

Job Description

Role	Deputy Headteacher - Pastoral
Reports To	Headteacher
Location	Heron Hall Academy
Working Pattern	Monday to Friday Hours in accordance with the provisions of STPCD
Contract Type	Permanent and Full Time
Salary	Salary: L13 (£73,708) – L17 (£80,884) Salaries are determined by the current range being paid and experience NSCT Health Cash Plan + Generous Pension
Annual Leave	Holiday year runs from 1 st September – 31 st August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided and leave is taken during school closures.

Job Purpose

A passion for leadership, inclusion, safeguarding and pupil wellbeing, with responsibility for shaping a calm, safe and aspirational culture that enables all pupils to thrive academically, socially and emotionally.

The Deputy Headteacher provides strategic and operational leadership for behaviour, safeguarding, attendance, wellbeing and pastoral provision across the academy. Working as a key member of the Senior Leadership Team, the postholder plays a central role in ensuring high standards of behaviour, attendance, personal development and pupil support through effective systems, strong relationships and a culture of high expectations.

The successful candidate will lead the development, implementation and evaluation of pastoral systems and procedures, ensuring consistency, inclusion and accountability across the academy. This includes oversight of behaviour systems, safeguarding processes, attendance strategies, alternative provision and targeted interventions, while working closely with pupils, families, staff and external agencies.

The Deputy Headteacher will serve as the academy's Designated Safeguarding Lead (DSL), ensuring safeguarding systems are robust, compliant and effective, and that pupils receive timely and appropriate support.

This role requires a visible, resilient and highly organised leader who can operate effectively across both strategic and operational levels, while modelling the academy's values, routines and professional standards at all times.

Employees will be expected to comply with any reasonable request from their line manager and senior leadership team to undertake work of a similar level and grade that is not specified in this job description. 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.

The role involves adhering to the professional responsibilities and expectations set out in the School Teachers' Pay and Conditions Document (STPCD) and Teachers' Standards.

Key Responsibilities

Strategic Leadership:

- Provide whole-school strategic and operational leadership for behaviour, safeguarding, attendance, wellbeing and pastoral provision.
- Lead the development, implementation and evaluation of pastoral systems, policies and procedures across the academy.
- Promote a culture of high expectations, inclusion, consistency and positive relationships.
- Contribute to whole-school leadership, self-evaluation, improvement planning and organisational development.
- Work collaboratively with the Senior Leadership Team to support academy priorities, strategic objectives and operational effectiveness.
- Contribute to a leadership culture that reflects the academy's ethos, values and vision.
- Present clear and accurate information regarding pastoral performance, safeguarding and behaviour outcomes to senior leaders, trustees, governors and external stakeholders where appropriate.

Safeguarding:

- Act as the academy's Designated Safeguarding Lead (DSL).
- In partnership with the Head of Safeguarding, ensure safeguarding systems, procedures, training and practice are robust, compliant and effective.
- Maintain accurate safeguarding records and ensure timely referrals, interventions and follow-up actions.
- Provide guidance, advice and support to staff regarding safeguarding concerns and procedures.
- Work closely with external agencies and safeguarding partners to promote pupil welfare and safety.
- Ensure safeguarding remains central to academy culture and practice.
- Monitor safeguarding trends and contribute to safeguarding audits, reviews and reports.

Behaviour and culture:

- Lead and oversee the academy's behaviour policy, systems and outcomes to ensure a calm, safe and purposeful learning environment.
- Monitor and evaluate behaviour trends, including:
 - Internal Exclusion Room (IER)
 - Reflection Room and Reset Room provision
 - Fixed-term and permanent exclusions
 - Detentions
 - On-call systems
 - Behaviour tracking and analysis
- Track and monitor behaviour incidents daily and report trends, patterns and concerns to senior leadership.
- Manage and oversee behaviour systems, including sanctions, rewards and recognition processes.
- Implement targeted behaviour interventions and personalised support plans for pupils.
- Lead behaviour duty systems, staffing and operational behaviour procedures.
- Lead parental meetings relating to behaviour concerns, reintegration and pupil support.
- Promote restorative approaches and consistent implementation of academy expectations across all year groups.

