

Post title:	Deputy Headteacher
Salary and grade:	STPCD Leadership 12-16
FTE:	Full-Time
Line Manager/s:	Exec Head / Head of School



Main Purpose of the Job:

To work with the Executive Headteacher and Head of School to ensure the very best education for the students, through achieving the school's aims and objectives.

In particular, to ensure a safe, positive and inclusive learning environment by developing and managing behaviour, attendance and safeguarding policies, and by supporting the Executive Headteacher/Head of School to raise expectations across the school. To deputise for the Executive Headteacher/Head of School as and when required.

Key Duties and Responsibilities

Accountable to the Executive Headteacher for:

- Sustaining the aims and objectives of the school and establishing the behaviour, attendance and safeguarding policies through which they will be achieved; leading staff and deploying resources to secure these priorities; and monitoring progress towards their successful implementation;
- Working to maximise students' wellbeing, safety, conduct and engagement so they can achieve their full potential;
- Liaising with key stakeholders to strengthen safeguarding practice, improve behaviour and attendance, and support whole-school improvement.

Strategic Direction and Development of the School:

To work with the Executive Headteacher and Head of School to contribute to the strategic vision for the school, ensuring a safe, inclusive and supportive environment, and to analyse and plan for the future needs and development of behaviour, attendance and safeguarding within local, national and international contexts.

- To develop overall aims and objectives for the school and the behaviour, attendance and safeguarding policies through which they will be achieved;
- To support the Headteacher in creating an ethos and providing strategic direction that promotes pupils' safety, wellbeing, positive conduct, regular attendance and personal development, preparing them for the opportunities, responsibilities and experiences of adult life;
- To work with the Headteacher to develop and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for improving behaviour, attendance and safeguarding practice, strengthening staff effectiveness and securing whole-school improvement;

- To ensure that all those involved in the school are committed to its aims, motivated to uphold them and engaged in meeting short-, medium- and long-term priorities which secure the success of the school;
- To ensure that the organisation of the school supports its vision and aims, particularly in creating a safe, orderly and nurturing climate for learning
- To ensure that policies and practices take account of national, local and school data, inspection findings and best-practice research relating to behaviour, attendance and safeguarding; and
- To monitor, evaluate and review the effectiveness of policies, priorities and targets in practice, taking action where necessary to secure continuous improvement.

Behaviour, Attendance & Safeguarding

To work with the Executive Headteacher and Head of School to secure and sustain a safe, respectful and inclusive school culture, ensuring high standards of pupil behaviour and attendance and leading the school's safeguarding provision with rigour, clarity and compassion.

- To ensure consistent, school-wide approaches to behaviour that promote a calm, orderly and respectful environment in which all pupils can thrive.
- To lead on attendance strategy, ensuring that systems, monitoring and interventions are effective in promoting high attendance and reducing persistent absence.
- To oversee and maintain robust safeguarding procedures, acting as Designated Safeguarding Lead and ensuring that statutory duties are met and best practice is embedded across the school.
- To secure a continuous, school-wide focus on pupils' wellbeing and safety, using data and safeguarding information to monitor patterns, identify risk and inform intervention.
- To ensure that behaviour, attendance and safeguarding priorities inform strategic planning and the allocation of resources.
- To establish proactive, evidence-informed approaches to behaviour support and pastoral care that focus on early intervention and positive relationships.
- To promote a culture of high expectations, where pupils are supported and challenged to make responsible choices and develop socially responsible behaviours.
- To develop and implement strategies which sustain high standards of conduct, punctuality and engagement across the whole school.
- To ensure that policies, practices and training relating to safeguarding, behaviour and attendance are current, compliant and effective.
- To monitor and evaluate the impact of behaviour and attendance systems, ensuring that underperformance or emerging concerns are addressed swiftly through appropriate support and challenge.
- To ensure holistic, child-centred support that empowers pupils and their families, strengthens protective factors and enables the development of healthy, inclusive and positive behaviours.
- To maintain an ethos of relationship-based practice across the school which values the contribution that enjoyment can make to achievement.

Leading and Managing People

To lead, motivate, support, challenge and develop other people in order to secure improvement:

- To maximise the contribution of staff to improving behaviour, attendance and safeguarding practice, ensuring that constructive, trusting and respectful working relationships are formed between staff, pupils and families;
- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and responsibilities aligned to behaviour, attendance and safeguarding priorities, while maintaining a reasonable and balanced workload for all staff;
- To model exemplary professional conduct, fostering a culture of consistency, fairness and high expectations across all aspects of behaviour management and safeguarding;
- To lead colleagues in developing their confidence, skill and expertise in behaviour regulation, restorative practice and early intervention, ensuring high-quality training and ongoing professional development;
- To support staff in understanding and fulfilling their safeguarding responsibilities, ensuring they are confident in identifying concerns, making referrals and following statutory processes;
- To provide clarity, guidance and support to staff when managing complex behaviour, attendance or safeguarding cases, ensuring decisions are child-centred and evidence-informed;
- To contribute to effective performance management by setting clear objectives linked to behaviour, attendance and safeguarding, monitoring progress and addressing underperformance where required;
- To promote strong teamwork and collaborative problem-solving approaches, ensuring all staff feel supported and equipped to play an active role in building a safe and positive school culture;
- To ensure that systems, expectations and routines relating to behaviour and attendance are understood, owned and consistently applied by all members of staff.

