



JOB DESCRIPTION

ROLE PROFILE:	Deputy Headteacher - Culture and Inclusion
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ORGANISATIONAL ARRANGEMENTS:

Job holder:

Reports to: Headteacher

- PART 1** You are required to carry out the duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document.
- PART 2** The post requires you to teach students in the age range 11-16.
- PART 3** You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of the School Teachers' Pay and Conditions document as the Headteacher may reasonably direct from time to time.

In addition, you are required to undertake the following responsibilities within the framework of School Policy, LA and National regulations.

To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of the School Teachers' Pay and Conditions document and to be accountable for each aspect to the appropriate colleagues as detailed below.

Working alongside and in partnership with the Headteacher in providing and executing day to day professional leadership and management of the school to maintain and extend its success, and to ensure high quality education for all our students and to continue to raise standards of progress and achievement. Promote the vision, aims, values and ethos of the school through implementation of the policies of the governing body and their practice. Manage the day to day running of the school, students' welfare and learning, staff conduct and operation and site resources, so as to promote and secure the achievement of both students and staff. Be accountable with the Headteacher for the continuous improvement in the overall provision of quality education and the outcomes and achievements of students.

a) Teachers' Standards and expectations:

Part one: teaching

1. Set high expectations which inspire, motivate and challenge students
 - establish a safe and stimulating environment for students, rooted in mutual respect
 - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of students
2. Promote good progress and outcomes by students
 - be accountable for students' attainment, progress and outcomes
 - plan teaching to build on students' capabilities and prior knowledge
 - guide students to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - encourage students to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
4. Plan and teach well-structured lessons
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum
5. Adapt teaching to respond to the strengths and needs of all students
 - know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
 - have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
 - have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure students' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons

- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

Part Two: Personal and professional conduct

1) Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2) Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in your own attendance and punctuality.

3) Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

b) Position held:- Deputy Headteacher

Expected - Tasks, expectations & accountabilities for the role at Deer Park

LEADERSHIP

- Create and communicate a shared vision which expresses the core values and moral purpose of the school.
- Provide effective leadership for colleagues and support as appropriate.
- Uphold and support the vision of the school as reflected in the Whole school SIP.

- Lead your link curriculum areas effectively to ensure data is used to inform effective planning and target setting that enables students' achievement and progress.
- Lead by example modelling the values and vision of the school and establishing a collaborative learning ethos by sharing good practice within and across the school, supporting colleagues and developing a culture of learning.
- Remain well informed about national trends in order that the strategic direction matches the needs of all learners and the vision for the school.
- Ensure effective communication is established and maintained with colleagues, students, parents, Governors and other external providers.
- Contribute to whole school strategic planning and development through aspects such as SIP discussions, SEF evaluation
- Contribute to the appointment of staff, including sharing in the interview procedures as appropriate.
- Contribute to staff welfare by alerting the Headteacher to potential/actual problems.
- Set expectations of staff within the context of school policies in relation to:
 - o Working practices and relationships to be fostered with students, including those relating to behaviour, discipline and attitudes.
 - o Encourage moral and spiritual growth and civic responsibility.
 - o Ensure team working and mutual support by positive working practices and relationships.

MANAGEMENT

- Ensure the development and updating of curriculum are in line with national and school expectations e.g., the use of New Technologies to enhance learning.
- After each Report Data and external assessment data monitor students' progress across the school and discuss intervention strategies for identified students in need of additional support and monitoring.
- Analyse and evaluate internal and external data/examination performance and set targets to raise achievement for individual students/classes/year groups.
- Ensure that all staff are aware of all vulnerable students within their classes in order to plan appropriately to meet the learners needs.
- Contribute to effective, consistent behaviour systems across the school, upholding the schools learning culture, and support colleagues in ensuring minimum standards are upheld.
- Promote and support school events including house events and extra-curricular activities within the curriculum area.
- Ensure effective communication with parents responding to parental concerns.
- Attend and contribute to the school meetings as required within your role
- To undertake the appraisal of colleagues identified.

MONITORING and EVALUATING

- Formally and informally monitor and evaluate the quality of teaching and learning across the school through classroom observation, teacher planners, dialogue with students, work sampling and marking to ensure appropriate challenge, pace and engagement is embedded in all classroom practice.
- Be responsible for students' academic outcomes and curriculum area performance by analysing and monitoring individual students and whole class/year group performance.
- Monitor and ensure that all data is shared with and consistently used by colleagues across the school in tracking and monitoring student achievement and that specific smart academic targets are being set in teachers marking and annual reports.
- Develop strategies to tackle and resolve under achievement across the school.

- Undertake SLT link meetings as calendared keeping HT and other SLT colleagues apprised of any concerns and developments.
- Monitor the progress made in achieving the SDP and review targets, and evaluate the effects on teaching and learning.

