

JOB DESCRIPTION			
Post Title:	Deputy Headteacher (Pastoral and Inclusion)	Grade:	Inner London Pay Spine Range: L20-L24 (£79,112 - £86,391)
Department:	Senior Leadership Team	Date:	September 2023 or earlier
Responsible to:	Head of School, Secondary & Sixth Form	Responsible for:	Directors of learning (Equivalent to Assistant Head Teacher. Specific members of the leadership team (HOFs, YTL etc)

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the Deputy Headteacher posts involve deputising for the Associate Headteacher in his/her absence.

As key members of the Senior Leadership Team, the Deputy Headteachers will have a key role in strategic leadership and development, formulating policy and monitoring our pastoral and academic provision across the primary and secondary Schools. These posts will focus on the continued development of outstanding achievements and standards across the schools and on delivering exceptional pastoral and inclusion provision across the school.

The Deputy Headteacher post holders have whole school responsibility for either Quality of Education (section 2) or Pastoral and Inclusion (section 3), or a combination of both when leading the Sixth Form. These may be re-allocated amongst the post holders over time by the Executive Headteacher. All other sections apply to all post holders.

Duties and Responsibilities

Basic principles (Section 1)

- To embed the ethos and identity of the Schools to realise the potential of all SPW Graduates
- To act as a behavioural role model to all staff, students and the local community
- To maintain a high profile around the school, leading by example
- To actively work to engage parents and carers in all aspects of their child's learning
- To act as a lead professional in the classroom promoting the highest standards of learning
- To coach and mentor staff and students to become more effective learners and leaders
- To promote and further develop a culture of high expectations from and towards all members of the school community
- To play a full role within the life of the schools' community, support its ethos and encourage all staff and pupils to follow this example

□

□

- To contribute to and lead aspects of the School Improvement and Development Plans, as required
- To ensure the safety, welfare and pastoral care of all students throughout the schools
- To develop, monitor and implement school policies as required
- To ensure accountability through regular reviews of progress and monitoring
- To robustly challenge underachievement and mediocrity in all its forms
- To ensure that underachieving students are supported appropriately
- To ensure all students have challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans
- To ensure standards are met across key stages by leading targeted intervention programmes
- To lead on educational enhancements such as enrichment activities, weekend and Holiday classes, as well as residentials
- To ensure that data and assessment are used appropriately in order to impact positively on outcomes and on learning and teaching practice
- To ensure monitoring, evaluation and review how processes impact on student progress, providing clear information to stakeholders
- To ensure that St Paul's Way Trust School policy and practice reflects a commitment to equal opportunities and inclusion
- In line with expectations set out in the STPCD, to teach classes to a loading agreed with the Executive Headteacher or Associate Headteacher, role modelling high quality teaching to the staff body

Undertake any other duty as specified by the STPCD not specifically mentioned in the Job Description.

Quality of Education (Relevant to DHT Quality of Education) – Section 2

- To ensure there is a clear and coherent rationale for the school's curriculum design
- To ensure that the rationale and ambitious aims of the curriculum design are shared across the school and fully understood by all
- To ensure that appropriate mapping is in place so that the curriculum has sufficient depth and coverage of knowledge in the subjects and to ensure that there is a model of curriculum progression for every subject
- To ensure that Faculty and Subject leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts
- To ensure that curriculum coverage allows all pupils to access the content and make exceptional progress through the curriculum
- To ensure that reading and written fluency is prioritised to allow pupils to access the full curriculum offer
- To ensure that Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the curriculum and that this is factored into curriculum design
- To ensure that leaders, at all levels, have clear roles and responsibilities to ensure exceptional curriculum design and delivery
- To ensure, through high-quality professional development, that leaders have the knowledge, expertise and practical skill to design and implement a curriculum successfully
- To ensure that Leaders at all levels, including governors, regularly review and quality assure the curriculum to ensure that it is implemented to an outstanding level

□

□

- To ensure that high quality curriculum resources are selected that serve the course of study, the school's curriculum and demonstrates value for money
- To ensure that the way the curriculum is planned meets the learning needs of all students including those with additional educational needs
- To ensure curriculum delivery is both equitable and appropriate for all groups
- To ensure that interventions are appropriately delivered to enhance students' capacity to access the full curriculum to ensure the progress for all learners is maximised
- To ensure that assessment is designed thoughtfully to shape future learning and that assessment is not excessive or onerous
- To ensure that assessments are reliable via robust systems of checking and moderation
- To ensure, through appropriate monitoring systems, that there is no discrepancy between the planned and the delivered curriculum

To develop and lead a team of high performing lead practitioners that drive whole school improvement priorities and ensure teaching is outstanding across the school To lead the school based elements of the School of Education which includes the work of the Teaching School, Research and Development, Teacher Training, Professional Development, Teacher Induction, Appraisal and Outreach.

- To ensure all curriculum, teaching and learning processes are linked to the school appraisal system
- To lead new staff induction so that staff acknowledge and carry out all duties in line with the school ethos.