Pastoral leadership:

- Lead and coordinate pastoral systems and provision across the academy.
- Line manage Year Attainment Managers (Heads of Year), pastoral leaders and associated staff.
- Ensure effective support systems are in place for vulnerable, disadvantaged and at-risk pupils.
- Promote pupils' wellbeing, personal development, mental health and inclusion.
- Support pastoral teams in securing high standards of behaviour, attendance, punctuality and pupil welfare.
- Foster a culture where pupils feel safe, valued, supported and able to succeed.
- Develop effective intervention strategies to improve pupil outcomes and engagement.

Attendance and inclusion:

- Work closely with the Education Welfare Officer (EWO) and Attendance Officer to improve attendance and reduce persistent absence.
- Lead strategies that improve engagement, inclusion and pupil outcomes.
- Ensure effective systems are in place to support pupils at risk of persistent absence, disengagement or exclusion.
- Monitor attendance trends and implement targeted interventions where required.
- Promote a culture of high attendance, punctuality and positive engagement.

Alternative provision and external agencies:

- Lead and oversee Alternative Provision (AP) placements and behaviour intervention pathways.
- Manage relationships with external providers, agencies and support services.
- Act as the academy's direct link to Local Authority panels, including:
 - Fair Access Panels
 - Nexus Panels
 - Directed Moves
- Work collaboratively with external agencies to secure effective support for pupils and families.
- Ensure appropriate reintegration and transition processes are in place for pupils accessing alternative provision.

Staff leadership and professional standards:

- Set and maintain exceptionally high professional standards and expectations.
- Support, challenge and develop pastoral and inclusion staff to secure effective practice and positive outcomes.
- Ensure staff understand and implement academy policies and procedures consistently.
- Promote a culture of accountability, collaboration, reflection and continuous improvement.
- Lead meetings, briefings and training related to behaviour, safeguarding and pastoral provision.
- Communicate effectively with staff, parents/carers, trustees, governors and external stakeholders.

Wider responsibilities and professional contribution:

- Contribute to the strategic leadership and operational management of the academy.
- Deputise for senior leaders where appropriate.
- Lead assemblies, staff briefings, parental engagement events and academy initiatives.
- Participate actively in academy events, enrichment opportunities and wider academy life.
- Promote high standards of uniform, punctuality, behaviour and attitudes to learning.

- Model and uphold the academy's ethos, routines and expectations at all times.
- Support academy operational needs, including duties and emergency cover where required.
- Maintain up-to-date knowledge of safeguarding, pastoral leadership, behaviour and inclusion developments.
- Contribute to a culture of excellence, inclusion and continuous improvement across the academy.
- Undertake a teaching commitment if required, as directed by the Senior Leadership Team.

Trust Expectations Framework

Ethos:

- Support the Trust’s vision, mission and strategic priorities, contributing to the achievement of “Stronger Together”.
- Act as a professional ambassador for the Trust, representing its values within your role and wider community.
- Demonstrate and uphold the Trust’s values of inclusion, ambition, support, kindness and integrity in all aspects of practice.
- Build and maintain positive, respectful and professional relationships with colleagues, parents, carers, stakeholders and the wider community.
- Actively contribute to Trust-wide initiatives, events and community engagement, reflecting the Trust’s commitment to Education, Community and Opportunity (ECO).
- Work collaboratively with colleagues across the Trust to support high standards and continuous improvement for all pupils.

Professional development and collaboration:

- Engage fully in professional development activities and performance management processes, demonstrating a commitment to continuous professional growth.
- Collaborate effectively with colleagues across the Trust to share good practice and contribute to sustained improvement in teaching and learning.
- Remain open to new ideas, evidence-informed approaches, technologies and strategies in line with Trust priorities and educational developments.
- Contribute constructively to quality assurance and internal review processes, working with senior leaders to support professional learning and improvement.

Safeguarding and well-being:

- Promote and uphold a culture where safeguarding and the welfare of children and young people is everyone’s responsibility.
- Comply fully with statutory safeguarding requirements, including Keeping Children Safe in Education (KCSiE) and all Trust safeguarding policies and procedures.
- Act promptly on any safeguarding concerns or disclosures, following Trust reporting procedures without delay.
- Contribute to the creation of a safe, secure and supportive environment for pupils and staff, both physically and emotionally.
- Engage in all mandatory safeguarding training and ensure knowledge is kept up to date in line with role requirements.
- Promote inclusion, mental health awareness and well-being, recognising their importance in supporting positive outcomes for pupils and staff.

