

## Job Description

Function	School Services
Job title:	Deputy Headteacher
Reporting to:	Head Teacher
Responsible for:	Phase Leaders, Exam Officer, Cover Supervisor, EHCP Administrator

---

Autism Anglia is a well-established charity providing direct provision for people within the Autistic Spectrum from pre-school to adults. We provide a range of services to enable people with autism to live as independently as possible and experience choice and inclusion in society. The ethos of our work is based on the following five key themes.

- To provide skills and strategies to people with ASC
- To always adopt a personalised approach
- To have a shared understanding of a person and their strengths and needs
- To have power with rather than power over a person with ASC
- To see people with ASC as independent and valued citizens

### Main Purpose of Post

The Deputy Headteacher will support the Headteacher to create a culture of constant improvement through inspirational leadership, being committed to the highest achievement for all areas of the school, to provide an outstanding education for all learners. With excellent leadership skills and adopting a hands-on approach, the Deputy Headteacher will support the Headteacher in managing the day-to-day operations of the school and have a strong track record of working within specialist schools, improving teaching and learning and curriculum development.

The Deputy Headteacher will fulfil the role of Leader of Curriculum and Assessment who will, together with the senior leadership team, work to ensure all learners reach their fullest potential through a rich and varied curriculum and effective assessment practises.

### Specific Responsibilities

To ensure a high-quality service is provided to meet the educational and support needs of our learners.

To support the Headteacher to:

- provide professional leadership to secure sustained improvements in the school's performance in partnership with staff, learners, parents, governors, the local authority and the community
- provide an environment for teaching and learning that empowers learners and staff to achieve their fullest potential
- deputise for the Headteacher and undertake, in their absence, all professional duties

### **Leadership and Managing Staff**

The Deputy Headteacher will support the Headteacher to work with the Charity's leadership team to develop the strategic view of the school and analyse and plan for its future needs and future developments.

The post holder will:

- Deputise and undertake overall responsibility for the school in the absence of the Headteacher and on any other occasions which are deemed necessary
- Create and develop an ethos and culture in which all staff recognise that they contribute to and are accountable for the success of the school, including improving the quality of education provided and standards achieved and ensuring that constructive working relationships are formed and maintained
- Share with the Leadership Team the responsibility for supporting and promoting the wellbeing of all staff
- Plan, allocate, support and evaluate work undertaken by individuals, groups, and teams, ensuring that there is clear delegation of tasks and devolution of responsibilities
- Assist the Headteacher in monitoring and supporting the work of the staff team to identify individual and whole school staff training needs and requirements
- Ensure the sharing of expertise as well as the implementation of statutory and local frameworks for staff appraisal and performance management
- Motivate and enable teachers, including senior and middle leaders and support staff, to develop expertise in their respective roles through high quality continuing professional development
- Maintain and monitor the effectiveness of the SEND provision for learners and to ensure high and consistent standards of EHCP reviews,

### **Strategic Direction**

- Work closely with the Headteacher in developing the school's strategic vision and ensure the school's vision is communicated and clarified to all stakeholders
- Contribute to the School Development Plan and Self-Evaluation Form to ensure that the aims, values, and objectives of the school are met

- Ability to support and challenge staff effectively
- Work with staff, parents and trustees to ensure effective, sustainable school improvement and efficient management of school resources
- Hold and articulate clear values and moral purpose focused on providing high quality education for all learners
- Contribute to planning for the school's future needs and further develop and monitor the plans already in place
- Provide information, objective advice and support to the Headteacher to secure effective teaching and learning, ensuring improved standards of achievement, efficiency and value for money are met
- Work closely with the Headteacher, charity leadership team and board of trustees, in strategic planning, budget preparation and monitoring and effective budget management
- Monitor, evaluate and review the impact of school policies, priorities, and targets, taking or advising action where necessary
- Ensure that parents/carers are well-informed about the curriculum, their child's attainment and progress and about the contributions they can make to support their child's progress
- Meet with the Headteacher and the leadership team regularly to discuss matters of policy, organisation and development

## Quality of Education

The Deputy Headteacher will primarily be non-class based but will have some teaching responsibilities to help develop successful practice across the school.

- Ensure that all teaching demonstrates best practice, develops relationships, supports training and development and ensures 'quality teaching first', and thus ensuring all children make excellent progress.
- Take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative and irresistible learning.
- Be a model professional setting an excellent example to teaching and support staff.
- Actively and demonstrably promote achievement through building and implementing agreed school policies.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework using by using the latest research in best practice, catering for the diverse needs of learners within the school community
- Ensure that assessment is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.
- Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all learners can have a voice, achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others.
- Design, develop and implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure

raised achievement across all key stages. This will include agreeing and articulating high expectations and setting stretching targets for the whole community.

