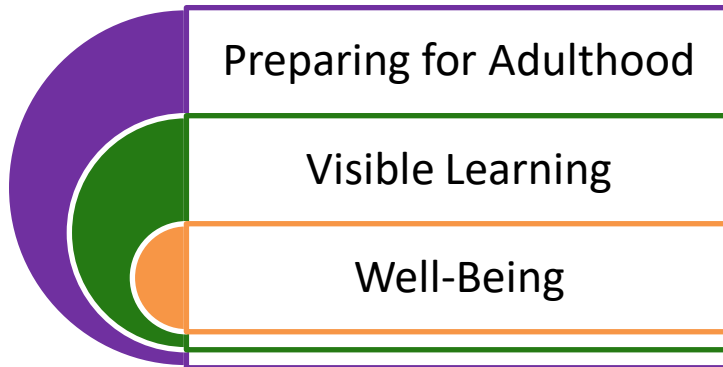


Deputy Headteacher: Inclusion & Safeguarding

Our vision

Achievement for all in a unique world-class school

Whole School Priorities 2020-23



All job descriptions define the responsibilities of the post holder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD).

Job title:	Deputy Headteacher- Inclusion & Safeguarding
Salary range:	Inner London Leadership Pay Scale
Line management responsibilities:	<ul style="list-style-type: none"> Leading Practitioner in SEN (also SENCo) Personal & Social Development Lead Pastoral Support Team Lead
Responsible for:	<ul style="list-style-type: none"> Leading and developing Inclusion, Safeguarding and Restorative approaches to behaviour Maximizing inclusion and progress at each Key Stage Rich, broad, balanced & accessible provision matched to student needs and aspirations Ensuring school systems provide an orderly and safe environment Ensuring EHC Planning processes, including Preparing for Adulthood (PfA), support appropriate progression to the next stages of education, training, or employment

Post Responsibilities

- Leading on the strategic planning, monitoring and evaluation of inclusion; safeguarding; behaviour; attendance; personal & social development; student voice and wellbeing
- Maximising achievement at all Key Stages through ensuring staff have the skills, strategies, information, communication, and referral routes they need to manage and meet a wide range of significant SEN, including challenging behaviours/presentations
- Ensuring school systems provide an orderly and safe environment in lessons and at play
- Ensuring ambitious person-centred EHC plans lead to excellent outcomes for each student in employment; friends relationships & community; independent living; and good (PfA)
- Developing an integrated multidisciplinary offer that meets student needs and aspirations.
- As Designated Safeguarding Lead, ensuring the school's safeguarding processes are of the highest standard (Role outline at Appendix A)
- Utilising research evidence, school-based evaluations, and external review to improve the areas above
- Playing an active role in developing, sustaining, and modelling skills, attributes, and behaviours of a high performing leadership team, including highly effective communication to all stakeholders
- Presenting clear evaluations of interventions and outcomes to stakeholders (internal and external).
- Providing outstanding leadership and management to, and of, staff
- Effective strategic leadership and management of staff and the school as part of the leadership team.

Attributes, Qualities and Knowledge

- A drive to work positively with people of diverse backgrounds, characteristics, and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.
- A sound understanding of theory, practice, quality benchmarks and implementation planning in the relevant areas, supported by wider reading, professional development, and dialogues.
- Holding and articulating clear values and moral purpose, focused on providing a world-class education for all students.
- Demonstrating optimistic personal behaviour, positive relationships, and attitudes.
- Leading by example with integrity, creativity, resilience, and clarity; drawing on own expertise, and that of others.
- Sustaining wide, current knowledge and understanding of education locally, nationally, and globally, and pursuing continuous professional development.
- Working with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicating the school's vision and values, empowering all students and staff to excel.

Students & Staff

- Demanding ambitious standards for all students, overcoming disadvantage, and advancing equality.
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design.
- Establishing an educational culture of 'open classrooms' to share best practice within and between schools.
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Holding all staff to account for their professional conduct and practice.

Systems & Processes

- Ensuring that the school's systems and processes are well considered, efficient and fit for purpose.
- Providing a safe, calm, and well-ordered environment for all students and staff.
- Valuing excellent practice by establishing rigorous, fair, and transparent systems and measures for managing the performance of all staff.
- Actively supporting the governing board to understand its role and deliver its functions effectively
- Exercising strategic, curriculum-led, and affordable financial planning to ensure the equitable deployment of budgets and resources to ensure positive student outcomes.

Impact Within and Beyond the School

- Championing best practice and securing excellent achievements for all students
- Developing effective relationships with colleagues in other settings to improve academic and social outcomes for all students.
- Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspiring and influencing others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Additional Information

Please note: This job description indicates the strategic importance of the role in continual school self-assessment and improvement; precise roles and responsibilities will therefore be responsive to circumstances.

