



**Lister Community School**

St. Mary's Road, Plaistow, London, E13 9AE

Ms Alice Clay, Headteacher

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<https://lister.ncltrust.net>

# Job Pack

# Deputy Headteacher

# Safeguarding and

# Behaviour

**Lister Community School**  
**(Part of Newham Community Learning)**

# Welcome

Newham Community Learning is a family of schools in the west of the London borough of Newham, which exists to provide an excellent education for all young people in our community. Our schools educate children and young people from 2-16 years old, offering access to excellent teaching, pastoral care, and opportunities for personal development across all phases of education. Our teaching is constantly evolving, with staff able to work together to develop their practice, enabling us to offer a broad curriculum across our six schools.

Our schools are rooted in, and responsive to, their local communities. We are able to offer secondary education in either single sex or co-educational settings, with our primary settings both offering co-educational settings.

At Newham Community Learning our people are at the heart of everything we do. We are committed to creating an inclusive, supportive, and ambitious environment where every colleague can thrive and make a real difference. We are looking for individuals who share our values, are passionate about excellence, and are eager to contribute to the continued growth and success of our community. If you are driven by purpose and want to be part of an organisation that invests in its people, we would love to hear from you

## **Anthony Wilson**

Chief Executive Officer, Newham Community Learning

Welcome to Lister Community School, a vibrant, inclusive secondary school located in the heart of London. Our school community is built on high expectations, strong relationships, and a shared belief that every young person deserves an excellent education, regardless of background. We are proud of our richly diverse student body and the dedicated, skilled staff who work collaboratively to deliver an ambitious and engaging curriculum alongside exceptional pastoral care.

As a school, we value professional growth, reflective practice, and innovation, and we are committed to supporting our staff to thrive at every stage of their career. We are seeking passionate, values-driven professionals who are excited to contribute to our inclusive culture, inspire young people, and be part of a forward-thinking school that places wellbeing, opportunity, and aspiration at the heart of everything we do.

## **Alice Clay**

Headteacher – Lister Community School

	<b>Role:</b>	Deputy Headteacher (Safeguarding and Behaviour)
	<b>Salary Scale:</b>	Leadership Pay Scale – L24 to L28 (£100,951 to £110,327)
	<b>Updated:</b>	January 2026

<b>Line Manager:</b>	Headteacher
<b>Supervision:</b>	<ul style="list-style-type: none"> <li>Two Assistant Headteachers</li> <li>Faculty staff</li> <li>Safeguarding team</li> <li>Other pastoral staff</li> </ul>

<b>Specific Duties &amp; Responsibilities</b>
<p><b>In this role, you will be expected to:</b></p> <ul style="list-style-type: none"> <li>To lead Safeguarding, Inclusion, Mental Wellbeing and Behaviour in the school</li> <li>To oversee the wellbeing of vulnerable students in the school and lead the Safeguarding, Year, Upper and Lower School Teams</li> <li>To work closely with colleagues to ensure a safe, orderly and engaging environment</li> <li>To develop Lister as a happy school in which all pupils achieve strong outcomes</li> <li>To model high professional standards at all times</li> <li>As a member of the Leadership Team, the Deputy Head will share responsibility for the ethos, management and strategic leadership of the school. They will also play an active role in developing, sustaining and modelling the skills, attributes and behaviours of a high-performing leadership team.</li> <li>On occasion, to deputise for the headteacher</li> <li>Carry out the professional duties of a school teacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD).</li> </ul>

<b>Main Duties &amp; Responsibilities:</b>
<p><b>1. Strategic direction, development and accountability</b></p> <ul style="list-style-type: none"> <li>To follow school policies and procedures as laid down in the staff handbook.</li> <li>Lead safeguarding in the school as the designated safeguarding lead (DSL) - including staff training, safer recruitment, external liaison and student wellbeing</li> <li>Work with the Assistant Headteachers, middle leaders and safeguarding and pastoral teams to develop outstanding behaviour and attendance in the school</li> <li>Develop Mental Wellbeing in the school</li> <li>Lead and develop the Panel system to identify and meet the needs of vulnerable students</li> <li>Lead and oversee the Safeguarding Team in their operational roles</li> <li>Ensure a supervision system that supports staff</li> <li>To develop Safeguarding in the Curriculum at Lister and ensure that there is a pastoral curriculum fit for purpose</li> <li>To line manage faculties or other areas of the school as directed</li> <li>To attend meetings on a regular cycle as agreed within the school calendar and to attend parents' evenings and other occasions as the Headteacher may reasonably require from time to time</li> </ul>

- To uphold agreed standards of behaviour and discipline around the school, and the wider application of school policies including the Staff Guidelines
- To take part in the school's Appraisal system and its support, supervision, monitoring and review procedures.
- To fulfil any other related duties which the Headteacher may reasonably require from time to time.

## 2. Professional Duties

- To be a proactive member of the leadership group and advise the Headteacher and Deputies as appropriate on all matters relating to the Deputy Headteacher's area of responsibility.
- To take a lead in promoting the best educational practice in the school and to manage change effectively.
- Leadership of ongoing strategic development in the relevant whole-school areas of responsibility.
- To participate in the review, monitoring and evaluation of performance standards across the school.
- To take responsibility for a significant area of the school including designated staff.
- To work closely with all members of the leadership group on behaviour management.
- To set an example of outstanding pedagogy and open management style to the rest of the staff.
- To enable and empower other staff in the school to participate in school review and appraisal processes and to act as a team leader where appropriate.
- To play an active role in planning for the future development of the school.
- To support and maintain the moral and social ethos of the school.
- To promote the work of the school to other interested parties.
- To carry out any other tasks as may reasonably be directed by the Headteacher.

