



Grestone Academy

Part of the Hamstead Hall Academy Trust

Job description: Deputy Headteacher

SENCO and KS1 Phase Leader



Reporting to:	Head Teacher
Location:	Grestone Academy
Salary:	Leadership points 10-14
Working Pattern:	Full time
Contract type:	Permanent

CORE PURPOSE:

- To be a member of the SLT and to contribute to the strategic development of Grestone
- To work with the Senior Leadership Team to support staff and students to be the best that they can and work towards an environment where:
 - All students make at least good progress
 - Teaching is consistently good or outstanding

JOB PURPOSE:

The Deputy Headteacher will be an integral part of the school's leadership team, working closely with the Headteacher to drive forward the strategic vision of inclusion at Grestone Academy, setting and maintaining high standards. As the Deputy Headteacher and SENCO, you will be responsible for developing and embedding the school's core values in all areas of school life. You will provide effective leadership in all aspects of inclusion and share the day-to-day management and operation of the school with the Headteacher and Assistant Headteacher.

You will serve as the school's Special Educational Needs Coordinator (SENCO), leading the provision of SEN across the school and oversee KS1 provision. With a strong commitment to supporting all children, you will monitor pupil progress, evaluate all aspects of the school's work, and lead by example as an inclusive practitioner.

The Deputy Headteacher, under the direction of the Headteacher, will:

- Support the aims and vision of the Academy and Trust.
- Provide strategic and operational support to ensure there are high standards for pedagogy, behaviour, curriculum development, and assessment across the school.
- Lead the school's SEND and Inclusion provision as a senior designated SENCO.
- Drive high standards of teaching, learning and pupil achievement across the school, with key responsibility for KS1.
- Contribute towards the development of an effective Academy Improvement Plan.
- Coach and mentor staff to improve the quality of teaching.
- Work in partnership with parents/carers to ensure the best outcomes.
- Support the headteacher with safeguarding as a DSL.
- Contribute significantly to the school's vision, strategic direction, and development.
- Deputise for the Headteacher when required.
- Observe pupils in the classroom, to coach and train colleagues to support effective inclusion.



- Have responsibility for the Pupil Premium Strategy, working in partnership with the Headteacher and Senior Leadership Team to ensure it meets the needs of our pupils and strategies employed address barriers to progress based on educational research.
- Lead and coordinate EAL strategy across the school.
- Be the named person for oversight of provision for Looked After Children.
- Support the expansion of the SEN provision through setting up a new Resource Base at the school and have oversight of this Resource Base when it is established.

AREAS OF RESPONSIBILITY AND KEY TASKS:

1. Special Educational Needs and Disabilities (SEND) Leadership: SENCO

Serve as the school's Special Educational Needs Coordinator (SENCO), leading the provision of SEN across the school ensuring:

- The school's practice is compliant with the SEND Code of Practice and other relevant statutory requirements.
- An ethos of inclusion within the school and a culture of high aspirations for all pupils and particularly those with SEND.
- The school's enables pupils with SEND to make good progress.
- The SEND Development plan has clear aims and objectives, enabling progression within all areas of the SEND Policy and provision.
- The identification, assessment, and completion of access arrangements for any external examinations, including training for readers and scribes, monitoring their practice.
- Completion of EHC Plans, HNF applications and any other opportunities that utilise support available for children from external agencies.

Curriculum Provision:

- To have a good understanding of the school's curriculum intent and implementation and keep abreast of curriculum developments and how learning can be adapted to meet the needs of SEND pupils.
- To support all staff to understand and fulfil their statutory responsibilities as specified in the SEND Policy.
- Monitor the academic progress of all pupils and particularly those with SEND, ensuring expected progress and the provision of targeted interventions as appropriate, including provision mapping.
- Ensure that the outcomes from interventions are tracked and integrated into classroom teaching where necessary.
- Ensure that Quality First Teaching supports the progress of SEND pupils.
- Ensure that support staff have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development, independence, and student progress.
- Ensure that teaching staff have a clear understanding of how to effectively deploy SEND support staff within the classroom.
- To actively seek out ways to enrich the learning experiences of SEND pupils through the coordination of extended learning programmes.



This role will also have oversight of:



- Pupils on the School's Special Educational Needs Register;
- Pupils with identified needs;
- Pupils with medical needs
- KS1
- Pupils eligible for Pupil Premium Funding
- Children Looked After

2. Behaviour, Attendance & Pupil Welfare

Behaviour Lead

- Provide strategic and operational support towards the behaviour policy, ensuring consistent implementation across the school.
- Support behaviour monitoring, restorative approaches, and exclusion processes.
- Support staff in behaviour management, de-escalation, and classroom culture strategies.

3. Teaching, Learning & Curriculum

Raising Standards

- Oversee teaching and learning in KS1, modelling outstanding practice.
- Oversee instructional coaching programmes to raise standards.
- Support staff development in pedagogy, assessment, and curriculum implementation.

KS1 Curriculum, Assessment & Data Lead

- Lead assessment cycles, moderation, and data analysis for KS1.
- Monitor pupil progress, identifying gaps and leading response strategies.
- Coordinate Knowledge Organisers for KS1.
- Lead on home learning expectations and development for KS1.
- Contribute to school-wide curriculum design and review.

4. Leadership & Management

Deputy Headteacher Responsibilities

- Support the Headteacher with strategic planning and whole-school leadership.
- Deputise for the Headteacher when required.
- Line-manage staff and lead performance management processes for KS1.
- Contribute to CPD planning, INSET, and staff development pathways.
- Contribute to school self-evaluation (SEF), the School Improvement Plan (SIP) and quality assurance cycles.
- Ensure subject leaders receive coaching, guidance, and accountability.

School Improvement

- Help identify barriers to achievement and lead initiatives addressing them.
- Drive improvement in teaching quality, attendance, SEND outcomes and contribute to curriculum effectiveness.
- Monitor implementation of improvement plans and report impact to HT and governors.



5. Parental Engagement & Community Leadership

- Lead parental workshops across KS1 and SEND/behaviour/inclusion.
- Develop parental engagement strategies and communication pathways.
- Ensure Class Dojo and other communication tools are used effectively and consistently.
- Build positive relationships with families and community partners.

7. Operational Responsibilities

- Oversee lunchtime supervision teams and ensure safe, consistent lunchtime procedures.
- Ensure safeguarding and SEND considerations permeate all operational decisions.
- Support the Headteacher with risk assessments, compliance, and regulatory duties.
- Provide reports and updates for the Trust, Governors and other external agencies as required.

This job description is not an exhaustive list, and you will be expected to carry out any other reasonable tasks as directed by your line manager.



Personal Specification: Deputy Headteacher – SENCO and KS1 Leader

Qualifications

- Right to work in the UK
- Qualified Teacher Status
- Evidence of CPD relevant to the post

Experience

- At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching
- Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision
- Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Education Healthcare Plans as well as those without
- Knowledge of the range and type of evidence based interventions available and be able to apply these appropriately in the context of the School's resources and the individual child
- Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education
- Welfare Services

Skills and Abilities

- Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.
- Excellent written and oral communication skills
- Excellent presentation and inter-personal skills
- Excellent time and task management skills

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training
- This post is subject to an enhanced DBS check
- Ability to work under pressure and to deadlines
- Ability to use data effectively in setting targets