Line manager)