



## Deputy Headteacher (SENDCo)

<b>Post Title:</b>	<b>DEPUTY HEADTEACHER</b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To raise standards of student attainment and achievement.</li> <li>• To monitor and support student progress.</li> <li>• To develop and enhance the teaching practice of others.</li> <li>• To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students.</li> <li>• To effectively manage and deploy teaching/support staff, financial and physical resources within the department.</li> <li>• To deputise for the Head of School when appropriate</li> </ul>
<b>Reporting to:</b>	Head of School
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Liaising with:</b>	Senior Leadership Team, other Curriculum staff, relevant staff with cross school responsibilities, relevant non-teaching support staff, LA staff.
<b>Salary/Grade:</b>	Leadership Scale 11-14
<b>Disclosure level:</b>	Enhanced
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies.</li> <li>• The day-to-day management, control and operation of course provision, including effective deployment of staff and physical resources.</li> <li>• To oversee external and internal examination arrangements.</li> <li>• To actively monitor and follow up student progress.</li> <li>• To implement School Policies and Procedures.</li> <li>• To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of students and to the School Development Plan.</li> <li>• To lead and manage the planning function of departments, and to ensure that the planning activities of departments reflect the needs of the School Development/Improvement Plans, Department Development Plans and the aims and objectives of the School.</li> <li>• To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the School are in line with national and local requirements and are updated where necessary.</li> </ul>

<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• To lead curriculum development.</li> <li>• To keep up-to-date with national and local developments and teaching practices and methodology.</li> <li>• To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.</li> <li>• To liaise with Senior Management Team to maintain accreditation with the relevant examination and validating bodies.</li> </ul>
<b>STAFFING</b>	
<b>Staff Development:</b>	<ul style="list-style-type: none"> <li>• To work with Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.</li> <li>• To be responsible for the efficient and effective deployment of support staff.</li> <li>• To undertake Appraisal Review(s).</li> <li>• To make appropriate arrangements for classes when staff are absent.</li> <li>• To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School's procedures.</li> <li>• To promote teamwork and to motivate staff to ensure effective working relationships.</li> <li>• To be responsible for the day-to-day management of staff within designated departments and act as a positive role model.</li> </ul>
<b>Management Information:</b>	<ul style="list-style-type: none"> <li>• To ensure the maintenance of accurate and up-to-date information.</li> <li>• To make use of analysis and evaluate performance data provided.</li> <li>• To identify and take appropriate action on issues arising from data.</li> <li>• To produce reports for the School.</li> <li>• To produce reports on examination performance.</li> <li>• To provide the Governors with relevant information relating to School performance and development.</li> <li>• To assist in the identification of exam entries within the School</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To establish the process of the setting of targets within the School and to work towards their achievement.</li> <li>• To establish common standards of practice within the School and develop the effectiveness of teaching and learning styles.</li> <li>• To contribute to the School's procedures for lesson observation.</li> <li>• To monitor and evaluate curriculum areas/departments in line with agreed School's procedures.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To ensure that all members of the School are familiar with its aims and objectives.</li> <li>• To ensure effective communication/consultation as appropriate with the parents of students.</li> <li>• To liaise with all necessary partners.</li> <li>• To represent the Schools views and interests.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To manage the available resources of space, staff, money and equipment efficiently.</li> <li>• To work with Senior Leadership Team in order to ensure that the School's teaching commitments are effectively and efficiently time-tabled and roomed.</li> <li>• To co-operate with other departments to ensure a sharing and effective usage of resources.</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To monitor and support the overall progress and development of students within the department.</li> <li>• To monitor student attendance together with students' progress and performance in relation to targets set for each individual.</li> </ul>

	<ul style="list-style-type: none"> <li>• To act as a Form Tutor, if required, and to carry out the duties associated with that role if appropriate.</li> <li>• To contribute to Personal Development Curriculum, Citizenship and enterprise education according to School Policy.</li> <li>• To comply with the Positive Behaviour and Restraint Policies so that effective learning can take place.</li> <li>• To take part in Restraint Training and appropriately use and record restraint as agreed in the Restraint Policy.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To undertake an appropriate programme of teaching in accordance with the duties of a teacher.</li> </ul>
<b>Strategic development of SEN policy and provision</b>	<ul style="list-style-type: none"> <li>• Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision</li> <li>• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability</li> <li>• Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)</li> <li>• Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice</li> <li>• Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective</li> </ul>
<b>Operation of the SEN policy and co-ordination of provision</b>	<ul style="list-style-type: none"> <li>• Maintain an accurate SEND register and provision map</li> <li>• Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support</li> <li>• Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment</li> <li>• Be aware of the provision in the local offer</li> <li>• Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies</li> <li>• Be a key point of contact for external agencies, especially the local authority (LA)</li> <li>• Analyse assessment data for pupils with SEND or a disability</li> <li>• Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness</li> </ul>
<b>Support for pupils with SEN or a disability</b>	<ul style="list-style-type: none"> <li>• Identify a pupil's SEND</li> <li>• Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness</li> <li>• Secure relevant services for the pupil</li> <li>• Ensure records are maintained and kept up to date</li> <li>• Review the education, health and care plan (EHCP) with parents or carers and the pupil</li> <li>• Communicate regularly with parents or carers</li> <li>• Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil</li> <li>• Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities</li> <li>• Work with the designated teacher for looked-after children, where a</li> </ul>

