

Deputy Headteacher: Behaviour and Attitudes

Job Description

Responsible to the Head of School and Executive Headteacher, the Deputy Headteacher: Behaviour and Attitudes will play a pivotal role in continuing our momentum towards excellence, shaping its future, and enhancing its reputation as part of the Sigma Trust.

Overall Strategic Remit:

By creating a safe, calm, orderly and respectful school environment which impacts positively on students' behaviour and attitudes, all students are given the best possible opportunity to achieve exceptional educational outcomes and enjoy memorable experiences.

Key Responsibilities:
Strategic, Operational and System Leadership <ul style="list-style-type: none">● Liaise closely and work collaboratively with the Senior Leadership Team to provide strategic vision, leadership and direction for the school which focuses on: improving students' progress and outcomes; enhancing students' personal development and experiences at school; promoting and supporting student and staff welfare.● Play a lead role in the monitoring and evaluation of the School Improvement Plan, taking appropriate actions to ensure the school's goals are achieved.● Play a lead role in the completion and quality assurance of the school's Self Evaluation Form to ensure that an accurate picture of the school's performance and any areas for development are recorded and updated frequently and take actions to secure improvements.● Act as a role model to the rest of the Senior Leadership Team and all staff and students in setting and maintaining the highest standards in all aspects of work and in challenging and supporting others.● Lead by example, providing inspiration and motivation for students, staff, governors, and parents.● Maintain an up-to-date knowledge and understanding of all aspects of the Ofsted framework and lead all other relevant staff in understanding the framework through timely communications and training.● Lead the strategic development of areas of accountability, ensuring strategies are student centred, have impact and are underpinned by a robust evidence base.● Drive, lead, and manage aspects of whole-school change, school improvement and effective implementation.

- Contribute to governors' meetings, and reports, as required, to ensure governors maintain a sound knowledge and understanding of all aspects of the school. This will include providing verbal and written reports at governors' meetings as required.
- Keep abreast of current local and national educational developments and ensure effective dissemination amongst appropriate colleagues.
- Actively work to develop the school's network of external partner organisations. Work with these organisations positively for mutual benefit and to develop expertise within the school.
- Take opportunities to positively market the school.
- Share in the effective and efficient management of the school on a daily basis and maintain a high-profile presence for staff and students.
- Deputise for the Head of School as required.
- Assume a range of whole school responsibilities as assigned by the Head of School/Executive Headteacher and undertake any professional duties that the Head of School reasonably delegates.
- Actively promote the Sigma Trust and be committed to system leadership, taking opportunities to work collaboratively and productively with partners for the benefit of all students within the Trust and beyond.

Culture, Ethos & Environment

- Actively promote the vision and core values of the school in everyday work and practice to create a shared culture and positive climate where staff and students feel valued and thrive, and wellbeing is ingrained in school life with consideration for students and staff at the heart of the school's practices.
- Work with the Head of School to ensure that the core values of the school are realised in students' everyday behaviour and staff practice and decision making.
- Ensure students are celebrated, supported, and challenged, working closely with Pastoral Leaders, other pastoral colleagues and the SENCO.
- Working closely with the SLT and wider staff body to promote a positive and respectful culture in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and discrimination are not tolerated so that all members of the school community can thrive.
- Lead on creating a culture of equity where staff know, care for, and celebrate students as individuals.
- Actively foster a strong sense of community and positive ethos among staff and students.
- Promote a culture of high staff professionalism.

Student Attitudes, Values and Aspirations

- Leading on developing a culture and ethos of aspiration: promoting and celebrating the highest standards of all students, students' pride in their school and personal aspirations and ambition for success.
- Empower students to take responsibility for their behaviour creating a positive ethos where students' self-confidence and self-esteem are promoted by regular praise, recognition, reward, and affirmation.
- Encourage and empower students to be positive role models for their peers, promoting understanding of the balance between individual rights and responsibilities.
- In liaison with the SLT, monitor and evaluate students' contribution to the school and the wider community.
- Develop strategies and initiatives to ensure students feel a strong sense of belonging and affiliation to the school and are actively proud to be part of CCHS and the wider community including the Sigma Trust.
- Develop strategies and initiatives to empower students to make a positive and lasting difference and to lead positive change.
- Lead on pastoral student voice to gather students' attitudes on, for example, the quality of tutoring and pastoral care.
- Have oversight of student leadership within the school and ensure that the profile of this is raised across the school.
- Further develop a wide range of positive praise and reward systems, appropriate to students' individual circumstances, context, and age.
- Develop opportunities to recognise, praise, reward and celebrate students' achievements, success, and active demonstration of the core values of the school, both formally and informally, publicly, and discretely.

