

Name of post holder:

Title of post: **Deputy Headteacher – Behaviour and Standards**

Salary: **Leadership Scale: 19 - 23**

Working hours

Full time: 195 days per year. Full time.

Terms and conditions

- a) The terms and conditions as set out in the current Pay and Standards Documents and any orders made under it.
- b) The other terms and conditions set out in the various national collective agreements in force from time to time.
- c) The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.
- d) The school's Instrument and Articles of Government as appropriate.

DESCRIPTION OF GENERAL SENIOR LEADERSHIP POST

The post holder must be able to:

- Deputise for the Headteacher in all aspects of their role, in conjunction with the other Deputy Headteacher.
- Work alongside the other Deputy to maintain the smooth daily running of the school.
- Work as part of the Senior and Wider Leadership Teams in order to promote the strategic leadership of the school.
- Fully commit to the vision and ethos of the school as determined by the Headteacher, Principal and Governors.
- Contribute to the writing of the annual Academy Development Plan.
- Contribute to school self- evaluation.
- Fulfil the role in line with the National Standards and National Code of Practice.
- Support the school's vision and ethos
- Be an excellent role model for all members of staff and students and maintain a positive and visible presence around the school.
- Lead by example and take a role in developing leadership in others.
- Help students to become confident and successful learners.
- Strive to establish productive and supportive partnerships with parents and carers.
- Report/contribute to Governor meetings as required.
- To assist with, or lead as appropriate within relevant areas of responsibility, the delivery of assemblies to further promote the ethos of the school.
- To actively engage in the school's support systems to ensure an SLT presence throughout the day and during extended school activities.

- To manage a budget appropriate to your role, where required.
- To present reports on the effectiveness of your role and produce plans to further develop your role.
- To contribute towards School Self-Evaluation and School Improvement Planning.
- To liaise with key staff to ensure that effective intervention is in place for identified students.
- Contribute to school Quality Assurance systems.
- Contribute, as appropriate, to staff training and development.
- Contribute to all aspects of school management and attend meetings outside the 1265 hours.
- Be responsible for the oversight of all policies and procedures applicable to area of responsibility.

BEHAVIOUR AND SAFEGUARDING SPECIFIC DUTIES

The post holder must be able to:

- To be the strategic lead for behaviour and standards.
- To lead on positive behaviour, ethos and culture
- To review and effectively implement behaviour for learning policies and procedures in school to create a culture that meets the school's values
- To coordinate day to day behaviour management within the school,
- Monitor behaviour and attitudes and analyse data to identify trends and areas for improvement; work proactively to implement appropriate interventions with staff, students, and parents/ carers.
- To manage the behaviour of students at breaks, lunchtimes, and lesson transitions.
- To lead the pastoral teams within the school.
- To line manage the appropriate Assistant Headteachers and pastoral staff to create an effective support system, providing the highest levels of pastoral care and behaviour management.
- Communicate clear vision and strategy for behaviour and standards in line with the school's vision and values when leading team meetings with heads of year and pastoral managers.
- Work in partnership with the Senior Leadership Team, Pastoral staff and wider teams to promote the role of form tutors to effectively provide mentoring, challenge and support for their tutees and serve as the first point of contact for parents and carers.
- Build effective working relationships with parents to bring about necessary changes in attitudes and behaviours of students.
- Coordinate the internal provisions, providing support and sanctions to students within the building, during school time.
- Coordinate and monitor the use of pastoral intervention plans, reports and contracts to support students in modifying their behaviours and attitudes.
- Lead on Fair Access Panel to ensure that students are supported by external agencies and schools across the LA.
- To acquire and remain qualified as a designated lead for safeguarding, undertaking necessary training.
- Actively engage in the safeguarding process in school by taking a caseload of students at Child in Need or Child Protection Plan under the direction of the Headteacher– Behaviour, attitude and safeguarding, the safeguarding lead.
- Line manage the appropriate Assistant Heads

ADDITIONAL DUTIES

The post holder must be able to:

1. Work with the Director of Inclusion to lead on whole school safeguarding systems in line with Ofsted guidelines.

2. Demonstrate honesty and integrity and uphold public trust and confidence in the school.
3. Ensure the development and implementation of teaching and learning practice that matches the annual Academy Development Plan objectives.
4. Have a teaching commitment which will be carried out in accordance with the expectations set out in the generic job description for main-scale teaching staff at Hadley Learning Community.

