



## Job Description

<b>POST:</b>	Deputy Head of School
<b>RESPONSIBLE TO:</b>	Principal
<b>RESPONSIBLE FOR:</b>	The De La Salle Academy Staff and Students
<b>KEY RELATIONSHIPS:</b>	Governors, Principal, Head of School, Senior Leadership Team, Heads of Faculty and subject teams, Heads of Year and year teams, Business & Finance Manager, Principal's PA and all support staff.
<b>GRADE:</b>	L11 - 15
<b>WORKING HOURS:</b>	Full Time and as described in the School Teachers' Pay and Conditions document.

### JOB PURPOSE:

The overall job purpose is to ensure that **every day is a quality, safe, enjoyable and enriching day.**

Specific duties will be determined upon successful appointment of the right candidate.

Responsibilities may include:

- The quality of teaching and learning, including extended provision.
- Student wellbeing, including safeguarding and the standards of behaviour.
- Curriculum design, development and innovation.
- Academy events organisation.
- Line management of selected year teams.
- Line management of selected faculties.
- Daily cover requirements.
- Supporting the responsibilities of the Head of School when required.

They will ensure that the Academy not only serves its students but also provides a learning hub for the whole community.

It will also be vital for the Deputy Head of School to ensure that the Lasallian ethos and the values that flow from it, permeate every aspect of the life in the academy. Chief amongst these will be the valuing of each individual student, member of staff, parent/carer and member of the community and seeking to encourage them in every possible way to fulfil their God-given potential.

### KEY RESPONSIBILITIES AND PROFESSIONAL EXPECTATIONS

In seeking to realise this vision the Deputy Head of School would be expected to carry out the following duties and to recognise that the list is only indicative and that there might be other, similar duties which he/she might be required to carry out.



## **A Strategy**

- Supporting the Head of School and the Principal to formulate the aims and objectives of the Academy against the Purpose, Ethos and Values of the Academy, as well as the overarching Educational Principles.
- Supporting the Head of School and Principal in producing and implementing the Academy Development Plan, setting strategic targets and performance indicators.
- Supporting the Head of School and Principal in making the Academy a unique and bespoke model of learning for the community by integrating adults and students in line with the founding principles.
- Leading and inspiring the staff by his/her example and encouraging them to achieve the highest personal and professional standards at all times.

## **B Staff**

- Encouraging team development and an ethos which enables everyone to work collaboratively and accept responsibility for shared outcomes across the full age range.
- Ensuring that all staff (teachers and support staff) at the Academy receive appropriate information and training to enable them to carry out their professional duties.
- Supporting the Head of School and Principal in assessing teachers' performance.

## **C Students**

- Ensuring that the Academy has in place an effective system of pastoral care for all students.
- Ensuring students' learning and progress is effectively monitored, recorded, reported and celebrated, and that students experience continuity and coherence in all their learning experiences across the curriculum and the entire age range.
- Creating ways for students to be actively involved in the Academy decision-making process and for their views on the learning process to be listened to and respected.
- Providing ample opportunities to enhance their learning by participating in enterprise activities, residential courses, educational visits, work experience and other extra-curricular activities.
- Determining strategies which ensure high standards of behaviour and attendance.
- Ensuring that daily collective worship in line with our Lasallian religious character is available to all.

## **D Liaison with Parents/Carers**

- Keeping in close contact with parents/carers and being available to meet with them at any reasonable time to discuss their child's progress or welfare.
- Sending them regular information about the Academy and providing reports on their children's work and progress - ensuring parents/carers have opportunities to discuss these reports with Academy staff.
- Holding regular parents'/carers' evenings or review days at least annually for each year group.
- Creating opportunities for parents/carers to support the Academy through learning alongside students, helping with sports activities, accompanying trips, encouraging their



children with their work and, if appropriate, forming a Parents'/Carers' Forum to assist the work of the Academy.

## **E Curriculum**

- Evaluating on a regular basis, standards of Teaching and Learning in the Academy and ensuring that high standards of professional practice are established and maintained.
- Will maintain a teaching commitment commensurate with the senior leadership position.

## **F External Liaison**

- Supporting the Principal to maintain positive and active relationships with other schools, businesses and agencies in the area, in particular with local feeder primary schools so that students joining in Year 7 have been inducted as fully as possible into the Academy's distinctive ethos and approach to learning.
- Developing further the good relationships already established with the Arch Diocese, through the Catholic Schools Partnership and the Local Authority, to promote coherent educational programmes within the area.
- Maintaining links with social services, the local police, churches, other faith groups and organisations involved in working with young people and the local community at large.
- Helping to shape The De La Salle Academy model and developing links with other Lasallian schools worldwide.

