

Job Description: Deputy Headteacher

Responsible to:	Headteacher
Job Type:	Interim Deputy Headteacher
Grade:	L5 – L9
Hours per week:	32.5
Working weeks:	52
Location	¹ Thameside Primary School

Core Purpose

The Deputy Headteacher, under the direction of the Headteacher , will:

- Determine the strategic development of PSHCE and Behaviour policy and planning across the whole school
- Review and update the school Behaviour Policy and procedures
- Plan and report on the use of Pupil Premium Funding for the school, working alongside the Head of School and SLT to identify priorities and aims
- Lead on the planning and provision for those children in receipt of FSM
- Use data to inform planning and provision for PP children across the school
- Be responsible for day-to-day operation of the Anti-Bullying and Behaviour policy and co-ordination of specific provision to support individual pupils with behavioural and/or pastoral needs
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The Deputy Head will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- To lead in the promotion of a professional, caring and supportive atmosphere with the school
- To take responsibility for the leading on mental health and wellbeing for the school
- To act as Deputy DSL and support those families in receipt of additional social care support
- To support and manage teaching assistants working with children with behavioural and pastoral/emotional needs
- Support teachers with day to day behaviour issues
- Deputise for the Headteacher in their absence

Strategic development of Behaviour and PSHCE policy and provision

- Have a strategic overview of behavioural, social and emotional provision
- for all pupils across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to the provision and aims for behaviour, pastoral and mental health support and education

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- Ensure the Behaviour, Anti-Bullying and PSHCE policies are put into practice, and that the objectives of these policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Assume an active role on the SLT.
- Lead, develop and enhance teaching practices of others
- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers
- Manage and evaluate the outcomes of intervention programmes and support for pupils with behavioural, emotional and mental health needs

Pupil Premium Provision and Planning

- Plan for and report on the Pupil Premium Funding for the school to benefit our less advantaged children through curriculum, extra-extracurricular activities and resources and support
- Identify, through data analysis and research in school, the barriers to progress or well-being for disadvantaged pupils and consider and plan creative use of the funding to support this
- Report to the LGB and other stakeholders on the provision, progress and areas for development for disadvantaged pupils
- Track attendance and data of disadvantaged pupils and work with families to support where needed
- To review the school development plan and strategic aims to ensure that this includes our offer for disadvantaged families

Support for pupils

- Work with teachers to identify pupils who may benefit from pastoral intervention or support
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil, when possible
- Ensure records are maintained and kept up to date

- Work alongside the SENCO and other SLT to ensure a joined-up approach is maintained for each child
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children as appropriate

Leadership and management

- Work with the Head of School and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff

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- Promote an ethos and culture that supports the school’s Behaviour policy and promotes good outcomes for pupils with behavioural, emotional needs and those in receipt of FSM
- In partnership with the senior leadership team, support the implementation of a creative, rich and exciting curriculum.

Safeguarding

- CLT is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.
- The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion.

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

Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.

Qualifications and Experience

Qualities	Essential/Desirable
<p>Qualifications and Experience</p> <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree or equivalent qualification • Evidence of continuing professional development • Leadership qualification (e.g. NPQSL / NPQH) • Successful teaching experience fulfilling the professional responsibilities of a teacher • Experience of leading or significantly contributing to behaviour and pastoral provision • Experience of supporting pupils with behavioural, emotional and mental health needs • Experience of working with parents/carers and external agencies • Experience of using data to inform provision and improve outcomes, particularly for disadvantaged pupils 	<p>E E E D E E E E E</p>

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<ul style="list-style-type: none"> • Experience of leading, monitoring and evaluating intervention programmes • Experience of managing or supporting staff, including teaching assistants • Experience of policy development, self-evaluation and school improvement planning • Experience of working with Pupil Premium funding and disadvantaged pupils • Experience of reporting to governors or other stakeholders • Experience as a member of a senior or extended leadership team • Experience as Deputy DSL or DSL 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>
<p>Knowledge, Skills and Personal Qualities</p> <ul style="list-style-type: none"> • Strong knowledge of whole-school behaviour management and anti-bullying practice • Secure understanding of PSHCE curriculum and statutory requirements • In-depth knowledge of safeguarding and child protection procedures • Strong understanding of mental health and wellbeing for pupils and staff • Ability to analyse behaviour, attendance and attainment data effectively • Knowledge of Equality Act 2010 and inclusive practice • Ability to provide professional guidance, challenge and support to colleagues • Strong interpersonal and communication skills • Ability to lead staff training • Ability to work collaboratively as part of the senior leadership team • Understanding of SEND systems and multi-agency working • Knowledge of national and local initiatives related to behaviour and inclusion 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>
<p>Special requirement</p> <ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undertake an enhanced DBS disclosure • Willingness and ability to deputise for the Headteacher • Flexibility to meet the demands of a senior leadership role • Commitment to equality, diversity and inclusion • Willingness to work across schools within the Trust if required 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

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