Pastoral and Inclusion (Relevant to DHT Pastoral) – Section 3

- To lead the Pastoral and Inclusion systems and staff across the school ensuring provision is outstanding
- To track and monitor student progress, attendance and punctuality across all year groups ensuring the highest possible standards
- To lead Year 11 / Year 13 outcomes strategy, to help secure the best outcomes for students
- To ensure the delivery of an appropriate high quality tutor and personal development programme monitoring its impact and providing referral reports to SLT
- To lead on the development of Student Voice/Leadership across the Trust and oversee the work, development and impact of the School Councils
- To lead on the development of parental voice, ensuring a calendar of events, activities and opportunities are available for families
- To lead on the school's approach to behaviour for learning including the B4L policy, the use of the internal exclusion room, appropriate duties, the school merit system, etc.
- To lead on FAP, managed move students, ensuring that the LA timescales are adhered to for all admissions
- To lead on admissions at KS3 & KS4 and transition, ensuring that all new students are inducted to the school following an agreed programme and that the impact of the programme is monitored and evaluated on a termly basis
- To line manage the Director of Learning with responsibility for Additional Educational Needs, ensuring that they deliver on the development of the school's inclusive ethos from 4 to 19
- To lead the school's pupil premium strategy, implementation, tracking and reporting
- The Pastoral and Inclusion lead will oversee the role of Designated Safeguarding Lead across the schools, taking day-to-day responsibility for safeguarding within the Trust

□

□

school and liaising closely with the Designated Safeguarding Lead for the Foundation school. They will deputise for the DSL when needed.

- To lead the Trust school's safeguarding team, and to undertake training as required to fulfil this role
- To ensure that the rest of the safeguarding team and the whole school staff receive all required training, guidance and information in order to ensure that our students' wellbeing is at the forefront
- To be the SLT lead for site operational matters

Working with Others – Section 4

- To advise and liaise with members of the Governing Board and Trust Partners, as appropriate, and ensure that they have an accurate understanding of the work of the schools
- To organise governor visits to the schools
- To work with feeder junior schools and partner primary and secondary schools as appropriate. To bring in best practice and build links with other schools
- To work on a range of initiatives alongside our University and Trust Partners including research and development
- To work with our broader community to promote St Paul's Way School.

Effective Use of Staff and Resources – Section 5

- To directly line manage at least two Directors of Learning within the Senior Leadership Team, ensuring that they deliver on the expectations set out in their job descriptions
- To manage a delegated school budget and produce financial management plans as appropriate
- To have a lead responsibility for aspects of the recruitment, retention and deployment of staff within the schools.

Additional Duties – Section 6

- To play a comprehensive role within the life of the school community, support its ethos and encourage all staff and students to follow this example
- Continue personal professional development
- Undertake any other duty as specified by the STPCD not mentioned above.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Executive Headteacher or Associate Headteacher

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Values and Behaviours

□

□

The Senior Leadership Team are expected to role model excellent behaviour in all regards to staff and students. They are expected to operate in support of the school's vision and values at all times. With regards to their leadership and management, they are expected to:

- Have the ability to effectively motivate senior staff
- Demonstrate collaborative leadership, working with colleagues to achieve desired outcomes
- Demonstrate and model the ability to be reflective and to respond to feedback to promote own growth and development
- Be empowering, by delegating clearly, giving effective steers and appropriate freedoms for colleagues upon which to act
- Be supportive and enabling, with the ability to hold colleagues to account and hold difficult conversations appropriately.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the Trust.

Signed _____
Postholder

Date _____

Signed _____
Executive Headteacher

Date _____

St Paul's Way Trust School

Deputy Headteacher

	Person Specification
Education, Qualifications & Experience	<ol style="list-style-type: none"> 1. Graduate with qualified teacher status. 2. Minimum of five years teaching experience, two at senior leadership level. 3. Evidence of successful, outstanding teaching experience across the secondary age range. 4. Recent appropriate Continuous Professional Development. 5. Experience of successfully leading an aspect of school improvement. 6. Experience of closely monitoring and raising achievement. 7. Experience of successfully leading teams. 8. Experience of successfully monitoring and ensuring that staff follow all safeguarding policies and procedures.
Knowledge, Skills & Understanding	<ol style="list-style-type: none"> 1. Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment. 2. Understanding of the opportunities and challenges offered by a school led system of improvement and the greater flexibility and diversity of schools. 3. Good knowledge of curriculum design and implementation. 4. Knowledge of tracking and target setting to raise attainment at individual pupil, cohort and whole-school level. 5. Ability to analyse data, present findings and implement improvements.

	6. Ability to communicate effectively, both orally and in writing with a range of audiences.
	<p>7. Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model.</p> <p>8. Proven administrative and organisational skills.</p> <p>9. Proven ability to motivate and inspire pupils and colleagues.</p> <p>10. An ability to continuously develop the pastoral, career, and university progression of our pupils.</p> <p>11. Experience in helping young people to overcome their personal, motivational, and academic challenges.</p>
Professional Expertise	<p>1. Outstanding classroom practitioner.</p> <p>2. Experience of school self-evaluation and development planning procedures.</p>

Monitoring, Evaluation & Review and Accountability	<ol style="list-style-type: none"> 1. Has the skills and aptitude to lead and manage teams and to be accountable for outcomes. 2. Ability to monitor performance (pupil, curricular, phase, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	<ol style="list-style-type: none"> 1. A reflective and developmental approach to their own practice. 2. A strong sense of self-awareness with respect to strengths and areas for development. 3. A willingness to initiate and participate in both cross curricular and extra-curricular activities. 4. Has the ability to communicate effectively with parents, external agencies and the wider community. 5. Determination to promote a culture that celebrates success. 6. Leads by example, setting high standards of punctuality, dress and conduct. 7. Clarity of thought and vision with proven ability to finish a task. 8. Desire to develop professionally beyond this post.