Efficient and Effective Deployment of People and Resources

To support the Executive Headteacher and Head of School in the deployment of people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

- To work with senior colleagues to recruit staff of the highest quality available;
- To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided;
- To undertake responsibilities as defined in the School's Health and Safety Policy and/or such Health and Safety Policy as the governance may have determined;
- To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity;
- To manage, monitor and review the range, quality and use of all available resources to strengthen behaviour, attendance and safeguarding provision, improve pupils' wellbeing and engagement, ensure efficiency and secure value for money.
- To ensure that staff are supported to attend INSET and CPD that strengthens their understanding of cultural diversity, racism and discrimination, and how to address these effectively within behaviour, attendance and safeguarding practice.

Accountability

To be accountable for the efficiency and effectiveness of the school to the Headteacher, Governors, pupils, parents, staff and the local community:

- To provide information, objective advice and support to the Headteacher to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money;
- To develop an organisation in which all staff recognise that they are accountable for the success of the school;
- To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the local community, Ofsted and others, to enable them to play their part effectively;
- To ensure that parents and pupils are well-informed about behaviour expectations, attendance, safeguarding processes and pupils' wellbeing and engagement, and understand the contribution they can make to supporting a positive, safe and successful school environment.
- To provide information about the work and performance of staff where it is relevant to their future employment; and
- To ensure that the school meets and maintains the standards for safeguarding under Section 175 of the 2005 Education Act.

Strengthening Community

- To enable a school culture that values the richness and diversity of the community, ensuring behaviour, attendance and safeguarding practices reflect and celebrate this diversity;
- To enable and promote positive strategies for challenging racial and other prejudice, addressing discriminatory behaviour and responding effectively to any incidents of harassment;
- To ensure that pupils' personal development, behaviour and wellbeing are meaningfully connected to, and enriched by, the wider community;
- To ensure a range of community-based opportunities that support pupils' social, emotional and cultural development;
- To work in partnership with external agencies to promote the academic, social, emotional, moral and cultural wellbeing of pupils and their families, ensuring coordinated safeguarding support;
- To seek opportunities to involve parents, carers, community members, businesses and organisations in the life of the school to enhance its work and strengthen its contribution to the wider community;
- To contribute to the development of the wider education system by sharing effective behaviour, attendance and safeguarding practice, collaborating with other schools and supporting innovative approaches;
- To co-operate and work with relevant agencies to protect children and fulfil statutory safeguarding responsibilities;
- To ensure the school promotes strong links with the local community and maintains close liaison with local primary, secondary and special schools; and
- To support the Headteacher in ensuring that the school offers appropriate extended services that enhance pupils' safety, wellbeing and engagement.

Person Specification

		Essential	Desirable
Qualifications, Skills & Knowledge	DfE recognised qualified teacher status (QTS).	•	
	Degree or equivalent.	•	
	Good knowledge of current thinking and practice in education.	•	
	Evidence of continuing professional development.	•	
	Other professional qualifications (e.g., NPQSL).		•
	Capacity to influence people and lead change.	•	
	Commitment to continuous improvement.	•	
	Good understanding of behaviour, attendance and contextual safeguarding	•	
	Proven leadership and management skills.	•	
Evidence of strong person-centred vision and values.	•		
Experience	Appropriate qualifications and experience to have credibility with the people you will work with as Deputy Headteacher.	•	
	Recent and relevant experience as an effective Deputy Headteacher or Assistant Headteacher or holding a TLR.	•	
	Recent teaching experience in a primary, secondary or special school.	•	
	Evidence of significant development of an area or aspect of school provision.	•	
	Experience of multi-disciplinary working.	•	
	Experience of successful work with parents, carers and the wider community.	•	
	Experience of planning and implementing personalised plans for pupils with special educational needs		•
Thinking Ability	Capacity to influence people and lead change.	•	
	Commitment to continuous improvement.	•	
	Good understanding of behaviour, attendance, safeguarding and innovation.	•	
	Proven leadership and management skills.	•	
	Evidence of strong person-centred vision and values.	•	
	Knowledge of successful strategies for improving the quality of provision and pupils' learning and progress.	•	
	Evidence of high expectations for children and young people's learning and achievement.	•	
	Knowledge of school budgets, financial regulations and procedures.		•

		Essential	Desirable
	The capacity to use ICT to improve the quality of provision.	•	
	Knowledge of behaviour, attendance and safeguarding systems, including effective tracking, monitoring and analysis of pupil wellbeing, conduct and risk indicators.	•	
	A good understanding of the features of high-quality behaviour, attendance and safeguarding practice for children and young people with learning difficulties and disabilities.	•	
Personal Effectiveness	Good communication skills.	•	
	Good interpersonal skills.	•	
	The ability to develop effective working relationships.	•	
	Good organisation and management skills.	•	
	The ability to inspire and motivate other people.	•	
	Honesty and integrity.	•	
	Humility, resilience and optimism.	•	
Interpersonal Relationships	Clear vision.	•	
	The ability to inspire and motivate other people.	•	
	A strong commitment to developing other people.	•	
	The ability to set challenging targets.	•	
	The ability to monitor, evaluate and review the school's effectiveness.	•	
	Highly effective teamwork skills.	•	
General	The flexibility to meet the full range of job requirements.	•	
	Able to travel to a wide range of meetings and events.	•	
	No serious health problems that will likely impair or impact on job performance.	•	
	Good attendance record in current employment (not including absences resulting from a disability)	•	