

Deputy Headteacher (Pastoral Specialist)

JOB DESCRIPTION

Role Purpose:

To serve as the academy's strategic pastoral lead, ensuring exceptional standards of behaviour, attendance, safeguarding culture, pupil welfare, and inclusion. Responsible for the vision, strategy and daily management of student behaviour and attendance. They will remove barriers to learning, secure a positive and safe climate for pupils and staff, and uphold high expectations across the academy. The role is a key member of the Senior Leadership Team supporting the Headteacher with the strategic leadership of the Academy

Key Accountabilities:

Strategic Pastoral Leadership and School Improvement

- Lead the pastoral, attendance, and behaviour priorities within the Academy.
- Work with the Headteacher, Education Director and the Senior Leadership Team to provide a safe, calm and well-ordered environment for all students and staff, focussed on safeguarding students' welfare and developing good behaviour in the Academy and in wider society.
- Take strategic responsibility for evaluating Pastoral Systems and Structure across the Academy and making recommendations to the Headteacher and Education Director for future developments
- Use behaviour, attendance, safeguarding and pupil welfare data to inform strategy and drive improvement.
- Lead the pastoral aspects of the academy's self-evaluation (SEF).
- Provide leadership which will inspire, motivate, challenge and support all staff employed by the school ensuring a culture of high staff professionalism
- Work collaboratively with E-ACT national teams to ensure alignment with trust-wide expectations.

Behaviour, Attendance and Culture

- Lead the whole-school behaviour and attendance strategy, including early identification and intervention.
- Oversee attendance systems, home visits, legal processes and EWO partnerships.
- Ensure compliance with statutory requirements around Children Missing Education (CME).
- Oversee and quality assure alternative provision placements.
- Monitor and analyse behaviour data to inform targeted intervention.
- Lead staff training on behaviour, trauma-informed practice, and de-escalation.
- Ensure systems such as restorative conversations and rewards are consistently applied.
- Provide highly visible leadership around the school site.
- Work strategically and collaboratively with E-ACT national leads for behaviour and the Headteacher and Education Director.

People Leadership and Development

- Line manage pastoral staff including Heads of Year and attendance teams.
- Provide coaching and professional development for pastoral leaders.
- Lead whole-school training on behaviour and attendance.
- Ensure accountability structures and performance management are robust.
- Promote staff wellbeing and encourage a cohesive school culture.

Operational Leadership

- Contribute to the safe and calm day-to-day running of the academy.
- Lead duty systems, transitions, and out-of-class supervision.
- Coordinate responses to incidents, escalations and safeguarding concerns.
- Oversee operational expectations such as uniform, punctuality, and conduct.
- Deputise for the Headteacher when required.

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' — to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work

	<ul style="list-style-type: none"> • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission • Understand how you can have a greater impact as a team than you can as an individual
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small of your colleagues • Be generous with sharing your knowledge to help to develop others Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E - Essential

D - Desirable

Assessed at

A - Application Stage

I - Interview Stage

P - During the probation period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in subject specialism or related subject	X		X	X	
	Additional relevant training in Safeguarding	X		X	X	X
	Evidence of continuous professional development e.g. NPQH	X		X	X	X
	Knowledge of National Curriculum requirements	X		X	X	X
	Knowledge of a creative range of pedagogic approaches to delivering your subject	X		X	X	X
	Knowledge of behaviour in schools' guidance, attendance legislation, CME statutory processes and exclusion guidance.	X		X	X	X
	Understanding of trauma-informed practice, relational behaviour approaches, and SEMH frameworks.	X		X	X	X
	Knowledge of and/or ability to use technology to support student learning.	X		X	X	X
	Knowledge of the SEND Code of Practice	X		X	X	X
	Clear understanding of how pastoral systems positively influence curriculum access and pupil outcomes.	X		X	X	X
	Knowledge of effective multi-agency working and thresholds for intervention.	X		X	X	X
	Knowledge of current education legislation, Ofsted framework and best practice	X		X	X	X
Experience	Evidence of substantial and successful experience of whole-school senior leadership	X		X	X	X
	Experience of pastoral leadership including behaviour, attendance and safeguarding	X		X	X	X
	Evidence of leading substantial academy improvement	X		X	X	X
	Proven successful mentoring/coaching of colleagues	X		X	X	X
	Teaching experience with the age range	X		X	X	X
	Proven success in improving student outcomes	X		X	X	X
Skills	Ability to support staff and students in maintaining high standards	X		X	X	X

	Ability to remain calm, authoritative and emotionally regulated in high pressure or sensitive situations.	X		X	X	X
	Strong organisational and strategic planning skills.	X		X	X	X
	Strong data analysis skills with the ability to interpret behaviour, safeguarding and attendance patterns to inform strategy.	X		X	X	X
	Ability to build effective working relationships	X		X	X	X
	Excellent communication skills, including the ability to have difficult conversations professionally and supportively.	X		X	X	X
	Ability to communicate a vision and inspire others	X		X	X	X
	Ability to assess and record the progress of students' learning	X		X	X	X