



Job description and person specification

# Deputy Headteacher

Beckmead Park Academy



[www.beckmeadtrust.org/park](http://www.beckmeadtrust.org/park)

# Job Description

<b>Job title</b>	Deputy Headteacher
<b>School/Service</b>	The Beckmead Trust
<b>Department/Team</b>	Leadership
<b>Reporting to</b>	Headteacher
<b>Responsible for</b>	Teachers/Teaching Assistants
<b>Salary</b>	Leadership L14 - L18 (Outer London)
<b>Location</b>	Croydon / Flexible

## Purpose of the role

The Deputy Headteacher will support the Headteacher in accordance with the provisions of the current school Teachers' Pay and Conditions document and within the range of the teacher duties set out in that document.

They will:

- Deputise and undertake overall responsibility for the school in the absence of the Headteacher and on any other occasions which are deemed necessary.
- Further the aims of the school and support the Headteacher in ensuring the vision of the school is communicated and implemented.
- Share with the Headteacher a responsibility for providing quality assurance in all the school's activities.
- Provide for the Headteacher an overview of major school issues through a wide-ranging awareness and contact with staff and pupils.
- Contribute to the overall leadership and management of the School with specific responsibility for curriculum development, teaching, learning and assessment and the role of SENCO.
- Assist the Headteacher in promoting awareness and observation of all policies and Health and Safety Guidelines.

## Duties and responsibilities

The duties and responsibilities listed below are indicative of the tasks the Deputy Headteacher will perform, and are not intended to be an exhaustive list. The postholder will be expected to take on additional responsibilities appropriate to the role as they arise.

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### Monitoring and Evaluation

- To work with the Headteacher to ensure that the aims, values, and objectives of the school are achieved through an effective School Development Plan.
- With the school leadership team, support the Headteacher in the evaluation of the School Development Plan.
- To assist the Headteacher in identifying school needs by a process of school self-review, as agreed by the governing body.
- To assist in the monitoring and review of the outcomes of the review.
- To develop a clear knowledge of the administrative and financial matters related to the School and to work with the Headteacher in monitoring and managing the school budget.
- To meet with the Headteacher and senior leadership team on a regular basis to discuss matters of school policy, strategy, organisation, and development.
- To work with senior leaders and teachers in analysing school performance data and setting school targets for consideration by the Governing body.
- To work with the Assistant Headteachers and teachers in evaluating the curriculum and opportunities for pupils.
- To act as Designated Safeguarding Lead (or deputy), SENDCO and designated teacher for CLA.

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### Staffing

- To share with the Headteacher the responsibility for supporting and promoting the wellbeing of all staff.
  - To ensure that appropriate support systems are in place for Early Career Teachers.
  - To co-ordinate and lead the day-to-day operations of the school day.
  - To assist the Headteacher in the deployment of staff.
  - To coordinate the mentoring of trainee teachers, students and volunteers placed within the school.
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## Staff Development

- To have responsibility with the Headteacher for leading and managing all staff and acting as a role model to ensure the highest standards are delivered at all times.
  - To ensure appropriate opportunities for induction and to work with the Assistant Headteacher to ensure opportunities for continuing professional development are in place and are linked to staff appraisal and school improvement priorities.
  - To work with the Headteacher to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
  - To acknowledge, share and promote excellence and develop effective team working.
  - To maintain accurate whole school staff CPD records and plan for regular training and competency updates.
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## Pupils

- To have responsibility with the Headteacher for the discipline, behaviour and welfare of all pupils.
  - To share with the Headteacher the responsibility for Child Protection and safeguarding in school.
  - To work with identified staff in ensuring that the needs of individuals are considered at all stages of planning in school.
  - To work with the school attendance team and the LA in monitoring attendance.
  - To support pupils by ensuring that the needs and priorities for individuals are widely disseminated and supported.
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## Professional Partnerships

- To work collaboratively with other special schools and mainstream partners.
  - To work with identified senior staff to facilitate multi agency working in school including overview of the school's SLAs.
  - To attend identified Governing Body meetings and any relevant subcommittee meetings.
  - To maintain links with the Local Authority and the wider community.
  - To be the key person in the management and organisation of volunteers, students, supply staff and work experience placements.
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## Teaching and Learning

- To monitor and evaluate teaching, learning and assessment in partnership with the Assistant Headteachers across the school.
  - To continually review the intent, implementation and impact of the curriculum across the whole school.
  - To coordinate qualifications and accreditations offered to secondary age pupils.
  - To oversee the coordination of specific statutory curriculum requirements including CEIAG, RSE, RE, PHSE.
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## Performance Management

- To participate in any arrangements within the agreed national framework for staff appraisal.
  - To be a team leader in appraisal of teaching and support staff.
  - To complete learning walks and lesson observations within the school appraisal cycle providing feedback to teacher, the headteacher and governors.
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## Personal Development

- To take a full and active part in professional development activities.
  - To regularly attend any relevant training and development activities both within and outside school and to attend relevant meetings.
  - To keep up to date with the requirements of the DfE, QCA and LA.
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## Data Protection

- Being aware of the Trusts legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining records and archive systems in accordance with Trust procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the Workforce Data Protection Policy.

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### **Confidentiality**

This will involve treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the Trust's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

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### **Equalities and Diversity**

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams.

