

## **Job Description & Person Specification**

Post: Deputy Headteacher

Location: Sir Geoff Hurst, Chelmsford

Type of school: SEMH Special School

Age range: KS2 – KS4

The Deputy Headteacher, as part of the leadership team, is responsible for:

To strategically lead on Behaviour and Attitudes across the school.

The successful candidate will be expected to lead on the following areas although there may be some negotiation of tasks to both reflect the skills of the applicant and also to provide opportunities for professional development:

- Daily organisation and delivery assurance of academy routines and systems
- Supporting pupil progress through the development of high-quality behaviour and attitudes
- To ensure monitoring, implementation and evaluation of the pastoral aspects of the school to promote pupil progress and appropriate levels of attainment
- Appraisals and staff development of assigned teams
- Pupil pastoral care and welfare aspects, including attendance, engagement and behaviour
- Responsibility for aspects of the school development plan
- Safeguarding including deputising for the DSL in their absence
- Production and delivery of risk assessments across a range of responsibility areas, including Covid-19 and Remote Learning
- The building and maintenance of effective relationships among all members of the academy and the wider community
- Development and delivery of key strategies to embed the academy's Vision and Values statement
- Either SENDco or DSL

Key External Contacts:

- The Beckmead Essex Hub

- Parents/carers
- Medical, therapy and other multi-agency services
- Educational advisers/consultants within Essex and other boroughs

#### Key Internal Contacts:

- Class teachers,
- Teaching assistants
- School Leadership Team
- Business Support Team
- Trust Board / Local Board of Governors

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### **A. Key Objectives of the Post**

#### The Deputy Headteacher will:

1. Support the Headteacher in delivering and embedding the academy's vision, values, and aspirations for its entire community.
2. Ensure the academy team fully contributes to each student's emotional, behavioural, and educational development. This will, in turn, support provision delivery for each pupil's intellectual, physical, moral, spiritual, personal, and care needs. This will include embedding a fully inclusive ethos within all aspects of school life.
3. Use the academy and Trust systems to ensure that the academy team provides equal opportunity for students, staff parents and carers in all its activities.

4. Lead and manage areas of responsibility, ensuring academy resources are used efficiently and successfully to enhance all students' educational experiences and opportunities.
5. Support the headteacher in working closely with the local authority to ensure compliance across the board and the adherence to all stated policies and frameworks.
6. Take on the role as SENDCo or DSL

The duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out other duties that may be necessary occasionally.

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.

Commitment to Diversity:

- As a member of the School Team, take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives that secure equal access and outcomes. Also, to commit to continually developing a personal understanding of diversity.

## **B. Key Elements of the Post**

### 1 Behaviour and Attitudes

The Deputy Headteacher has key and joint responsibilities to ensure:

- 1.1 Highest levels of professional standards are demonstrated at all times
- 1.2 Areas of responsibility within the Academy Development Plan are based on comprehensive review and evaluation, monitored and reviewed in consultation with the Headteacher (HT), school leadership teams, and the wider Trust teams – both operational and educational - and the Board of Governors.
- 1.3 Areas of responsibility within the pastoral curriculum are relevant to all students' academic abilities and emotional and social needs and managed, developed, monitored and regularly reviewed.
- 1.4 Delivery of the pastoral curriculum targets with high standards of expectation that maximise individual students' achievement.
- 1.5 Oversee the management of student behaviour across the school ensuring that school expectations are consistently understood and applied.

- 1.6 Appropriate systems of record keeping and communication with parents, carers and students are in place to ensure that the targets relating to each student's progress are achieved and monitored against national standards.
- 1.7 Development and implementation of specific educational interventions for:
  - a) Students who are not achieving expected progress due to their attendance or behaviour
  - b) The care and personal development of students
  - c) All Special Needs Code of Practice requirements
- 1.8 Clear standards of behaviour and conduct are expected and maintained fairly and consistently to maintain good order and discipline. Furthermore, to ensure that staff are delivering this in a fair and balanced manner.
- 1.9 All students achieve high levels of attendance, and where necessary, appropriate procedures are in place to deal with absences in cooperation with parents and carers.
- 1.10 Staff adhere to academy and local policies and relevant Codes of Practice, including the Vision and Values Statement.

## 2. Leadership and Management

The Deputy Headteacher has key and joint responsibilities to ensure:

- 2.1 Regular monitoring and evaluation of the standards of teaching and learning in the academy is carried out in order to ensure that high standards of professional performance are maintained.
- 2.2 The process to oversee progress in all areas of academy development is identified by agreeing performance criteria and monitoring progress towards their achievement.
- 2.3 Clear supportive leadership is provided through a high standard of professional performance and by the development and implementation of policies which promote the aims of the academy and welfare of the students.
- 2.4 The team of multi-disciplinary staff are fully integrated and deployed within the academy to support the teaching, learning, and pastoral needs of all students.
- 2.5 Students are motivated by teams of staff who are equipped to interact confidently showing concern for students individual needs and development.
- 2.6 A policy for the professional development and enrichment of staff, within a framework of the local scheme of performance management is in place for all groups of staff. Arrangements need to be in place to ensure all staff have access to advice and training appropriate to their needs.
- 2.7 Newly appointed staff have adequate induction and support appropriate to their job role.
- 2.8 Good relationships both within the academy, outside the academy and in the wider community are established and maintained by means of effective consultation and clearly identified and mutually understood communication processes.
- 2.9 Effective working relationships and channels of communication between the academy and external agencies are established and monitored in order to support the needs of individual students and their families.
- 2.10 Mutually beneficial working relationships and channels of communication with the Board of Governors and Essex are embedded within the academy's ethos.
- 2.11 Effective partnership with parents and carers is developed and monitored in order to secure their support for the academy and involvement in its activities.

