



Deputy Headteacher – Behaviour, Culture & Attitudes

Congleton High School

L18-L22 + Pension Scheme (TPS)

**For a confidential discussion about this post with the Headteacher,
more information, or to arrange a visit, please contact the school
on 01260 730123 or headspa@congletonhigh.com**





Dear Applicant,

Congleton High School is a very popular and successful 11-18 school. Academic achievement and attainment are high and the school has a rich and broad curriculum combined with excellent teaching and learning. We are fully committed to making Congleton High School a great place to learn and work and we place a great emphasis on well-being of students and staff.

In our last Ofsted Inspection (February 2023), we were rated as a 'Good' school. We have a strong track record of high academic achievement. We have a thriving Sixth Form that further enhances our dynamic and exciting school community. We are 'together in the pursuit of excellence' seeking only the best outcomes and educational experience for all students regardless of background or starting point. Our values of courage, curiosity and ambition are lived and breathed within our community, Congleton High School really is a wonderful place to work and to learn!

We know that having great people is our biggest asset and we work very hard to make sure that we provide good professional development and create a positive working environment for all staff. The school has a strong Induction Programme and places high importance on the well-being of staff. The people you will be working with will support and motivate you to achieve your career ambitions. Staff are fully committed to providing the very best lessons for students and we have a strong focus on Teaching and Learning.

We are proud of the 'team' ethos we have created and staff have planned opportunities to work together and share the very best practice across the school. As part of The Learning Partnership, staff have the opportunity to work with the other schools within the trust as well as our partner primary schools in the local area.

This is a really exciting opportunity to join our amazing community and help to shape a legacy of excellence, care and love where our community thrives.

We look forward to welcoming you to our school and working together. More information about the school can be found on our website and in our most recent Ofsted report. However, if you have any questions or queries about the post, please get in touch with us on headspa@congletonhigh.com or 01260 730123.

Heidi Thurland

Headteacher

Congleton High School

INFORMATION ABOUT THE ROLE: DEPUTY HEADTEACHER

We are seeking to appoint a Deputy Headteacher for Jan 2027 (start date to be agreed). We are looking for an exceptional leader who will be integral in driving school improvement to enable us to achieve our vision for excellence for the quality of education for our school community.

The key area of focus for this role is to provide leadership for behaviour and culture, shaping a safe and inclusive school where students and staff feel like they belong. The successful candidate will also support the headteacher in leading an effective safeguarding culture across the school where students and staff thrive.

They will work closely with the rest of the leadership team helping to shape the strategic direction and improvement of our school. They will assist in securing excellent outcomes for all our students, regardless of background. They will embed the Trust's ethos, values and vision through inspiring and dedicated leadership, promoting a culture of high expectations in which both students and staff feel valued.

Strategic Leadership

- Play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing policies through which they should be achieved.
- Support the Headteacher in:
- Ensuring the vision and values of The Learning Partnership and Congleton High School are clearly articulated, shared, understood and acted upon by all
- Demonstrating the vision and values in everyday work and practice
- Motivating and working with others to create a shared culture and positive climate
- Building a professional learning community which enables others to achieve.
- Work in partnership with TLP and academy associates to embed the trust's ethos, values and vision.
- Support the Headteacher in maintaining high standards of student behaviour, monitoring the personal development and wellbeing of students.
- Be a member of the Leadership Team and attend relevant meetings as well as academy functions.
- Work alongside the Headteacher to prepare for Ofsted and other external reviews and monitoring.
- Keep up to date with educational publications and share this information in the appropriate forum.
- Be committed to your own professional development.
- Be responsible for the line management and performance management of relevant staff, setting and agreeing targets linked to the development plan priorities with the Headteacher.
- Provide professional advice and support and identify training needs.

Class Teacher Responsibilities

- Undertake the normal responsibilities of a teacher, adhering to the Teacher Standards.
- Attend and participate in parent and open evenings as required.
- Participate in staff training, INSET and Professional development opportunities.
- Ensure that the learning environment is attractive, tidy, safe and conducive to student learning.

Safeguarding

It is the responsibility of each member of staff to safeguard and promote the welfare of all young people he/she is responsible for, or comes into contact with, within the school.

Health and Safety

- Be mindful of and cooperate on all issues involving health and safety.
- Use work items provided for you correctly, in accordance with training and instructions.
- Do not interfere with or misuse anything provided for your health, safety or welfare.
- Report any health and safety concerns to your Line Manager as soon as practicable.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The jobholder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- Equal Opportunities
- Health and Safety
- General Data Protection Regulations (2018) and Data Protection Act (2018)
- Safeguarding children

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Notwithstanding the detail in this job description, in accordance with the Multi-Academy Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the Main Responsibilities of the job.

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

JOB DESCRIPTION – DEPUTY HEADTEACHER

JOB TITLE	Deputy Headteacher – Behaviour, Culture and Attitudes	Grade L18 to L22
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BASIC JOB PURPOSE

As Deputy Headteacher, you will provide exemplary leadership and support the Headteacher in the management of Congleton High School Academy. Your remit will be around 'Behaviour, Culture and Attitudes'. You will work with the rest of the leadership team helping to shape the strategic direction and improvement of our school. You will assist in securing excellent outcomes for all our students, regardless of background, so that they can be successful members of society. You will embed the Trust's ethos, values and vision through inspiring and dedicated leadership, promoting a culture of high expectations in which both students and staff feel valued.