ACCEPTANCE OF THE JOB DESCRIPTION BY THE POST HOLDER			
I can confirm my acceptance of the job description as outlined above			
Name			
Signed		Date	

Person Specification: Deputy Headteacher, Inclusion & Safeguarding

Experience & Qualifications	Essential	Desirable
1. Outstanding and reflective teaching practitioner	✓	
2. Substantial experience of teaching and leading, including leadership of areas relating to inclusive pedagogy; SEND; safeguarding; restorative approaches to behaviour; pastoral care; personal & social development	✓	
3. Evidence of success in leading on and securing whole-school improvement	✓	
4. Evaluating impact by analysing and evaluating a range of evidence and data to recalibrate, prioritise and drive whole-school improvement	✓	
5. Relevant formal continual professional development e.g. NPQ courses		✓
Knowledge and Skills		
1. Understanding of individual and school roles that effectively safeguard children including the role of Designated Safeguarding Lead	✓	
2. Have a broad and current knowledge and understanding of how to evaluate and develop the quality of inclusive pedagogy, provision, and personal & social development, referencing, but not limited by, the Ofsted framework	✓	
3. An existing interest in evidence-informed practice e.g. (John Hattie, Education Endowment Foundation) shown by wider reading or professional development		✓
4. An understanding of students' special educational needs linked to appropriate challenge, teaching strategies, differentiation, assessment, outcomes, and ambition for all learners	✓	
5. Thorough knowledge of the SEND Code of Practice, the Annual Review process (statutory requirements and best practice)	✓	
6. Understanding of relevant curriculum and assessment frameworks at Key Stages 3-5, drawing upon Key Stages 1 & 2 as appropriate	✓	
7. Have an understanding of the significance of interpersonal relationships in managing the impact of change on individuals and of the importance of engaging all staff in their own professional development	✓	
8. Demonstrate evidence of relevant managerial skills, including interpersonal skills and leadership qualities	✓	
9. Possess the knowledge, confidence and skills needed to effectively advise and support colleagues in order to move the school forward	✓	
10. Key principles of timetabling/ resource allocation/ value for money		✓
Personal and Professional Qualities		
1. Strong moral purpose and commitment to the principles of inclusive education, equalities & diversity, and the school vision of 'Achievement for All'	✓	
2. Committed to continuing professional development through wider reading, research, and membership of professional organisations	✓	
3. Demonstrate the importance of emotional intelligence in managing oneself and others, with the ability to maintain professional integrity	✓	
4. Demonstrate good decision-making skills with an ability to identify and implement solutions to problems	✓	
5. Demonstrate an enjoyment for working in new and challenging situations, steering the vision through from beginning to end	✓	
6. Demonstrate a commitment to Stormont House School, to modelling our school values and to being a team player	✓	

Appendix A

Job Description - Designated Safeguarding Lead (DSL)

Purpose of the Post

The role of the Designated Safeguarding Lead (DSL) is defined in the statutory guidance *Keeping Children Safe in Education 2020 pp97-101*. Schools must ensure that an appropriately trained DSL and/or Deputy DSL is available at all times. This person should be given sufficient support, supervision, training, and resources to provide support to other staff on child welfare and child protection issues.

Main Duties and Responsibilities

- Ensuring the London Child Protection Procedures and the school specific safeguarding & child protection policy and procedures are accessible to all staff, volunteers and parents; <https://www.londoncp.co.uk/index.html> - London Child Protection Procedures
- Keeping staff updated with current procedures and practice, ensuring all new and temporary staff receive the necessary training to enable them to carry out their safeguarding and child protection responsibilities
- Referring any concerns as soon as they arise to Children's Social Care in line with the London Child Protection Procedures
- Ensure that the social worker is informed of any concerns if the case is allocated
- Monitoring the attendance and the development and wellbeing of children who are the subject of Child Protection Plans
- Alerting senior management to any deficiencies which are identified in the school's arrangements to safeguard and promote the well-being of children
- Being a source of advice and expertise on child protection matters to all staff at the point of need
- Promoting good practice and effective communication internally between different sections, departments, disciplines, and services and externally between agencies on all matters relating to the protection of children
- Ensuring arrangements are in place for safeguarding & child protection for all involved in providing services to children and families and vulnerable adults who are parents and/or who may pose a risk to children
- Ensuring that all staff are trained to be made aware of the definitions of abuse so that they will be sufficiently aware to identify children at risk of harm
- Ensure that teachers, including head teachers, safeguard children's wellbeing and maintain trust in the teaching profession as part of their professional duties
- Inform the Designated Officer (DO) of any allegations in the absence of the head teacher
- Maintain accurate and secure child protection records. Ensuring there are regular audits of child protection files to ensure records are up to date and that agreed action plans are being implemented.
- When a child transfers school, ensuring that complete safeguarding records are sent to receiving school
- Referring children who are missing from education, i.e. where a family has moved and no request for school records have been received.
- Any unexplained absences of 10 days or more to be referred to the HLT School Attendance Service.

Training

The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training, their knowledge and skills should be updated, (for example via ebulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role so they:

- understand 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 each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff
- are 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 with the three safeguarding partners, other agencies, organisations, and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise 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 and encourage a culture of listening to children and taking account of their wishes and feelings, among