### 3. Systems and Administration

The Deputy Headteacher has key and joint responsibilities to ensure:

- 3.1 The administration and site services are managed efficiently and within resource guidelines, including;
  - Adequate supervision, security and maintenance of all the academy buildings and grounds
  - Matters relating to Health and Safety are promptly dealt on each site
  - Regular reports are passed to the Board of Governors and Business Services Committee.
  - Updating the HT on any concerns
  - Maintenance and implementation of Covid secure systems and risk assessments
- 3.2 Safeguarding procedures are fully integrated into the academy's management processes and procedures and are consistently implemented by all staff.
- 3.3 Rules, responsibilities and mechanisms for all internal academy policies and management decision-making are devised and implemented in collaboration with staff and Governors.
- 3.4 Responsibilities related to the academy's work, which is delegated to the Headteacher and the school leadership team by the Board of Governors, are undertaken.
- 3.5 Reports are made in appropriate ways to the Board of Governors, and its decisions are incorporated within the development of the academy policy.
- 3.6 The academy's joint work with Education, Health, and Social Services is coordinated to support the students' needs.
- 3.7 Contributions are made to the development of the Local LA Inclusion Strategy.
- 3.8 Links are maintained with mainstream schools and units that may receive students on integration programmes or who may require specialist advice and support.
- 3.9 The arrangements agreed by the Governors to select, appoint, and promote staff are consistently applied across all staff groups.
- 3.10 Staff deployment is managed to maximize resources, with clarity, openness, and transparency in the allocation of responsibilities.
- 3.11 Job descriptions consistent with their employment conditions are maintained and kept up to date for all staff.
- 3.12 Allocation and control of the academy budget and finances is completed in consultation and subject to the direction of the Board of Governors.

### 4. Other Duties

The Deputy Headteacher has key and joint responsibilities to ensure:

- 4.1 The academy operates within the agreed Essex Local Education Authority and national guidelines.

- 4.2 Arrangements are made for the Deputy Headteacher to assume responsibility for the headteacher's functions at any time when the headteacher is absent from the academy.
  - 4.3 Knowledge is regularly updated on current educational thought and developments by reading and attendance at in-service training activities/courses to further good practice
5. Management Accountability

The Deputy Headteacher is accountable to:

- 6.1 The Headteacher for the smooth day-to-day running of all sites
- 6.2 The academy's Board of Governors and the Beckmead Trust leadership team.

## C. Person Specification

Post:	Deputy Headteacher
School:	Sir Geoff Hurst
Grade:	London Fringe Leadership Scale
Date:	September 2024

Education, Training and Qualifications of the candidate will show their professional development by:

- Qualified Teacher status
- NPQH/exemption if already a Head of School, Deputy Head Teacher, Head Teacher
- Degree/post graduate studies
- An advanced qualification in or evidence of substantial first-hand experience of managing the needs of children with SEMH needs and/or challenging behaviour.
- Involvement in a range of relevant in-service training including current educational practice, leadership and school resource management
- Demonstrating a committed approach to refreshing, developing and updating their personal and professional development.

The experience of the candidate will outline:

- Varied and substantial teaching experience across the age range in more than one school, including working with students with challenging behaviour and SEMH.
- SENDCo qualification or DSL experience are highly desirable
- Success in leadership and senior management in primary, secondary, alternative provision and special school.
- Proven successful outcomes in meeting the additional needs of students with SEMH.
- Evidence of successfully leading whole school initiatives with a proven track record of impact
- Achievements in successfully managing and developing staff teams at all levels using agreed performance management arrangements
- Leading/supporting a school towards achieving quality and excellence in all aspects of school life

Knowledge, skills and aptitudes of the candidate should outline how they can:

- Identify and implement current educational developments and legislative changes including those relating to special educational needs.



- Demonstrate a thorough knowledge and understanding of the phases of education represented in the academy and SEBD/ASD curricular issues.
- Ensure Safeguarding procedures are fully embedded in the academy including promoting emotional health and well-being for all students
- Manage processes to lead the nurturing of our pupils
- Implement the principles of data-led assessment and effective record keeping and use them to promote the educational and personal development of the students.
- 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.
- 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.
- Communicate clearly and effectively using all channels to various audiences, including students, parents, carers, Governors and the wider community.
- Demonstrate ability to maximise the use of information technology in the management of pupil data and in overall academy management.

#### Leadership commitment to:

- Maximising the achievements of all students
- Developing the skills and expertise of all staff teams
- Equality of opportunity for all students, staff, parents and carers irrespective of their ability, gender or ethnic background.
- Work in partnership with parents/carers and the Board of Governors.
- Working in active partnership with the Beckmead Essex Hub, other schools voluntary and statutory organisations, including developing special academy outreach as part of local LA's SEN Inclusion Strategy
- Sharing expertise and experience in further developing mainstream and specialist provision for students with behavioural difficulties in the borough.

- Provide support, care, understanding and a commitment to the well-being of all members of the academy community.

Personal qualities of the candidate will show they are able to:

- Develop and maintain good relationships with students, staff, families, and agencies working with the Academy and the wider community, including outreach.
- Balance directive and consultancy styles to establish effective leadership and inclusive teamwork.
- Value the contributions, achievements and progress of others.
- Work successfully in a busy and demanding environment, prioritising and responding effectively to conflicting demands and situations.

Special Conditions:

- Willingness to undertake Physical Intervention and to access relevant training in this area is mandatory for all staff
- Enhanced DBS Check
- 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
- Close contact with pupils will result in some exposure to bodily fluids, which may require Hepatitis B vaccination
- 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