MAIN RESPONSIBILITIES

Key responsibilities:	
1	To help deliver an inclusive high-quality pastoral and academic curriculum, reflecting the school's unique characteristics, with very high standards of teaching and learning, behaviour and attendance, including by fostering innovation to achieve excellence in all areas of school life
2	To give support in providing advice to local governing boards and trust about the strategic direction, operation and impact of the school's work in relation to the quality of education, safeguarding and welfare.
3	To help ensure the effective safeguarding and wellbeing of all children and staff.
4	To assist in reviewing the performance of the school regularly, and their staff, and take any action as may be necessary to bring about improvement.
5	To promote and celebrate any unique characteristics of the school.
6	To act as a positive role model to all staff and children, identifying emerging talents and aspiring leaders to help ensure effective succession planning.
7	To advocate the school to parents/carers so they are well informed about opportunities provided and the progress made by children and so that there is full recruitment to the relevant planned admission limit.
8	To foster positive relationships with key stakeholders, including local communities, schools, business partners, local authorities, and employers.
10	To promote The Learning Partnership and its values, working cooperatively across all its schools.
11	To undertake any other such duties such as are commensurate with this post.
Leadership and Management:	
1	Take responsibility for the management of Behaviour, Culture and Attitudes across the school
2	Support the whole school aims, objectives and policy decisions, and contribute to their successful implementation
3	Actively promote the school with external agencies and other stakeholders, representing the Headteacher, the school or Trust as appropriate.
4	Provide information, advice and perspective to the governing body and to any legitimate external enquiry or evaluation.

5	Support the Headteacher in the implementation of effective performance appraisal for all staff, including line-management of identified staff and departments.
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School ethos and culture:	
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1	Support the Headteacher in fostering a strong sense of community and positive ethos among students and staff.
2	Support colleagues, including members of the leadership team, in promoting the consistent implementation of the behaviour policy, and system of rewards and sanctions, so that the school is an orderly, caring and respectful environment.
3	Act as a positive role model for staff and students.
4	Be active in issues of staff and student welfare and support and demonstrate a commitment to equality of opportunity for all members of staff.
5	Attend evening events, as required, to support the wider ethos of the school.

Other Responsibilities:	
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1	Actively promote the safety and welfare of our children and young people.
2	Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.
3	Be aware of, and adhere to, all Trust and Academy level policies and procedures and comply with their contents, raising any concerns in a timely manner.
4	Work with other providers in The Learning Partnership and beyond to establish good practice and offer support where required.

PERSON SPECIFICATION

PERSON SPECIFICATION	Deputy Headteacher – Behaviour, Culture and Attitudes
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ATTRIBUTES	DESCRIPTION	DESIRABLE
Knowledge and Experience	<p>QTS Permitted to work in the UK Evidence and relevant substantial CPD Successful experience working at senior leadership level as an Assistant and/or Deputy Headteacher</p> <p>Demonstrable track record of improving student outcomes in the last three years</p> <p>Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results</p> <p>Understanding of how to build and sustain effective relationships with parents, carers, other schools and the wider community</p> <p>Experience and understanding of how to improve and sustain an effective behaviour policy</p> <p>Experience leading a team and/or working to support the significant success of others, including professional development and effective management of underperformance</p> <p>Successful management of a demanding workload and associated prioritization of work</p> <p>Ability to use data to inform decision making and diagnose weaknesses that need addressing</p> <p>Effective written and oral communication</p> <p>Highly effective lead professional (teaching and learning).</p> <p>Experience of working with multi agencies to support vulnerable students</p> <p>Knowledge and experience of working within a safeguarding team with experience of safeguarding systems and processes</p>	<p>NPQSL</p> <p>Master's Degree</p>
Skills and Abilities	<p>Demonstrable commitment to raising attainment and providing an excellent education for all pupils</p> <p>Genuine passion for and a belief in the potential of every student</p>	

	<p>A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and understand how and when to take appropriate action</p> <p>Commitment to meeting SEND and vulnerable children's needs Positive approach to working with other staff</p> <p>Ability to influence others and resolve conflict</p> <p>Positive approach to working with children and emotional resilience in working with challenging behaviours</p> <p>Excellent interpersonal, planning and organisational skills</p> <p>Effective decision-making</p> <p>Effective delegation</p> <p>Resilient, motivated and committed to achieving excellence Reflective and proactive in seeking feedback to constantly improve practice</p> <p>Commitment to regular and on-going professional development and training</p> <p>Commitment to and understanding of professionalism in line with the National Teaching Standards</p>	
<p>Personal Qualities</p>	<p>Team Player</p> <p>Relentless optimist and ambitious for our community</p> <p>Child centred</p> <p>Reflective and curious practitioner</p> <p>Emotionally intelligent</p> <p>Other commitment to equality of opportunity and the welfare of all students and staff</p> <p>Willingness to undertake training</p> <p>This post is subject to an enhanced DBS check</p>	

Key attributes	Application	Interview
Passion for education as a way of improving all children's life chances	•	•
Determination that all children achieve well	•	•
Commitment to working with families	•	•
Understanding of secondary and further education	•	•
Suitable qualifications and experience, including NPQH or willingness to undertake it	•	•
Experience of working in schools in different contexts, including with sixth forms	•	
Commitment to safeguarding	•	•
Ability to manage change effectively	•	•
Effective written and oral communication	•	•
Ability to set direction	•	•
Ability to support and influence others	•	•
Understanding of research-led practice		•
Commitment to staff development		•
Ability to manage a wide range of stakeholders and commitment to collaborative approaches		•
Commitment to meeting SEND and vulnerable children's needs	•	•
Proven expertise in teaching and learning	•	•
Excellent inter-personal skills, including managing & resolving conflict and decision making	•	•
Understanding of current educational environment	•	
Effective delegation skills		•
Ability to prioritise under pressure		•
Understanding of curriculum-led financial planning		•
Experience and understanding of working effectively with LGBs	•	•
Commitment to own development, including preparedness to undergo training and access support for any less well developed areas		•