

JOB DESCRIPTION

DEPUTY HEADTEACHER – HEAD OF KEY STAGE 4 (DESIGNATE)

At Graveney our Deputy Headteachers all have a broad portfolio of specific responsibilities (for example ED&I, Sixth Form, Curriculum etc.) as well as a set of generic shared responsibilities. The specific responsibilities for this post are described below and the shared responsibilities are described in Annex 1.

DEPUTY HEADTEACHER CORE JOB PURPOSE

To work alongside the Deputy Headteacher (Head of KS4) during a transitional period to prepare for taking on this role on the retirement of the present incumbent (see further in section on 'Responsibilities of this role'. During this transitional period there will also be the opportunity to work on a variety of other whole school priorities in whatever way and in whichever part of the school best suits the expertise and aspirations of the candidate and creates most impact for the school. This job description will evolve taking account of the skills and experience of the successful applicant and the needs of the school.

THE SKILLS AND EXPERIENCE WE ARE LOOKING FOR

The information below describes the kinds of skills and experience that we are looking for from applicants, differentiating between those that are essential and those that are desirable.

QUALIFICATIONS

Essential Qualified Teacher Status
Evidence of continuing professional development

A good Honours Degree (2:1 or above) and/or a relevant post-graduate qualification would be an advantage.

EXPERIENCE

Essential Teaching and leadership experience (middle leadership or above) in the secondary sector
Experience of working as part of the wider school pastoral system including contributing to provision for the health, safety and welfare of students
Experience of supporting students to achieve high standards of behaviour
Experience of managing change
Experience of converting analysis and recommendations from reports into workable proposals in a school context
Experience of monitoring the performance of staff and pupils

The additional experience described below would be an advantage:

Experience of developing innovative solutions to secure school improvement
Experience of working with students from a wide range of socio-economic backgrounds

LEADERSHIP SKILLS

- Essential**
- Ability to connect everyday teaching practices and school operations with the school's overarching vision and purpose.
 - Ability to motivate and positively support others to institute changes or new practices
 - Willingness to model the actions and standards expected of others in leading a high performing team
 - Interest in seeking and integrating advice from both within and outside the team
 - Ability to delegate tasks and responsibilities efficiently and to support and monitor progress and outcomes
 - Ability to work as an effective team leader and member
 - Capacity to research and write reports for outside agencies and present to SLT, staff, the governing body etc.
 - Aptitude for anticipating and solving problems and identifying opportunities
 - Adaptability in the face of changing needs/requirements/contexts

The additional skills described below would be an advantage:

- Ability to provide professional direction to the work of others
- Capacity to make effective decisions about the deployment of staffing resources
- Coaching and mentoring skills

COMMUNICATION SKILLS

- Essential**
- Ability to communicate with a variety of audiences effectively
 - Ability to chair meetings that are accessible, participatory and result in meaningful decisions and outcome.
 - Ability to negotiate between different needs and positions to reach an outcome that can be widely supported
 - A good level of IT literacy

SELF MANAGEMENT

- Essential**
- Achieving challenging professional goals
 - Prioritising work effectively
 - Working to deadlines

ATTRIBUTES

- Essential**
- Motivation and drive
 - Resilience in a challenging and changing environment
 - The confidence to make courageous decisions and inspire support
 - Willingness to engage with pupils out of school hours through enrichment and other extra-curricular activities

THE RESPONSIBILITIES AND DUTIES ASCRIBED TO THIS ROLE

To use the transitional period leading up to the retirement of the current incumbent to prepare to take on the following responsibilities:

SPECIFIC TASKS

As Head of Key Stage 4 to:

To take responsibility for all aspects of the leadership of KS4, including but not limited to:

- a) Developing a culture across KS4 teams that ensures students are inspired, motivated equipped and able to progress to the next stage of their education whether at Graveney or elsewhere
- b) ensuring high quality teaching and learning through
 - Lesson observations, class visits, work scrutinies etc
 - reviewing teaching and learning survey data with KS4 HODs and agreeing action points/strategies for improvement
 - reviewing KS4 departmental intervention arrangements and proposals and monitoring their implementation and effectiveness
- c) ensuring that whole school and department policy is implemented consistently across KS4 departments including
 - Reviewing and where necessary improving departmental monitoring policies and ensuring that monitoring of pupil progress is taking place according to those policies
 - Ensuring that departmental and school policies, for example on marking, assessment and homework, are implemented through lesson visits, work scrutinies etc.
 - Evaluating the impact of improvement strategies, reporting to SLT and making recommendations for further improvement
 - Supporting relevant HODs to ensure consistently high quality performance from all departmental staff
 - Undertaking the performance management of relevant HODs
- d) ensuring that departmental improvement plans properly reflect both KS4 and departmental priorities in the context of the various review mechanisms (i.e. findings of TEIM meetings and curriculum development priorities (external and internal) and that they are kept up to date as the context changes throughout the term of the plan

Admissions

- Keeping pupil numbers in KS4 under review and ensuring that numbers remain at a level agreed with the Principal. This will involve working with HOY 9 to recruit additional students at the end of Year 9.
- Arranging for appropriate induction of new students into Year 9/10.

