



## THE SELE SCHOOL

*Belief in everyone • Achievement for all • Excellence is our goal*

### The Sele School

#### Person Specification for Deputy Headteacher

The successful candidate will be a dynamic, innovative and capable leader with experience in leading a pastoral team. The post holder must be able to anticipate and act on the changing needs of our school. Senior Leadership Team experience would be useful, but not essential for the right person. You will possess good judgement; outstanding written and oral communication skills and the independence and flexibility to effect meaningful educational change.

#### The Core Purpose

The core purpose of the Deputy Headteacher is to provide strong, professional leadership in the management of the school and he/she is accountable to the Headteacher. The Deputy Headteacher assists in providing vision, leadership and direction for the school and helps to ensure that it is well managed to meet its aims and targets. This leadership will promote a secure foundation from which to achieve high standards in all areas of the school's work. The Deputy Headteacher must play a lead role in establishing a culture that promotes excellence, equality and high expectations for all students. Working with the Headteacher and others, the Deputy Headteacher will support evaluation of the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all and developing appropriate, relevant and effective policies and practices. The Deputy Headteacher will take a shared responsibility for creating a productive learning environment which is engaging and fulfilling for all students.

#### You will be able to demonstrate the following attributes:

- Excellent pastoral instincts and skills
- Clear and empathetic communication skills
- The ability to develop effective systems that are understood and supported by all stakeholders
- The gravitas to inspire confidence and respect in students, parents and staff
- Experience in leading pastoral teams
- Experience in leading successful pastoral change in a whole school context

#### Professional Qualifications

- Qualified Teacher Status
- Evidence of recent relevant educational learning and professional development
- NPQH (desirable)

#### Leadership & Management

- Ability to lead, motivate, support, challenge and develop all **staff** to secure continual improvement including his/her own continual professional development. To be an exemplar of all school policies and practices.

- Evidence of a clear educational vision
- Evidence of successful senior team leadership and senior management experience
- Experience/Involvement in implementation of whole school development
- Successful experience of implementing and managing change
- First-hand experience of school self-evaluation and development planning
- Ability to delegate effectively and support others in achieving objective(s)
- Ability to make difficult decisions and communicate them clearly and sensitively
- Ability to assimilate and evaluate data
- Commitment to working within the wider partnership of schools and business
- Ability to conduct challenging conversations that support the school's aims and ethos
- Ability to challenge underperformance and put effective systems in place to support improvement
- Ability to create a culture of accountability in a supportive, challenging environment

### **Accountability**

- Attend Senior Leadership Team Meetings and termly meetings of the Full Governing Body and sub committees when required to provide information and advice regarding specific areas of responsibility
- Support in the development of and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others
- Fulfil all commitments arising from contractual accountability

### **Managing the School**

- Undertake full responsibility for all matters relating to the school in the absence of the Headteacher
- Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support and modelling
- Line manage and act as Performance Management reviewer for staff identified by the Headteacher
- Support the Headteacher in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership
- Support the Headteacher to ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all
- Communicate relevant information to all staff in a timely and organised manner
- Undertake other reasonable duties related to the day to day administration of the school as requested by the Headteacher

### **Safeguarding**

- Act as the Designated Senior Person for whole school Child Protection and Safeguarding
- Act as the Designated Teacher for Children Looked After (CLA)
- Ensure all staff, including Governors are up to date with changes to statutory child protection developments; statutory guidance (Keeping Children Safe in Education) and recent good practice
- Be responsible for ensuring that appropriate staff (e.g. Form Tutors, Pastoral Leaders, SENCO, DSPs) receive the necessary professional development to fulfil their roles in the safeguarding process
- Deliver appropriate CP training for new and existing staff as part of the Induction programme

- Ensure all staff are aware of how to respond to any child protection and safeguarding issues
- Review the system for reporting, recording and responding to any safeguarding issues
- With the Head of Well-Being and Integration; the School Counsellor and the Pastoral Team, develop and implement systems that support and provide students with opportunities to seek help or advice from appropriate adults
- Report/refer all CP incidents appropriately
- Ensure that students feel safe and secure within the school environment
- With the Mental Health Leads, Head of Well-Being and Integration, School Counsellor and Pastoral Team, develop and implement systems which ensure positive personal development for all students
- Liaise regularly with Children's Services Safeguarding and Specialist Services
- Liaise with all staff and student representatives on all matters affecting pastoral care

### **Attendance**

- To lead on raising achievement by improving school attendance **and** advise the school on strategies to promote the regular and punctual attendance of all students and assist with the implementation of the strategies.
- To work closely with the Head of Well-Being and Integration to ensure that the school meets its obligations and targets in relation to school attendance, especially persistent absence.
- To promote positive attitudes by students and families towards education and to ensure that parents are made fully aware of their statutory responsibilities.
- To liaise with the Head of Well-Being and Integration as well as the Pastoral Team on communicating with families to assess the reasons impacting on the attendance of individual students, facilitating their return or access to regular full- time education provision.
- To establish the reason for non -attendance, make assessments and agree a plan for facilitating a return to school using appropriate strategies within specified timescales.
- To engage the services of the Local Authority Attendance Team and work with the Head of Well-Being and Integration on individual cases and ensuring appropriate protocols and systems are in place.
- To work with the Head of Well-Being and Integration on initiating appropriate legal action with the relevant Attendance Team worker to ensure the school is carrying out its statutory responsibility in respect of students. This will include preparing statements; attending and presenting evidence or requesting the issuing of penalty notice fines or other legal sanctions and completion of referrals.
- To be fully aware of and support the Head of Well-Being and Integration in carrying out all work in line with Child Protection Procedures. This may involve attending case conferences, strategy and planning meetings as well as core groups or other meetings in relation to child protection cases that require input.
- To acquire and maintain a working knowledge of the statutory framework relating to school attendance, child employment, child protection and special needs in order to be able to offer informed advice to parents, school staff, governors and others.
- To support Pastoral Staff, Middle and Senior Leaders in advising the school on all matters relating to attendance and where necessary take the lead role in developing work processes to improve school attendance.

### **Teaching & Learning**

- An outstanding teacher with a passion for learning who can inspire students
- Proven examination success in own subject
- An ability to articulate the characteristics of effective teaching and learning
- A thorough understanding of student assessment and tracking

- Experience of effectively monitoring and evaluating learning and student progress
- An ability to instil in others a sense of self-discipline and personal accountability
- Up to date knowledge of curriculum requirements

**Interpersonal Skills**

- An ability to inspire others
- An ability to relate well with all stakeholders
- Communicates clearly and effectively in all forms of media
- Good listening skills
- Caring person who demonstrates empathy
- Approachable with good interpersonal skills

**Administrative Skills**

- Strategic financial management experience demonstrating Value for Money
- An ability to manage budgets effectively
- Manages time effectively and reliably meets deadlines
- Skilled in the use of ICT as a management tool
- Skilled in effective planning

**Personal Qualities**

- Personal presence that inspires confidence and commands respect
- A determination to succeed
- A high level of commitment
- An ability to work under pressure in challenging situations
- Willingness to ask for advice and accept support where necessary
- A sense of humour
- Able to innovate, to identify and develop opportunities for the benefit of the school
- An ability to maintain work/life balance
- Reflective practitioner