

Job Description

Job Purpose	To be a consistent and exceptional, positive role model to the whole OTP and Dorothy Goodman School community.
Culture & Values	To ensure high quality education within the OTP ethos securing ambitious and positive outcomes for children and young people.
Vision in Action	<p>To ensure there is clarity about development and improvement across the organisation which is based upon robust evaluation in line with National expectations and requirements.</p> <p>You will be a Deputy Designated Safeguarding Lead (DDSL)</p> <p>Ensure financial decision making is based upon robust evaluation of learning curriculum and assessment which maximises positive outcomes for children and young people</p> <p>To deputise for the headteacher in their absence.</p> <p>To meet all the <u>National Teachers standards</u> and work within the <u>Framework for Ethical Leadership</u> in Education. Working towards meeting all relevant <u>Headteachers' Standards</u></p> <p><i>There will be an annual review of aspects of responsibility across the school</i></p>
Learning, curriculum and assessment	<p>Ensures robust assessment informs teaching at all times enabling a high level of progressions and achievement for all children and young people.</p> <p>Ensure the curriculum is rich, relevant and inspirational and contributes to enabling outstanding education and whole person outcomes for all children and young people.</p> <p>Ensure all staff have a high level of understanding about how children and young people learn providing up to date and relevant practice to reduce barriers for children and young people with SEND.</p>
Teams	<p>Ensure all staff have the necessary skills and aptitudes relevant to their roles throughout robust recruitment and carefully planned CPD</p> <p>Lead by inspiring, motivating and influencing staff and pupils taking a lead role in maintaining and raising standards of teaching and learning, engagement and interaction and safeguarding. (this links to professional review and development of other staff).</p> <p>Ensure there is a strong and positive ethos for all members of the school community to reach their full potential monitoring and evaluating the effectiveness and impact of every role within the school.</p>
Community	<p>Ensuring effective partnerships at multiple levels with different stakeholders which maximise positive outcomes for children and young people</p> <p>Ensuring an effective inclusive learning environment with equality of opportunity for all</p>

To whom the postholder reports to	The postholder is responsible to: <ul style="list-style-type: none"> ○ The Headteacher in all matters ○ The CEO and Trustees of OTP
Generic duties and responsibilities	Everyone is responsible for safeguarding children and young people to the highest standard including supporting and meeting their medical needs. Everyone is responsible for ensuring they follow and comply with OTP and school policy and procedures at all times.
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The post holder will be expected to comply with all reasonable requests from the Headteacher (or CEO) to undertake work of a similar level that may not be directly specified in their job description	

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The nature of the work may involve the postholder carrying out work outside of normal working hours. This post is within the leadership scale conditions of employment.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- (c) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Open Thinking Partnership is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equalities Act 2010 to accommodate a suitable disabled candidate.

Open Thinking Partnership shares a commitment to safeguard and promote the welfare of children and young people. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture that embraces the ethos of safeguarding amongst our workforce.

Qualifications/ Training				
Attributes	Essential	How Tested	Desirable	How Tested
Education	Qualified teacher status A good first degree	AF AF	Higher degree qualification, Postgraduate SEN training or ambition to follow something similar.	AF
Professional Development	Evidence of sustained participation in CPD especially leadership programme or similar Experience of leading CPD activities for others	AF/I AF	Participation in work with other schools / agencies. Management, some leadership experience and willingness to undertake leadership training	AF/I AF
Experience				
Teaching	Substantial successful classroom teaching experience some of which must have been with special needs students with a range of needs Experience of leading a significant curriculum development to implementation.	AF AF	Evidence of curriculum leadership.	AF/I
Schools	Team leadership or coordination	AF	Experience of a range of schools and other educational establishments	AF
Management Responsibility	Experience of Performance Management Experience of leading developments from data analysis	AF AF/I	Experience as lead coordinator or team leader	AF
Resources	Experience of deploying resources effectively including staff	AF/I	Experience of: Assisting in inducting staff. Establishing effective administrative functions	AF/I I

Experience				
Attributes	Essential	How Tested	Desirable	How Tested
Resources	Experience of establishing efficient systems for evaluating value for money	AF/I	Using IT systems effectively for communication and organisation.	AF/I