Pastoral and welfare

- Leading KS4 Year teams and ensuring that all the necessary procedures are in place to ensure that the health safety, welfare and other pastoral needs of KS4 students are met
- Keeping up to date with whole school responsibilities for safeguarding and child protection in the role of teacher and senior leader
- Taking responsibility for safeguarding and child protection issues concerning KS4 students in liaison with the Designated Safeguarding Lead. This will include the responsibility to:
 - remain up to date with the assessment process for providing early help and statutory intervention including local criteria for action and local authority children's social care referral arrangements.
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - ensure KS5 pastoral staff have access to, and understand, the school's child protection policy and procedures, especially new and part time staff;
 - be alert to the specific needs of children in need, those with special educational needs and young carers;
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
 - understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
 - Ensure that detailed, accurate, secure written records of concerns and referrals are kept using systems agreed with the DSL;
 - understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to KS5 staff on protecting children from the risk of radicalisation;
 - remain up to date with issues around on-line safety including recognising the unique risks associated with on-line activity including recognising the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
 - obtain access to resources and attend any relevant or refresher training courses;
 - encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Achievement and Discipline

Implementing an appropriate framework to ensure that student achievements are recognised and celebrated.

Being responsible for dealing with all disciplinary matters relating to KS4 students to include investigating or overseeing the investigation of incidents, implementing sanctions short of exclusion and recommending exclusions to the Principal.

Curriculum and Teaching and Learning

- ensuring the delivery of a broad and balanced KS4 curriculum including a comprehensive and effective extra curricular offer with opportunities to secure progression for all
- ensuring high quality teaching and learning through Lesson observations, class visits, work scrutinies etc in KS4
- Using teaching and learning survey data to set priorities for improvement in KS4
- reviewing departmental intervention arrangements, bringing forward proposals for improvement and monitoring their implementation and effectiveness
- analysing assessment data, presenting reports on progress and attainment in a variety of different fora and putting in place interventions where necessary to ensure that all students are supported to reach their full potential

KS4 exams and progression

- overseeing the running of KS4 public exams, internal exams and other testing
- Ensuring that appropriate IAG is in place for transition to the next stage, whether this is at Graveney or elsewhere
- Providing post results support during summer holiday for year 11
- Contributing to the preparation of statistical analyses and being fully conversant with KS4 data

Community and student voice

- Building relationships with parents and families to ensure that they are equipped to support their child's learning and progress
- implementing an annual teaching and learning survey, reviewing teaching and learning survey data with KS4 HODs and agreeing action points/strategies for improvement
- overseeing arrangements for reporting to KS4 parents including management of parents' evenings

During the transition year, the successful applicant will also be expected to use their specific expertise in other areas of school life to secure innovation and continuing improvements as required. This work will be managed on a 'project' basis in discussion with the Principal and Senior Team.

Child Protection

To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the school

To be fully aware of the principles of safeguarding as they apply to children and young people in relation to the postholder's responsibilities.

To ensure that the postholder's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

GENERIC EXPECTATIONS FOR SENIOR LEADERS (Deputy Headteacher and above)

All members of the Leadership Team are expected to contribute proactively and be held accountable for their part in the following:

- Developing a clear vision for an effective school
- Implementing strategies for the efficient running of the school within the policies adopted by the Board of Directors/Governing Body
- Playing a leading role in school improvement
- Initiating and managing change and improvement to develop the school and its staff
- Managing a cluster of teams which could include Heads of Year, Heads of Department and cross-curricular team leaders
- Sharing in the on-call responsibility in relation to student behaviour during the school day.

Strategic Direction and Development of the School	<p>To Lead by example and provide inspiration and motivation to the school community through proactively supporting and embedding the school ethos and associated policies through</p> <ul style="list-style-type: none"> • Sharing responsibility for the development and implementation of the whole school improvement and development strategies including but not limited to the SIP • Working in partnership with the whole staff and governors ensuring that the improvement strategies including the SIP are monitored effectively, evaluated and reviewed to meet all statutory requirements • Ensuring that strategic planning takes account of the diversity, values and aspirations of the families who use the school and the wider local community • Demonstrating an awareness of the political context, anticipate trends and embrace future opportunities with a positive mindset
Strengthening the Community	<p>To actively promote cohesion in the wider school community through developing and delivering a range of provision, within and outside school, designed to break down social, economic and cultural barriers.</p> <p>To play a proactive role in the development, implementation and monitoring of systems and procedures to further embed our anti-discriminatory ethos, ensuring that everyone in the community feels respected, listened to and valued.</p> <p>To develop and maintain effective partnerships with other primary and secondary schools including the Extended School Clusters, the Local Authority and other agencies to further pupil welfare and achievement</p>

Learning and Teaching	<p>To ensure that learning is at the heart of the school at all times and to share responsibility for raising the quality of teaching and learning within the specified teams/departments through</p> <ul style="list-style-type: none"> • Inspiring teachers to deliver quality teaching for every pupil every time • Promoting a culture of continuous improvement using comparative data and benchmarks to evaluate and improve performance based upon a sound process of effective planning and assessment for every child • Promoting and encouraging creativity and innovation in the use of new technologies to enhance teaching and learning
Develop Self and Others	<p>To lead, motivate, support, challenge and develop staff in the specified teams/departments to ensure the best outcomes for the school through:</p> <ul style="list-style-type: none"> • Building a collaborative culture which positively embraces change and progression through staff empowerment and team work • Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture and to allow an appropriate work / life balance
Accountability	<p>To be accountable to the Principal and Governing Body for the efficiency and effectiveness of the specified departments/teams through:</p> <ul style="list-style-type: none"> • Promoting a culture of self evaluation among the whole school staff so that they feel accountable for the success of the school • Provide accurate, timely and appropriate accounts of performance in the specified departments to a range of audiences including the governing body, parents, the LA, local community, OFSTED and others to enable them to play their part effectively