PROFESSIONAL EXPECTATION, DEVELOPMENT & ACCOUNTABILITY

- Keep up to date with new pedagogy/new technologies/curriculum initiatives and their use and impact to enhance learning across the school.
- Develop a school ethos which enables everyone to work collaboratively
- Ensure individual staff accountabilities are clearly defined, understood and agreed.
- Participate in lunchtime supervision and be a member of the SLT call out team.
- Attend Local Academy Committee meetings as requested by the Headteacher.
- Participate in the SLT assembly rota.
- Be responsible for updating policies attached to your areas of responsibility.
- Carry out other related tasks as may be reasonably directed by the Headteacher.
- Be responsible for the overseeing and updating of whole school policies according to the individual timescales.
- Monitor and ensure staff meet deadlines set and where necessary take appropriate action to remedy the situation.
- Be responsible for all aspects of your classroom, its contents, surrounding area including health and safety and reporting defects.
- Contribute to the appropriate section of the School Improvement Plan, meeting agreed timescales and success criteria.

c) Linked to specific role as Deputy Headteacher Culture and Inclusion

Overall:

- Be responsible for student management and provide leadership, direction and coordination of the Pastoral system, including the development of the Pastoral curriculum and Pastoral Care System

Oversight of:

- Alongside AHT, oversee behaviour both positive and negative
- Alongside AHT, oversee Attendance, its analysis, communication and interventions
- Alongside AHT, oversee all that is Inclusion - SEN, Resource Provision, Student Services/Internal Suspension, Internal AP and its analysis, communication and interventions
- Alongside AHTs, oversee transitions KS2-3, 3-4, 4-5 to ensure that all students move through these transition points smoothly and any interventions are in place
- Work alongside the Cover Manager to ensure duties across the school are in place and staff are allocated based on their experience

Responsible for:

- As Deputy Designated Safeguard lead
- Have strategic responsibility for the DSL and everything linked to ensuring staff are aware of their safeguarding expectations incl. staff training/updates
- Have strategic responsibility of safeguarding incl all analysis of CPOMs/chasing/ following up/meetings (Complete CINs/CPs), PPN/Operation encompass
- Coordinate and liaise with staff and outside agencies to manage ICPC/RCPC/CIN meetings
- To coordinate staff training for safeguarding.

As DHT Culture and Inclusion

- Ensure that the Key Student weekly bulletin is shared with all staff to ensure knowledge of key students across the school
- Have strategic responsibility for admissions - in Year/appeals/managed moves and ensure that all paperwork, stakeholders are aware
- Have strategic responsibility for organising the Pastoral Panels to ensure that there are interventions in place for students who need it
- Have strategic responsibility for all students attending Alternative provision including ISS referrals, safeguarding work placements and ensuring students are attending and achieving
- Be responsible for the oversight and development of the Additional Support area liaising with the SENco team to improve student management and effective learning and ensure the SEN Code of Practice is implemented and adhered to.
- Alongside the SENco, ensure that Resource Provision is working through data tracking/behaviour tracking and that these students are tracked throughout their time at Deer Park to see whether the intervention was effective
- Strategic oversight and day to day management of the school's suspension and reintegration process and practice
 - Suspension profile - analysis/key groups/LA data/Early intervention/HCC inclusion service
 - Work with AHTs/SLPPs to interview students on return from exclusion, set targets and monitor progress, ensuring that the re-integration paperwork is completed and distributed to appropriate colleagues.
- Have strategic responsibility for the Quality Assurance of pastoral care:
 - QA calendar
 - tutor time
 - assemblies
 - students as evaluators – HoY meetings incl actions
 - student planner use
 - safeguarding
 - suspensions/inclusions
- Attend reintegration meetings when gets to DH level
- Have strategic responsibility for Governor discipline panels/PEX packs and meetings
- Alongside AHT/HoY, have strategic responsibility for Parent engagement - evenings/surgeries/open mornings/coffee mornings/Welcome to X/open evening etc
- Have strategic responsibility for the response to poor behaviour in the community, the school's profile & coordination of response if from another staff member.
- Respond to complaints once reached DH level
- Have strategic responsibility for exceptional leave of absence requests
- Complete or send to the correct person in school, CAMHS medical info needed
- Ensure that the allocation of Tutors to Tutor groups takes place, taking into account staff experience, student needs etc
- As required liaise with Multi Agency groups
- Have strategic responsibility for Fire and emergency procedures – Fire Marshall alongside the DH curriculum
- Have strategic responsibility for all policies linked to safeguarding and pastoral care
- Alongside DH curriculum, ensure that all Planners/prospectus etc are updated

This list is not exhaustive and can be directed by the Headteacher.

NOTE 1 The days are to be specified by the Headteacher under paragraph 51.2 - 51.3 of the School Teachers' Pay and Conditions document and the hours allocated by the Headteacher under paragraph 51.4 - 51.12 of the School Teachers' Pay and Conditions document shall be the subject of a separate statement issued by the Headteacher.

NOTE 2 The job description may be reviewed at the end of the Academic Year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

NOTE 3 The school timetabled day is between the times of 8.00 am and 5.00pm. Teachers will be required to fulfil their 1265 hours within the range of the school day that may vary on an annual basis.

NOTE 4 Additional non-contact periods above the school's normal allocation may be used for cover periods in excess of 38 hours.

Date Prepared:	9 th October 2025
Prepared By:	Matt Jones
Date Reviewed:	
Reviewed By:	