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### **Health and Safety**

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should cooperate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

# Person Specification

	Essential/ Desirable	How assessed*
<b>QUALIFICATIONS</b>		
Qualified to degree level	<b>E</b>	<b>AF/Cert</b>
Qualified Teacher Status	<b>E</b>	<b>AF/Cert</b>
NPQH/exemption if already a Head of School, Assistant Head Teacher or successful leadership experience and experience of managing the needs of children with SEMH needs	<b>D</b>	<b>AF</b>
An advanced qualification in or evidence of substantial first-hand experience of managing the needs of children with SEMH needs and/or challenging behaviour.	<b>D</b>	<b>AF</b>
Involvement in a range of relevant in-service training including current educational practice, leadership and school resource ma	<b>D</b>	<b>AF</b>
Demonstrating a committed approach to refreshing, developing and updating their personal and professional development.	<b>D</b>	<b>AF</b>
Qualified SENCO or DSL	<b>D</b>	<b>AF/Cert</b>
<b>KNOWLEDGE, UNDERSTANDING AND EXPERIENCE (UP TO DATE/ CURRENT)</b>		
Varied and substantial teaching experience across the age range in more than one school, including working with students with SEMH and related challenging behaviour	<b>E</b>	<b>AF/IV</b>
SENDCo qualification or DSL experience are highly desirable	<b>D</b>	<b>AF/IV/CERT</b>
Success in leadership and senior management in a primary special school.	<b>D</b>	<b>AF/IV</b>
Proven successful outcomes in meeting the additional needs of students with SEMH	<b>D</b>	<b>AF/IV</b>
Evidence of successfully leading whole school initiatives with a proven track record of impact	<b>D</b>	<b>AF/IV</b>

Achievements in successfully managing and developing staff teams at all levels using agreed performance management arrangements	<b>D</b>	<b>AF/IV</b>
Leading/supporting a school towards achieving quality and excellence in all aspects of school life	<b>D</b>	<b>AF/IV</b>
Identify and implement current educational developments and legislative changes including those relating to special educational needs.	<b>D</b>	<b>AF/IV</b>
Demonstrate a thorough knowledge and understanding of the phases of education represented in the academy and SEMH curricular issues.	<b>D</b>	<b>AF/IV</b>
Ensure Safeguarding procedures are fully embedded in the academy including promoting emotional health and well-being for all students	<b>D</b>	<b>AF/IV</b>
Manage processes to lead the nurturing of our pupils	<b>D</b>	<b>AF/IV</b>
Implement the principles of data-led assessment and effective record keeping and use them to promote the educational and personal development of the students.	<b>D</b>	<b>AF/IV</b>
Identify and demonstrate strong managerial skills to lead with a clear vision the educational and pastoral curriculum, staff, administration, and finances of the whole Academy and implement change sensitively. Show through practical experience a thorough understanding of the issues to be considered in developing and applying policies that involve the whole academy.	<b>D</b>	<b>AF/IV</b>
Lead a commitment to multicultural education and support good practice through practical application and activities to remove barriers to learning and so promote the successful inclusion of all students and their families in every aspect of school life	<b>D</b>	<b>AF/IV</b>
Communicate clearly and effectively using all channels to various audiences, including students, parents, carers, Governors and the wider community.	<b>D</b>	<b>AF/IV</b>



Demonstrate ability to maximise the use of information technology in the management of pupil data and in overall academy management.	<b>D</b>	<b>AF/IV</b>
<b>LEADERSHIP COMMITMENT</b>		
Maximising the achievements of all students	<b>E</b>	<b>AF/IV</b>
Developing the skills and expertise of all staff teams	<b>E</b>	<b>AF/IV</b>
Equality of opportunity for all students, staff, parents and carers irrespective of their ability, gender or ethnic background.	<b>E</b>	<b>AF/IV</b>
Work in partnership with parents/carers and the Board of Governors.	<b>E</b>	<b>AF/IV</b>
Working in active partnership with the Beckmead Croydon Hub, other schools voluntary and statutory organisations	<b>E</b>	<b>AF/IV</b>
Sharing expertise and experience in further developing mainstream and specialist provision for students with behavioural difficulties in the borough.	<b>E</b>	<b>AF/IV</b>
Provide support, care, understanding and a commitment to the well-being of all	<b>E</b>	<b>AF/IV</b>
<b>PERSONAL AND PROFESSIONAL QUALITIES</b>		
Develop and maintain good relationships with students, staff, families, and agencies working with the Academy and the wider community, including outreach.	<b>E</b>	<b>AF/IV</b>
Balance directive and consultancy styles to establish effective leadership and inclusive teamwork.	<b>E</b>	<b>AF/IV</b>
Value the contributions, achievements and progress of others.	<b>E</b>	<b>AF/IV</b>
Work successfully in a busy and demanding environment, prioritising and responding effectively to conflicting demands and situations.	<b>E</b>	<b>AF/IV</b>

## SPECIAL CONDITIONS

Willingness to undertake Physical Intervention and to access relevant training in this area is mandatory for all staff	E	AF/IV
Enhanced DBS Check	E	
Above average exposure to pupils with traumatic, degenerative, terminal conditions, or who have difficult and demanding behavioural presentations, will require the post holder to cope with above average levels of emotional stress	E	
Close contact with pupils will result in some exposure to bodily fluids, which may require Hepatitis B vaccination	E	
Particularly in schools that have pupils with behavioural difficulties, the post holder can be at risk of physical injury and needs to remain vigilant and observe and adhere to risk assessment protocols	E	

### \*Key to how skills are assessed:

**AF** = Skill assessed via application form.

**IV** = Skill assessed via interview.

**AT** = Skill assessed via test/work-related task .

**Cert** = Certificate checked at interview.

This job description is to be performed in accordance with the provisions of the School. The teachers' Pay and Conditions Document is within the range of teachers' duties set out in that document as relevant to the postholder's title and salary point. The post is otherwise subject to the conditions of service for school teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's contract of employment, copies of which are available on request.