

JOB DESCRIPTION



Job Description and Person Specification

Deputy Headteacher (Behaviour and Culture Secondary)

Beckfoot Thornton
Salary/Grade: L21 -L25
Reporting to: Headteacher



**CREATING
REMARKABLE
SCHOOLS**

JOB DESCRIPTION

Core Purpose of the Post

To be line managed by the Headteacher in delivering priorities on the School Improvement Plan.

This role involves engaging with student/pupils in regulated activity relevant to children. It is a school-based role that will involve contact with children.

Corporate Responsibilities

- Carry out the responsibilities of the role in line with our mission and organisational values
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety, and adherence to the Nolan Principles both in your personal conduct and throughout the Trust
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the wellbeing of children; being hyper-vigilant in all interactions with students and adults
- Comply with all policies, procedures, working practices and regulations, notably, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Contribute to a culture of relentless improvement, where feedback is a gift
- Carry out any reasonable duties as requested by the Headteacher

Key Duties and Responsibilities

- Live our mission and values every day
- Work with the Head and senior team to craft a highly purposeful, motivational and inclusive culture with explicit norms developed through a pervasive behaviour curriculum
- Insist on a teach not tell inclusive warm-strict approach to the behaviour curriculum where learning habits are developed through consistency of routine
- Lead all aspects of the behaviour strategy, supporting and challenging all students to meet remarkably high standards
- Co-ordinate the graduated response and oversee all strategies and interventions at all levels to ensure that no child is left behind
- Work closely with the SEN team to ensure any additional student needs are reflected in partnership plans and planned interventions
- Demonstrate leadership in the Team Around the Child meetings
- Work closely with the members of the senior team responsible for Safeguarding, Inclusion and SEN to ensure the right students are identified for alternative pathways and that all decisions are transparent and in line with trust expectations
- Model positive framing and kind and specific descriptive praise in all interactions with students
- Make no excuses for poor behaviour or for any student or adult suffering a loss of dignity
- Lead group staff development (eg deliberate practice and explicit modelling) on Behaviour and Culture
- Support all adults in taking responsibility for behavioural expectations, giving kind and candid feedback where necessary
- Line manage appropriate staff who lead aspects of behaviour; demanding consistency, fairness and remarkably high professional standards at all times.
- Work with the Quality of Education team to ensure teachers can teach and students can learn
- Work with the data manager to extract appropriate data to support evaluation and determine next steps so that improvement is relentless
- Implement with rigour and clarity so that change motivates all and leads to improvement
- Represent the school at the local Behaviour and Attendance Collaborative, working with other local partners to create safe options that avoid permanent exclusion
- Work tirelessly and proactively to communicate positively and effectively with parents, particularly and especially our must reach families
- Be a positive team member of the Senior Leadership Team, role-modelling ownership and accountability
- Be a highly visible senior leader, embedding a culture of feedback and a desire to continuously improve
- Lead meetings and undertake duties as required in line with the calendar, sharing expertise and supporting others
- Maintain accurate records using relevant systems in line with policy and records management procedures
- Work as a trust and school leader, aligning to all expectations as iterated in the One Trust Contract and illustrated at Collective Efficacy Team meetings
- Be an outward-facing, horizon-scanning professional, drawing influence from within and beyond the sector both nationally and internationally
- Demonstrate burning intellectual curiosity and a desire to engage with the latest research and ensure that all initiatives are based on best practice

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- Provide clarity of expectation and exactingly high standards
- Motivate all to accelerate our journey to remarkable
- Manage own workload and the workload of others
- Take seriously the duty to safeguard all young people

Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to maintain excellent skills and knowledge in role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Other Considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions (no matter how small) to the school's Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles of the Trust's equity, diversity and inclusion policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.
- Must be legally entitled to work in the UK

Advanced Threshold Fluency Duty Required

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Date: January 2025

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

PERSON SPECIFICATION

Deputy Headteacher (Secondary)

	Essential Requirements	Desirable Requirements	How Identified
Qualifications/ CPD	<ul style="list-style-type: none"> • Good honors degree • PGCE (QTS) • Up to date learning/CPD • Recent safeguarding training 	<ul style="list-style-type: none"> • Professional certification, eg NPQSL or NPQ • Named Person trained 	<ul style="list-style-type: none"> • Application
Experience	<ul style="list-style-type: none"> • Sustained recent success as a minimum at Assistant Headteacher level (demonstrable impact on outcomes and or Ofsted grade) • Strong knowledge and experience of all aspects of successful pastoral leadership • Current or previous experience of successful school improvement in a turnaround school serving a community of high deprivation • Excellent up to date knowledge of all aspects of safeguarding • Working in a culture of high expectations where good is never good enough • Evidence of leading impactful and sustained school improvement with clarity, appropriate pace whilst winning 'hearts and minds' • Leading inspiring staff meetings, CPD and assemblies • Forensic use of a range of data to drive forward school improvement • Successfully developing and managing the performance of others • Demonstrable commitment to evidence-informed actions and an inclusive warm-strict/tough love approach to behaviour • Creating clear routines that lead to psychological safety for all, particularly the most vulnerable • Working positively with all stakeholders, including families 	<ul style="list-style-type: none"> • Designated Safeguarding Lead 	<ul style="list-style-type: none"> • Application • References • Interview

PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
Knowledge, Skills and Ability	<ul style="list-style-type: none"> How to lead and further develop a behaviour curriculum Highly visible leader who knows when to challenge and when to support Understanding of powerful knowledge as a right for all Knows how to hold to account with kindness and candour Creates clarity and builds cohesive teams Knowledge of how to craft a mission- aligned culture with high aspirations and explicit norms where the safety and happiness of all students is at the heart 	<ul style="list-style-type: none"> Understanding of scalable school improvement 	<ul style="list-style-type: none"> Application Interview
Character/ Values	<ul style="list-style-type: none"> Driven to make a difference to the community that we serve Unswerving belief that through creating the right culture of achievement, 'our kids can' Commitment to a culture of safeguarding and hyper-vigilance Values-driven, resilient leader with the desire to continue to develop and grow as a leader Actions always driven by purpose not power Commitment to diversity, equity and inclusion Strong self-awareness and ability to give, receive and act on feedback Energy, enthusiasm, and optimism Makes no excuses and welcomes high accountability for all Forms trusting relationships with all Good sense of humour and perspective 	<ul style="list-style-type: none"> Knowledge of what makes the top performing schools in the country successful 	<ul style="list-style-type: none"> Interview
Personal Circumstances	<ul style="list-style-type: none"> Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community 		<ul style="list-style-type: none"> Application Interview

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	Essential Requirements	Desirable Requirements	How Identified
Equality	<ul style="list-style-type: none">• A commitment to, and evidence of, promoting diversity and equal opportunities.		<ul style="list-style-type: none">• Application• Interview