GENERAL DUTIES

1. To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
2. To undertake health & safety duties commensurate with the post and/or as detailed in the schools health & safety policy.

Reporting to (also responsible for Appraisal):

Headteacher (Secondary)

Review/Appraisal arrangements

This document will be reviewed at all stages of the appraisal process and in conjunction with the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate.

Signed.....()

Signed.....(Principal)

Date.....

An electronic copy of this document will be kept with your personnel records.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

A = Application form

I = Interview

R = Reference

	Essential	Desirable	Source of Evidence
TRAINING AND QUALIFICATIONS			
Qualified Teacher Status	✓		A
Degree	✓		A
Higher Degree		✓	A
Post-entry curriculum or management qualification		✓	A
National Professional Qualification for Headship or other equivalent professional qualification		✓	A
Recent participation in a range of relevant in-service training	✓		A
LEADERSHIP AND MANAGEMENT EXPERIENCE			
Middle leadership experience	✓		A
Senior leadership experience	✓		A
Leading and managing major whole school initiatives	✓		A & I
Leading and managing significant elements of a Raising Attainment Plan		✓	A & I
Leading and managing behaviour at whole school level	✓		A & I
Devising & implementing effective monitoring systems across the school	✓		A & I
Leading and managing innovative approaches to improving teaching and learning across the school		✓	A & I
Leading and managing effective strategies to raise attainment across the school	✓		A & I
PROFESSIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING			
Outstanding teacher with demonstrable positive impact on student outcomes	✓		R & I
Ability to analyse and interpret data	✓		I
Knowledge of national policies, priorities and statutory frameworks	✓		I
Application of ICT to teaching, learning and management	✓		I
Managing staff and HR issues		✓	I
Securing and effectively deploying finance and resources		✓	I
Committed to inclusive education	✓		A & I
Innovative practice in the use of ICT to raise standards	✓		A & I
Working knowledge of SEND practices and statutory requirements.	✓		A & I
Able to evidence and apply secure knowledge and good understanding of the process of the SEF/RAP or its equivalent and the ability to successfully apply it across a range of practices within the	✓		A & I

school to identify key areas for improvement and development			
Able to evidence and apply secure knowledge and up to date understanding of child protection, safeguarding issues and procedures and the ability to apply this effectively to keep children and young people safe.	✓		A & I
Able to evidence and apply good understanding of the role of parents and the community in school improvement and how this can be promoted and developed.	✓		A & I
PERSONAL SKILLS, QUALITIES AND ATTRIBUTES	Essential	Desirable	Source of Evidence
Good attendance record	✓		R
Good punctuality record	✓		R
Decision making	✓		R & I
Communication skills	✓		R & I & A
Self-management	✓		R & I
Interpersonal skills	✓		R & I
Personal impact and presence	✓		R & I
Adaptability to changing circumstances and new ideas	✓		R & I
Self-motivated	✓		R & I
Creative thinker and able to use initiative	✓		R & I
Reflective practitioner	✓		R & I
Self-confidence	✓		R & I
Enthusiasm	✓		R & I
Intellectual ability	✓		R & I
Analytical thinking	✓		I
Commitment	✓		R & I
Resilience	✓		R & I
Sense of humour & perspective	✓		R & I
Ability to make objective depersonalised decisions whilst being able to deliver such decisions sensitively	✓		R & I
Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust	✓		R & I
Committed to developing potential and undertaking professional development of others	✓		R & I
Able to respectfully challenge and support and hold people accountable	✓		R & I
Demonstrate reliability, personal conviction and integrity	✓		R & I
Committed to maintaining a healthy work life balance for oneself and that of others	✓		R & I
Be tolerant and possess calmness when working with others	✓		R & I
A genuine concern to secure the educational progress of students irrespective of their background or ethnicity	✓		R & I
Team worker	✓		R & I
Commitment to excellence	✓		I
Potential for Development	✓		I