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

*The De La Salle Academy is committed to safeguarding children and promoting children's welfare. This post is subject to all relevant pre-employment checks set out in Keeping Children Safe in Education, including an Enhanced DBS certificate with a barred-list check'.*

The De La Salle Academy exists to provide a rich and balanced educational environment which caters for the whole person – academically, spiritually, socially, morally, physically, emotionally and environmentally. Our task is to serve our learners as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.



# Deputy Head of School Person Specification

## Our Purpose

The De La Salle Academy exists to provide a rich and balanced educational environment which caters for the whole person – academically, spiritually, socially, morally, physically, emotionally and environmentally. Our task is to serve our learners as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a ‘can do’ culture which nurtures confident and competent people.

## Lasallian Ethos

**“Let us remember that we are in the holy presence of God”**

For a Lasallian, everything that they believe and do comes from this phrase. A Lasallian is anyone who learns at, works at, or is associated with a de la Salle school. There has been a De La Salle school on the present site since 1954. The school was founded by the De La Salle Brothers, many of whom were involved as teachers across the curriculum, and the order provided a number of memorable head teachers. Nowadays the Brothers retain their involvement as the main sponsors of the Academy along with the Archdiocese of Liverpool. For a Lasallian, there are three important parts to their identity: Faith; Community and Service.

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do.

	Essential (D) Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A Degree or equivalent.</li> <li>• A Post-Graduate Certificate in Education.</li> <li>• NPQH or be working towards obtaining it.</li> </ul>
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Commitment to Catholic education, ethos and Gospel values</li> <li>• Designated Safeguarding Leader training. (D)</li> <li>• Breadth of experience, e.g. one or more from the following: pastoral &amp; academic, teaching in several schools, working in other sectors and international experience. (D)</li> <li>• A proven track record of effective senior leadership experience. (D)</li> <li>• Evidence of continuing professional development leading towards Headship. (D)</li> <li>• Knowledge of, commitment to and (preferably) direct experience of working with children in schools across the full age range 11 - 18. (D)</li> <li>• The ability to manage people individually or in teams to work towards common goals.</li> <li>• An entrepreneurial attitude and a willingness to embrace both innovative and traditional approaches to teaching and learning.</li> </ul>



	<ul style="list-style-type: none"> <li>• A commitment to enable young people to be successful learners both through appropriate examination courses and also in a wide range of other, equally valid, ways. (D)</li> <li>• Experience of working with the local community in developing a wide view of education for all.(D)</li> <li>• A willingness to embrace and develop the vision of the Academy as set out in the information you have received.</li> </ul>
--	--

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A practising Catholic</li> <li>• Passion, energy, integrity and enthusiasm.</li> <li>• A capacity for hard work.</li> <li>• Good interpersonal skills.</li> <li>• Good negotiating and diplomatic skills.</li> <li>• An ability to work under pressure and meet deadlines.</li> <li>• An ability to keep a sense of proportion.</li> <li>• The ability to grasp and communicate a complex vision in simple and easily understood terms to a variety of audiences.</li> <li>• The ability to apply the Lasallian ethos to your own work and that of the academy. (D)</li> <li>• The desire to achieve excellence through continuously improving standards.</li> <li>• A strong sense of accountability for fulfilling the requirements of this post on an ongoing basis.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks.</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline”</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Lasallian ethos.</li> </ul>
---------------------------	---



## **Complementary qualities**

Whilst the further qualities/skills set out below are also very important, no candidate could be expected to be able to demonstrate experience in all these areas. Therefore, the Selection Panel will look for evidence of a good spread and an ability on the part of the candidate to integrate that spread into his/her understanding of the post both in completing the application form and in any subsequent interview.

## **Professional Skills/Experience**

1. Substantial pastoral experience.
2. The ability to analyse and present data and information coherently.
3. Excellent oral and written skills.
4. A clear understanding of strategic planning and development.
5. The ability to deploy effectively staff and resources.
6. A clear understanding of what constitutes inclusiveness both within the academy and in the wider community.
7. A sound grasp of the potential of ICT as a management and learning tool.
8. An appreciation of the wide educational opportunities offered by a building that has recently undergone major refurbishment.
9. Evidence of continuing professional development in terms of further degrees, Diplomas and certificates and recent training in areas relevant to this post.
10. A genuine commitment to the needs of young people of all abilities and a willingness to value every individual as important and as having God-given potential to be fully developed.
11. Experience of working with young people and adults outside the traditional school context (e.g. Youth clubs, Duke of Edinburgh Award Scheme, young people's camps etc.).
12. A record of involvement in school extra-curricular activities, school shows, educational visits, expeditions, residential courses, charity projects etc. and a recognition of their value in broadening the educational experience of young people.
13. A proven ability to motivate, lead and interact with staff, students and parents/carers.