Professional conduct and compliance:

- Adhere to all Trust and academy policies, procedures and codes of conduct, ensuring consistency with organisational expectations.
- Comply with health and safety requirements to maintain a safe working environment for pupils, staff and visitors.

- Promote equality, diversity and inclusion in all aspects of practice, ensuring a culture free from discrimination or harassment.
- Uphold British Values and comply with the Prevent Duty in line with statutory guidance.
- Contribute to the Trust’s strategic priorities through professional behaviour, attitude and practice.
- Engage positively with audits, inspections and quality assurance processes to support accountability and continuous improvement.
- Maintain high standards of professionalism in conduct, communication and appearance, acting as a role model at all times.
- Build and maintain positive relationships with parents, carers, stakeholders and the wider community in support of Trust objectives.
- Participate in outreach and engagement activities that strengthen links between the Trust, families and the wider community.

Acknowledgment and Agreement

I acknowledge that I have read and understood the job description and the Trust Expectations Framework. I agree to carry out the duties of the role to the best of my ability and in accordance with the Trust’s policies and procedures.

Employee Name:	Employee Signature:	Date:
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Job Specification

Qualifications (or equivalent qualification)	Essential	Desirable
Grade 4 (C) or above GCSEs in English / Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Levels (or equivalent Level 3 qualification)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Degree in in any subject (or equivalent qualification)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PGCE or other recognised teaching qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Qualified Teacher Status (QTS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Relevant leadership or management qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of ongoing Continuous Professional Development (CPD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Experience	Essential	Desirable
Successful leadership experience in secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Significant experience leading behaviour and managing challenging behaviour and pastoral systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proven track record of improving behaviour, attendance or inclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Successful track record of driving change and improving outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strategic planning and execution of whole-school initiatives, including academy improvement efforts and policy implementation, to foster innovation and enhance educational quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experienced in leading, mentoring, and managing staff, including overseeing performance management and facilitating professional development opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficient in HR processes to effectively manage staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implementing intervention strategies to raise attainment and close achievement gaps	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective in assessment, progress tracking and target setting to drive pupil success	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lead in managing classroom behaviour effectively for positive learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Actively involved in extracurricular activities and enrichment programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Risk assessments and ensuring a safe learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engaging with stakeholders to build strong, collaborative relationships and aligned goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skills and Knowledge	Essential	Desirable
Strong understanding of behaviour systems and intervention strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent understanding of safeguarding legislation and practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well-developed awareness of current educational practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A thorough understanding of the national curriculum framework and requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Highly knowledgeable of UK education policy and Ofsted framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to engage and inspire pupils across a diverse range of abilities and needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use formative and summative assessments to evaluate pupil progress, analyse data to identify underachievement, and collaborate with colleagues to implement strategies that improve outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to analyse behaviour and attendance data and implement effective strategies to inform	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strong leadership and management skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficient in IT, including Microsoft 365 applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Familiarity with role-specific platforms, digital tools and resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of online safety and responsible use of digital tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of safeguarding, child protection and health & safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of equality, diversity and inclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of GDPR and data protection regulations in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Attributes	Essential	Desirable
A passion for leadership, inclusion, safeguarding and pupil wellbeing, with responsibility for shaping a calm, safe and aspirational culture that enables all pupils to thrive academically, socially and emotionally	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communicate professionally and respectfully with pupils, staff and the wider community, using clear verbal, written and interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work collaboratively and constructively with colleagues and the wider academy community to support a positive environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handle disagreements and challenging situations calmly and professionally, promoting respect and resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remain calm, approachable and solution-focused under pressure and when challenged	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prioritise the safety, wellbeing and development of pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Take the initiative and respond proactively to the needs of pupils and colleagues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be punctual, reliable and committed to professional responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manage time effectively, meet deadlines and adapt to changing demands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrate strong organisational skills with accuracy and attention to detail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exercise discretion and maintain confidentiality when handling sensitive information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uphold ethical standards and demonstrate high levels of trust and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aligned with Trust values demonstrate a positive attitude and act as a role model	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Value diversity and actively contribute to an inclusive environment for all	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engage in self-reflection, embrace professional development and use creativity and technology to enhance practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>