Behaviour and Conduct

- Ensure the creation of a safe, calm, orderly and positive environment, characterised by respect, trust, cooperation and care, so students learn effectively, and teachers can teach.
- Set and establish clear strategies, routines, and high expectations for the behaviour of all students across all aspects of school life.
- Lead on high standards of school uniform in line with school policy.
- Support colleagues to effectively meet the needs of more challenging student behaviour, encouraging warmth, empathy and emotional intelligence and an understanding of the individual and minimising any negative impact on learning.
- Provide expertise in supporting colleagues to prevent, anticipate and respond to potentially disruptive incidents, reinforcing positive student behaviours.
- Research and lead on clear strategies for the continued improvement of student behaviour.
- Drive a proactive approach to prevent bullying and discrimination so that students feel happy and safe.
- Advise on suspensions ensuring in all cases that their use is proportionate, legal, and justified.

- Monitor and evaluate behaviour patterns and trends across the school, including the use of reflection sessions, awarding positives/negatives, suspensions, and internal suspensions.
- Develop strategies for effective re-integration of students following suspension.
- Lead on the development of alternative strategies for suspension.
- Lead on the development of strategies to support students at risk of suspension/permanent exclusion.
- Lead on strategies to manage behaviour through effective CPD.
- Observe students' behaviour in a range of classes at different times of the day, break and lunch and lesson transitions to inform an accurate picture of behaviour across the school.
- Update the behaviour and suspension policies in line with statutory guidelines.
- Fully investigate major behaviour incidents and persistent/complex patterns of behaviour.
- Represent the school at the NE Essex Behaviour, Attendance and Inclusion Partnership meetings.

Pastoral Leadership, Systems, Care and Support

- Shape, implement and develop the strategic vision for pastoral care ensuring that the welfare, safety, health, and happiness of every student is at the core of our purpose.
- Encourage innovation and professional development in pastoral care.
- Maintain a strategic overview of student welfare and pastoral care and ensure that strategic planning and decision making takes this into account and promotes positive actions to support student wellbeing to enable all students across the school to succeed and achieve.
- Lead, monitor and review the development of the necessary pastoral structures (e.g. LABS), roles and systems and implement training for staff across the school.
- Ensure there are clear lines of responsibility for supporting students' pastoral needs.
- Collaborate and engage with multi-agencies, the LA and other providers to ensure effective leadership and partnerships are in place to support the pastoral system and student welfare.
- Oversee the strengthening of links to external support services including specialist agencies alongside the broader range of support services such as early help or voluntary sector.
- Lead and deliver CPD to ensure all staff are trained for their pastoral roles enabling them to uphold school policies, practices, and systems effectively with regards to pastoral care.
- Ensure that communication of the school's pastoral ethos and values are clearly disseminated through school literature and the website.
- Create, monitor, and develop standards for exceptional tutoring and pastoral care supporting and challenging tutors and Pastoral Leaders to maintain high standards and excellence in tutoring.

Parental Engagement, Networks and Communication

- Contribute to continued improvements to the effectiveness of regular, positive communications with parents/carers.

- Develop and implement practical approaches and strategies to involving parents/carers in their child's learning and welfare including parents at partner events and community-based activities.
- Lead strategies to improve relationships and parental engagement where there are barriers to engagement in order to build trust and foster strong and productive partnerships.
- Develop parent/carer voice, creating an open and transparent culture which takes stakeholder views into account.
- Forge, develop and maintain positive parent partnerships and networks for the benefit of students and the wider community.