- Liaise with our partnership and local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities and expertise which bring benefits to all children and our school community
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of learners
- Ensure that learners have access to qualifications and accreditation, appropriate to their needs
- Work with the Assistant Deputy Headteacher to ensure that appropriate internal verification is to a high standard.

### **Supporting Leading and Managing Staff**

- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- To ensure that resources allocated to your team are used efficiently and effectively to achieve the desired outcomes.
- To lead, motivate, support, challenge and develop staff to secure improvement, including demonstrating a commitment to their own professional development.
- Treat people fairly, equitably, with dignity and respect to create a positive school culture. To ensure that effective working relationships are formed between staff, and between staff and learners.
- To ensure teacher induction is implemented effectively
- To implement and sustain effective systems for the review and performance management of staff, including carrying out probation reviews of TAs and LSAs
- Supporting the Head Teacher and the charity's Human Resource Team in the Human Resource Management, including recruitment, retention, disciplinary, grievance, and capability.

### **Professional Development and Performance Appraisal**

- Attend all CPD days and training as required, including SCERTS, Autism Awareness and Trauma Perceptive Practice
- Review own professional development and identify training needs
- Take part in the school's performance appraisal programme and be committed to improving own practice
- Act upon advice and feedback and be open to coaching and mentoring

### **Deputy Designated Safeguarding Lead**

- Managing referrals
- Refer cases of suspected abuse and neglect to the local authority children's social care.
- Support staff who make referrals to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.

- Support staff who make referrals to the Channel programme.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- Refer cases to the police where a crime may have been committed.

### **Working with Staff and Other Agencies**

- Act as a source of support, advice, and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Inform the Trustees of safeguarding issues requiring ongoing enquiries and police investigations, and the requirement for learners to have an appropriate adult.
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Take lead responsibility for promoting educational outcomes by:
  - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
  - Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school.
- The above includes:
  - Ensuring the school knows which children have or have had a social worker, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.
  - Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential.

### **Managing the Child Protection File**

- Ensure child protection files are kept up to date.
- Keep information confidential and store it securely.
- Make sure records include:
  - A clear and comprehensive summary of the concern.
  - Details of how the concern was followed up and resolved.
  - A note of any action taken, decisions reached and the outcome.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).

### **Raising awareness**

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.

### **Training**

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C.
- Undertake Prevent awareness training.
- Refresh knowledge and skills at regular intervals and at least annually. Providing support to staff
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring.
- Support staff during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the Views of Children**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and Sharing Information**

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.

### **Filtering and Monitoring**

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified.
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Review filtering and monitoring provision at least annually.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all

tasks that the postholder will carry out and may need to be reviewed, based on the school's needs.

## Person Specification

### Education and qualifications

Essential	Desirable
Degree	A track record of successful leadership
QTS	An understanding of curriculum development and educational assessments
Experience in senior leadership	Experience teaching SEND children in a specialist school setting
Specialist and/or leadership NPQ (or the willingness to complete)	Demonstrate a clear understanding of equity and equal opportunities, particularly issues relating to special needs
Knowledge of curriculum and pedagogy	Team Teach
Knowledge of appropriate relational behaviour management techniques for children and young people with SEND, communication difficulties and challenging behaviour	

### Experience

Essential	Desirable
Successful leadership and management experience in a school	
Teaching experience	
Involvement in school self-evaluation and development planning	
Demonstrable experience of successful line management and staff development	
Proven experience designing, implementing, and evaluating curriculum programs that align with educational standards and learner outcomes.	
Comprehensive knowledge of national curriculum frameworks and qualification frameworks	
Familiarity with assessment tools, data analysis, and methods to evaluate learner progress	



### Skills and Knowledge

Essential	Desirable
Knowledge of how to adapt the national curriculum to suit the learners' needs, with a deep understanding of educational theories, teaching methods and curriculum development	Experience of DSL/ DDSL
A working knowledge of the National Curriculum	Trauma Perceptive Practice (TPP) / Attachment aware experience
Data analysis skills, and the ability to use data to set targets and identify weaknesses	
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	
Strong verbal and written communication skills are necessary for interacting with learners, parents, staff and other stakeholders	
Understanding of school finances and financial management	
Ability to communicate a vision and inspire others	
Ability to build effective working relationships	
Safeguarding and child protection awareness	

### Personal Skills and Qualities

Essential
Strong leadership with strategic and operational decision-making skills
Solution driven
Experience working with learners with autism
Resilient; patient; empathetic and emotionally intelligent
Ability to show initiative and adaptability
Excellent communicator with a collaborative nature
Innovative and creative

A commitment to getting the best outcomes for all learners and promoting the ethos and values of the school

Ability to work under pressure and prioritise effectively

Commitment to maintaining confidentiality at all times

Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position

Be able to prioritise your work, have excellent organisational skills and a real eye for detail