	looked-after pupil has SEND or a disability
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>To play a full part in the life of the School's community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.</li> </ul>
<b>Other Specific Duties:</b>	
<ul style="list-style-type: none"> <li>To continue professional development as agreed.</li> <li>To engage actively in the appraisal process.</li> <li>To undertake any other reasonable duty as specified by the Head of School or Proprietor not mentioned in the above.</li> <li>This job description sets out a summary of the key features of the role. It is not intended to be exhaustive and will be reviewed periodically to ensure it remains appropriate for the role.</li> <li>The postholder must also undertake other duties within his/her competence or otherwise appropriate to the grading of the post as required.</li> <li>The postholder must comply with both the School's Equal Opportunities Policy and Health &amp; Safety Policy.</li> </ul>	

Signed .....

Date.....

## **PERSON SPECIFICATION FOR THE POST OF DEPUTY HEADTEACHER**

The specification is intended to assist both candidates and Managers in the selection process.

It highlights the particular qualities required for senior leader posts within the school.

The core purpose of the Deputy Headteacher is to work alongside the Head of School to provide the professional leadership for the School which will secure its success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.

### **Strategic vision, direction and development**

- Evidence of creating and implementing strategic plans which identify priorities and targets for ensuring pupils achieve high standards and make progress
- Evidence of involvement in increasing teacher effectiveness and securing improvement
- Ability to understand how management, finance, organisation and administration support the vision and aims of the School network
- Knowledge of monitoring, evaluating and reviewing the effects of policies, priorities and targets
- Evidence of engaging in collaborative ventures with other schools, colleges, local authorities etc including the wider community

### **Teaching and Learning**

- Evidence of determining, organising and implementing the curriculum and its assessment
- Experience of managing the external and internal examination process
- Ability to monitor and evaluate curricular activities in order to identify and act upon areas for improvement
- The ability to raise standards of classroom management and practice
- Ability to demonstrate the principles and practice of effective teaching and learning
- Ability to create and maintain an environment and code of behaviour which secures and promotes good teaching
- Evidence of developing successful external links with the community, including schools, business and industry, to extend the curriculum and enhance teaching and learning
- Experience of successful involvement with parents to support and improve pupils' achievement and personal development

### **Leading and Managing Staff**

- Able to inspire, challenge, motivate and empower others to carry the vision forward
- Ability to plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Ability to think creatively and solve problems
- Ability to foster an open, fair, equitable culture and manage conflict
- Ability to lead the professional development of staff by example
- Involvement in sustaining an effective system for the management of staff performance and appraisal

- Recognition of the importance of including others in decision making and providing informed judgements
- Having the qualities of integrity, optimism, resilience and a well-developed sense of humour

#### **Efficient and effective deployment of Staff and Resources**

- Experience of working with Governors and members of the leadership team in recruiting staff
- Knowledge of setting appropriate priorities for expenditure, allocation of funds for specific projects and accountability
- Ability to manage and organise accommodation efficiently and effectively in ensuring it meets curricular need and health and safety regulations
- Evidence of managing an efficient use of resources in securing value for money

#### **Accountability**

- Able to build and maintain positive relationships with parents, carers, partners in the community which enhance the education of pupils in a School
- Understanding and awareness of providing objective information, advice and support to the Governors for it to meet its responsibilities for securing effective teaching and learning
- Ability to earn the respect of pupils, parents, staff and Managers
- Ability to present coherent and accurate accounts of the Schools performance to a range of audiences
- Excellent written, verbal and communication skills and the ability to chair meetings

Candidates should forward a letter of application which succinctly evidences how their knowledge, skills and experiences to date allow them to support the Head of School to deliver the five key leadership areas outlined.

The letter must be no more than one side of A4.

September 2024