Knowledge and Understanding				
Attributes	Essential	How Tested	Desirable	How Tested
National Framework	<p>Knowledge of relevant legislation.</p> <p>OFSTED awareness.</p> <p>Awareness of current developments in education and the implications of these.</p> <p>Knowledge of the SEN Code of Practice</p>	<p>I</p> <p>AF/I</p> <p>I</p> <p>I</p>	Experience of an OFSTED inspection and its follow up including contribution to the development of the post inspection action plan	AF/I
Teaching and Learning	<p>Practical understanding of effective teaching and evaluation strategies.</p> <p>Experience of monitoring and evaluating teaching and teacher performance review</p> <p>Understanding of Spiritual, Moral, Social and Cultural development</p> <p>Understanding of actions to be taken to promote racial harmony, and prepare students to live in a culturally diverse society.</p>	<p>AF/I</p> <p>AF/I</p> <p>I</p> <p>I</p>	Experience of implementing strategies to promote racial harmony and understanding, and deliver SMSC development.	AF/I

Knowledge and Understanding				
Attributes	Essential	How Tested	Desirable	How Tested
Standards	<p>Understand characteristics of an effective school.</p> <p>Awareness of strategies to raise student achievement based on effective use of student performance data</p>	<p>AF/I</p> <p>AF/I</p>	<p>Involvement in school improvement, inclusion and outreach work.</p> <p>Interest in taking forward an identified area of development for the school included but not limited to enrichment, preparing for adulthood agenda (including CEIAG)</p>	<p>I</p> <p>I</p>

	Understanding of how to set targets and monitor and evaluate these	I		
Curriculum	Understand how to differentiate the planning of the National Curriculum, including assessment, recording and reporting Experience of planning the curriculum across at least one age range of the school	AF/I I	Experience of national expectations linked to phase / curriculum expertise	AF/I
Parents and Community	Experience of working directly with parents to raise standards and involvement with the local community	AF/I	Experience of leading community projects to raise attainment and participation of the students involved.	AF/I
	Understanding of the pivotal role of the senior leaders in school in keeping children safe To be willing to undertake lead safeguarding person training and be able to deliver safeguarding training to staff	AF/I I		
Governance	Knowledge of the role of a Multi Academy Trust	I	First hand experience of work with a Multi Academy Trust or Governors	AF/I

Skills				
Attributes	Essential	How Tested	Desirable	How Tested
Leadership	Ability to communicate a consistent and clear message in support of the school vision and command respect.	I	Personal impact and presence evident.	I
	Incisive and clear thinker.	I	Experience of Mentoring or coaching	I
	Ability to generate and successfully promote original ideas.	I		
	Able to motivate students and staff.	I		

	Promote high standards and focus on improvement.	I		
Management	Ability to manage an aspect of change in a school, monitor and evaluate its impact.	AF/I	Played a leading role in implementing an aspect of an Improvement Plan/Action Plan.	AF/I
Relationships	Able to establish and develop good relationships with all involved in the school.	I		
	Commitment to the school's wider community, other educational establishments and Education Services	I		
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally.	AF/I		AF/I
	A positive and energetic approach to work	I		
	Competent in the use of IT.	I		
	Flexible and approachable.	I		
	Resilient under pressure.	I		
	Able to present to others and deliver training.	I		
	Able to deal sensitively with people and resolve conflicts	I		

Attitudes				
Attributes	Essential	How Tested	Desirable	How Tested
Education Philosophy	A commitment to raising achievement through partnership with parents and other professional services.	I	An understanding of the way schools can promote values and a moral code.	I
	A determination to progress school improvement and a desire to fulfil each student's potential	I		
	Evidence of a positive and holistic approach to working with students with SEND	AF/I		
Staff Development	Committed to the development of all staff, teaching, non-teaching and self.	I	Played a role in establishing aspects of a staff development programme.	I

Equal Opportunities	Commitment to equality of opportunity.	I	Experience of implementing strategies for social inclusion.	I
	Understanding of actions to be taken to promote equality and diversity.	I		
	Understanding of the need to promote positive role models	I		

AF = Application Form

I = Interview and other activities