Line Management

Assistant Headteacher (pastoral), Pastoral Leaders

- Be accountable for the continuing effective work of all staff for whom there is line management responsibility, supporting and challenging them to achieve their best
- Appraise, train, mentor and coach staff as appropriate.
- Hold regular formal meetings (at least once per fortnight) and share the record of those meetings with the relevant leader and the Head of School as appropriate.

External

- Research and disseminate best practice in all key areas of responsibility with particular reference to behaviour, attitudes and pastoral care.

Safeguarding Responsibilities

- Demonstrate a commitment to keeping children and young people safe
- Report any disclosure made to you to the appropriate person
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of the Trust policies in relation to safeguarding

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

General Responsibilities

- Undertake a teaching commitment commensurate with a Deputy Headteacher role (approximately 25% teaching timetable) and the needs of the school.
- Participate in staff recruitment, training and review processes including appraisal.
- Lead year group assemblies and Parental Information Evenings as appropriate.

- Be highly visible and accessible: reinforcing standards of student and staff behaviour and the school's core values and ethos (including supervision and duties)
- Attend appropriate meetings with colleagues and parents/carers.
- Organising key events as appropriate and acting as an ambassador for the school at high profile functions.
- Demonstrate a commitment to one's own professional development and engage in the opportunities provided by the school and within the Trust.
- Any other duties that might reasonably be required of a Deputy Headteacher

Person Specification

(*Interview process / Application form)

Qualification and Training	Essential / Desirable	Method of assessment I/A*
Qualified Teacher Status	E	A
Recent appropriate CPD	E	I/A
To have undertaken further professional study e.g. NPQSL	D	A
Experience	Essential / Desirable	Method of assessment I/A*
Significant demonstrable impact as a Senior Leader	E	I/A
At least 3 years' successful experience in a substantive senior leadership position	E	I/A
Has a record of outstanding classroom practice	E	I/A
Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people	E	I/A
Experience of leadership and management responsibility in more than one school	D	I/A
Experience of leading whole-school CPD	E	I/A
Implementing the principles and practice of Quality Assurance including school review, self-evaluation, and appraisal	E	I/A
Experience of improving the quality of pupil behaviour and attitudes across the school	E	I/A
Experience of effective line management of colleagues.	E	I/A
Managing change, creativity, and innovation	E	I/A
Able to lead, inspire, motivate, and engage staff and students	E	I/A
Experience in working with external agencies to support pupil welfare	E	I/A

Skills, Knowledge and understanding	Essential / Desirable	Method of assessment I/A*
A secure knowledge & understanding of effective teaching & learning	E	I/A
A secure knowledge of behaviour management research and practices that support positive attitudes to learning	E	I/A
Experience of using data to improve the outcomes for pupils, in particular, to track behaviour across the school and implement strategies that support positive behaviour	E	I/A
Skilled at building productive working relationships with staff, parents, and students, with governors, partners and the wider community	E	I/A
Able to make clear, judicious decisions which may involve tough choices or considered risks	E	I/A
Able to analyse complex problems, make sound judgements and produce workable solutions	E	I/A
A firm understanding of and commitment to safeguarding	E	I/A
Able to analyse and interpret data	E	I/A
A strong commitment to equality	E	I/A
A secure understanding of IT to produce effective resources to communicate with colleagues, students & parents	E	I/A
Excellent communication skills, both in writing and orally, to a wide range of audiences	E	I/A
Able to plan, implement, monitor, and evaluate initiatives and policies	E	I/A
Knowledge of school governance including within a multi academy trust context	D	I/A

Personal Qualities	Essential / Desirable	Method of assessment I/A*
Strong 'moral purpose'	E	I/A
Shows warmth, care, and sensitivity to the needs of others	E	I/A
Is professional, self-motivated, hardworking, and willing to give freely of time outside of the normal working day	E	I/A
Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective	E	I/A
Sense of humour and an infectious enthusiasm	E	I/A
Safeguarding	Essential / Desirable	Method of assessment I/A*
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (enhanced DBS check required).	E	I/A
Has appropriate motivation to work with children and young people, and can relate to them	E	I/A
Ability to maintain appropriate relationships and personal boundaries with children and young people	E	I/A
Displays commitment to the protection and safeguarding of children and young people	E	I/A
Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary	E	I/A