**JOB DESCRIPTION**

**JOB TITLE: DEPUTY HEADTEACHER: EQUALITY, DIVERSITY AND INCLUSION (ED&I)**

**SALARY: Leadership Pay Scale 14-25 [dependent on experience]**

**RESPONSIBLE TO: Chief Executive, Principal and Board of Directors**

**LEADERSHIP RESPONSIBILITY**

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 shared responsibilities are described in Annex 1 to this job description.

# DEPUTY HEADTEACHER (ED&I) CORE JOB PURPOSE

To play a key role in the strategic development and leadership of the school

To be the SLT Equalities, Diversity and Inclusion champion

To be accountable for the progress and welfare of students with Special Educational Needs and Disabilities and to line manage the Special Needs Department

**THE SKILLS AND EXPERIENCE WE ARE LOOKING FOR**

This table lays out 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

Agood 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 managing change

Existing knowledge of ED&I practices and of resources for ED&I teaching on social justice issues in education

Experience of converting analysis and recommendations from reports into workable proposals in a school context

Experience of monitoring the performance of staff and pupils

A good working knowledge of the legal framework surrounding SEND and Equalities and an understanding of what best practice looks like.

The additional experience described below would be an advantage:

Experience of working at a middle or senior leadership level in either SEND, Inclusion or Equalities.

Experience of managing curriculum innovation

Experience of working with students from a wide range of socio-economic backgrounds

Knowledge of and access to networks of expertise and lived experience in relation to EDI in the education sector

**LEADERSHIP SKILLS**

**Essential** Ability to connect everyday teaching practices and school operations 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, governing body.

Aptitude for anticipating and solving problems and identifying opportunities.

The additional skills described below would be an advantage:

Provide professional direction to the work of others.

Effective deployment of staffing resources

Coaching and mentoring skills

**COMMUNICATION SKILLS**

**Essential** Demonstrable ability to communicate with a variety of audiences effectively.

Ability to chair meetings that are accessible, participatory and result in meaningful decisions and outcomes.

Ability to negotiate between different needs and positions to reach an agreed outcome.

IT literate/comfortable with IT

**SELF MANAGEMENT**

**Essential** Achieving challenging professional goals.

Prioritising work.

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 RESPONSIBILIITES AND DUTIES ASCRIBED TO THIS ROLE**

**SPECIAL EDUCATIONAL NEEDS**

1. EQUALITY, DIVERSITY AND INCLUSION (ED&I)

To be the SLT ‘Equalities Champion’, responsible for ensuring the best possible equalities practices across all aspects of school life. This will include:

* Leading a Equalities Steering Group (SLT and middle leaders) to ensure a coherent and planned cross curricular approach to teaching the principles of social justice including anti-racism, anti-sexism and equal opportunities for everyone to pursue their skills and develop their abilities whatever their protected characteristics
* Shaping and supporting the delivery of the school’s ED&I action plan
* Developing and ED&I Communications Strategy (internal and external)
* Facilitating and supporting student equality networks and building on partnerships between students and teachers as a natural development from the Change Council of 2020/21
* Delivering and/or securing appropriate training opportunities for staff both at an individual and collective level to ensure a pervasive and consistent whole school approach to and understanding of what the best equalities practice looks like and how to deliver it on the ground
* Overseeing provision for staff and students delivered by external bodies to support the above
* Developing structures to ensure that there is an Equalities Impact Assessment embedded into all school policy reviews/developments and ensuring that the impact for each protected characteristic is properly considered
* Keeping key performance indicators under constant review (attendance, behaviour, achievement, progress, participation) by protected characteristic, reporting to governors and bringing forward recommendations for intervention so as to further reduce any gaps in outcomes for any particular group
* Advising and supporting staff and students with any equalities concerns and reporting these on for action using the appropriate school channels
* Keeping abreast current developments and advising colleagues on ED&I solutions and best practice
1. To lead the school’s SEND provision and act as the champion for learners with SEND. This will include:
* Line managing the SENDCO and other departmental staff as appropriate
* Developing and implementing clear referral systems to ensure that appropriate support and intervention is provided by the SEND team
* Working closely with the SLT member responsible for wider Inclusion Services to ensure a co-ordinated approach and effective use of resources
* Being accountable for the progress and achievement of SEND learners and working closely with the SENDCO to ensure that appropriate strategies are in place to secure improvements in their progress and achievement.
* Monitoring the participation in non-classroom based activities of SEND students at all Key Stages and develop strategies to increase participation.
* Ensuring the provision of appropriate training and support for classroom teachers, from both internal and external sources, so that they can fulfil their responsibilities as teachers of SEND effectively
* Ensuring that communication between the SEND department and other departments/

classroom teachers are both appropriate and accessible

* Ensuring high quality teaching and learning for students with SEND through Lesson observations, class visits, work scrutinises etc
* Developing systems and procedures for obtaining feedback from students with SEND and their parents
* Reviewing the allocation and effectiveness of department resources (including TA/LST deployment) and bringing forward proposals for improvement
* analysing assessment data, presenting reports on progress and attainment in a variety of different for a and securing further intervention where necessary to ensure that all students are supported to reach their full potential
1. PROVISION FOR BEHAVIOUR SUPPORT

Working under the overall guidance of the Vice-Principal to be responsible for the strategic leadership and management of the school’s behaviour support provision. This will include reviewing provision in the context of both the school and the government’s evolving behaviour strategy.

Liaising with the Heads of KS3, 4 and 5 to ensure the provision for behaviour support is responsive to the needs of all phases

**CHILD PROTECTION**

To be fully aware of and understanding the duties and responsibilities arising from the Keeping Safe in Education document in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the school

 To also be fully aware of the principles of safeguarding as they apply to vulnerable

 adults in relation to your work role.

 To ensure that the worker’s line manager is made aware and kept fully informed of

 any concerns which the worker may have in relation to safeguarding and/or child

 protection.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Annex 1

# 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.

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| Strategic Direction and Development of the School | 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* 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
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| Strengthening the Community | 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. 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. 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 |
| Learning and Teaching  | 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* 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
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| Develop Self and Others  | To lead, motivate, support, challenge and develop staff in the specified teams/departments to ensure the best outcomes for the school through: * 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
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| Accountability  | To be accountable to the Principal and Governing Body for the efficiency and effectiveness of the specified departments/teams through:* 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
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