The main areas of responsibility are listed, but can be varied by agreement. Responsibilities, which will be shared with other members of the Leadership Group, will include promoting high standards in both academic and pastoral areas and contributing to the overall development of the school.

## 3. SCHOOL ETHOS

- Play a full part in the life of the school community, to support its distinctive mission and ethos and encourage and ensure staff and students follow this example
- To support the school in meeting its legal requirements for worship.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- Work within the framework of the school ethos, adhering to the Code of Conduct for staff at all times.
- To maintain high standards of professional behaviour and presentation.
- Any other duties commensurate with the grade which may be required from time to time.
- All staff are expected to take part in necessary training and staff development.
- To contribute to the broader life of the school, including through active involvement in enrichment activities and supporting the House system.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

The School reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

These duties may be varied at the discretion of the Headteacher or Governing Body from time to time, to address the changing needs of the school and the development of the role.

## **Equality and Diversity**

We are committed to and champion equality and diversity in all aspects of employment within the Newham Community Learning Trust. All employees are expected to understand and promote equality and diversity in the course of their work.

## **Safeguarding Children**

Lister Community School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment. It is the post-holder's responsibility to promote and safeguard the welfare of children and young people with whom they have contact, and to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy at all times.

If, in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children they must record the details and take appropriate action, according to the nature of the concern, to safeguard the young person and inform the relevant staff within school, including the Designated Safeguarding Lead.

## **PLEASE NOTE:**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Newham Community Learning reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility. These duties may be varied at the discretion of the Headteacher or Governing Body from time to time, to address the changing needs of the school and the development of the role.

# Person Specification

Descriptor	Requirement	Evidence
	D: Desirable E: Essential	A: Application I: Interview
<i>Qualifications/Training</i>		
GCSEs (or other equivalent qualifications) in English & Mathematics	E	A
A Levels (or other equivalent qualifications) in relevant subject area(s)	E	A
Educated to Degree level	E	A
Evidence of your Post Graduate Certificate in Education (PGCE) Qualification	E	A
MA (or working towards) or other evidence of further study related to your subject or to education	D	A
Additional professional qualifications	D	A
Evidence of recent further professional development	D	A
Level 3 Safeguarding training*	D	A
<i>Professional Experience Knowledge and understanding</i>		
Experience of strategic leadership	E	A
A thorough understanding of safeguarding processes	E	A + I
Successful experience of leading and managing a team	E	A + I
Raise standards in a whole school context	E	A + I
Successful experience of coaching and supporting others	E	A + I
Communicate effectively with the Leadership group, other staff, parents and external agencies including the Local Authority	E	A + I
Be able to provide inspirational leadership and management of staff and students	E	A + I
Commitment to treating others fairly	E	A
Commitment to achieving the highest possible results for all students, and to the schools' values of treating all members of the school community with kindness, politeness and respect.	E	A
Understanding of the needs of students in diverse school population	E	A
Develop, co-ordinate and monitor appropriate subject courses which meet the needs of students	D	A

Implement Appraisal procedures	E	A
Proven record of developing the safeguarding practice of other teachers and assigned support staff	E	A + I
Developing, co-ordinating and monitoring appropriate safeguarding and behaviour strategies which meet the needs of students	E	A + I
Evidence of collaborative working with others	E	A + I
A thorough understanding of current developments and initiatives in English education	E	A
<b><i>Abilities and Skills</i></b>		
Ability to seek areas for improvement and to implement change	E	A + I
Ability to monitor, review and evaluate the work of the school against current OFSTED criteria	E	A + I
Ability to interpret data and communicate the significance of that data to staff, students and parents	E	A + I
Ability to act as a role model for students and other staff, at all times being professional and respectful in your dealings with others in the school community	E	A + I
Excellent communication and user ICT skills	E	A + I
Ability of work under pressure and meet deadlines	E	A + I
Strong ongoing commitment to developing your own knowledge, skills and understanding as an educator, including good use of professional development	E	A + I
Self-motivated with exceptional organisational and planning skills	E	A + I
Involvement in networking and sharing of best practice	E	A + I
Resilient and determined to achieve goals	E	A + I
Committed to the ethos of the school	E	A + I
Willing to share with students your belief in and commitment to the importance of reading	E	A + I
Willingness to be flexible and take on additional duties as and when required	E	A + I
<b><i>Equal Opportunities Awareness</i></b>		
A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way	E	A + I
A commitment to working in a multi-cultural environment and with pupils and staff from diverse backgrounds and abilities	E	A + I
A commitment to working in a flexible and collaborative manner with all members of the school community	E	A + I

<i>Child Protection &amp; Safeguarding Awareness</i>		
A strong understanding of child protection and safeguarding matters	E	A + I
A commitment to safeguarding and promoting the welfare of young people	E	A + I

\*Level 3 Safeguarding training is essential to this post. A candidate with sufficient, relevant, experience may be considered but it will be a requirement that the postholder successfully undertakes this training once appointed.