



Role Specification | Deputy Headteacher

TITLE OF ROLE

Deputy Headteacher

LINE MANAGEMENT

Responsible to: Headteacher

Line manager for: Head of Care, Wellbeing team, Attendance Lead, line management of specific curriculum areas (reviewed periodically)

SALARY

Leadership Range 9 to 13

KEY PURPOSE

- To be accountable for the safety and wellbeing of all pupils¹ at the school, ensure that safeguarding is of the highest possible quality and supported by systems and structures which meets all statutory requirements
- To be the named DSL for the school
- To provide leadership and management to ensure the achievements (academic and social) of pupils at the school are secured to the highest possible standards
- Under the leadership of the Headteacher, to provide professional leadership and strategic direction for the school to attain good and, eventually, outstanding quality across all relevant indicators
- To deputise for the Headteacher in their absence (this will be shared on a rota basis when both Deputy Headteachers are in the school at the same time)

MAIN DUTIES AND ACCOUNTABILITIES

The duties listed below are shared with other members of the Senior Leadership Team according to the leadership structure. Duties may also be delegated to other members of staff having regard to the nature and extent of their management responsibilities.

- To support the Headteacher in providing shared leadership of the strategic direction, vision, values and priorities of the school
- To develop, implement, monitor and evaluate the school's policies, practices and procedures as appropriate to the areas of accountability for example, safeguarding policies, pupil attendance tracking processes and interventions

¹ Pupils refers to all learners on roll at the school from EYFS to Post 16



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- To take the lead role in the monitoring and evaluation of safeguarding, wellbeing, behaviour and attendance to ensure the highest levels of welfare are implemented
- To lead and manage all systems and processes around safeguarding, ensuring that staff are up to date with advice and training and the single central record is accurate and updated in a timely manner
- To lead and manage the Head of Care, and support the leadership and management the Residence Team
- To ensure that pupils continue to make good progress at key transition points academically and socially
- To undertake a minimum 0.2FTE timetabled teaching commitment
- To proactively support the safety and wellbeing of pupils and staff by leading the Safeguarding Team. This includes being on call, on a rota basis with other SLT for the residential provision
- To support good order and discipline between and amongst pupils and staff by creating and maintaining a positive learning culture throughout the school
- To take responsibility for staff information on the school server as it applies to 'Behaviour and Attitudes' (Reference: Education Inspection Framework). This will involve ensuring that files and folders are well ordered, up to date and accessible to appropriate staff
- To lead, manage and develop teaching and education support staff including managing their performance within your areas of responsibility. To participate in arrangements for the appraisal and review of assigned teachers, support staff and self
- To promote the participation of staff and self in relevant continuing professional development within a well managed staff training budget, allocated on an annual basis
- To manage, organise and deploy assigned resources within the school ensuring the school budget is aligned to school improvement and the ongoing objectives of the school. To balance the budget you are allocated
- To promote harmonious working relationships within the school including having proper regard for the work life balance of all staff within legitimate expectations of their accountabilities
- To maintain positive relationships with external organisations where the school benefits from contact and networking. To collaborate and work with colleagues and other relevant professionals within and outside of the school including Local Authorities.
- To consult and communicate with the Governing Body, staff, partner organisations, pupils, parents and carers as appropriate. This includes providing evidence to assure all external stakeholders about the effective QA and impact of interventions within areas of responsibility



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- To remain up to date with all local and national developments, relevant guidance and legislation and to advise colleagues appropriately
- To support the Headteacher according to the emerging needs of the school within the context of a reasonable balance between accountabilities and life outside of work



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KEY: **A:** Application form **I:** Interview/selection & assessment activities
 R: reference and other employment checks **C:** Certificate

Education/training/qualifications	Essential/Desirable	Measured by:
Qualified Teacher Status	E	A/C
Qualified Teacher of the Deaf or willing to start training as soon as possible after appointment	E	A/C
NPQH	D	A/C
Appropriate underpinning Senior Leadership Qualification (for example, National Professional Qualification) or willing to start training upon appointment	D	A/C
British Sign Language Level 3 or willing to start working towards this upon appointment or native user	E	A/C
Evidence of regular and appropriate professional development	E	A/I
PROACT-SCIPr-UK® Instructor or willing to work towards this	D	C
Evidence of recent management development	E	A/I
Experience & Skills	Essential/Desirable	Measured by:
Significant recent and relevant experience as a senior leader	E	A/R
Recent named DSL or Deputy DSL within a school setting	E	A/R
A proven track record of successful leadership including raising achievement	E	A/I/R
Understanding and experience of the importance of safeguarding including compliance with the latest KCSIE documentation, Single Central Record, Risk Assessments, Care Plans	E	A/I/R
Experience of working effectively at a senior leadership level in a Special School	D	A/I/R
Experience of teaching and learning across a range of key stages	E	A
Analysing data including attendance and behaviour logs, identifying trends, evidencing school performance and improvement, target setting	E	A/I/R
Previous Line Management of subject areas and/or teams	E	A/I/R
The ability to investigate, solve problems and make and implement decisions	E	A/I
Experience of teaching and learning for deaf children and young people	D	A/I
External Inspection frameworks including Ofsted Education and Ofsted Welfare	E	A/I
Statutory frameworks for residential special schools	D	A/I
Managing a sizeable budget and financial accountability	D	A/I
Understanding of the Annual Review processes, planning and transition arrangements, EHCPs	D	A
Excellent people management skills and competencies as set out in the School competency framework for people managers	E	A/I/R
Knowledge & Understanding	Essential/Desirable	Measured by:
Up to date knowledge and understanding of current and best practice including:	e	
Child protection and health and safety issues	E	A/I



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What makes a good/outstanding school	E	A/I
Strategies for improving wellbeing and attendance	E	A/I/R
Strategic planning linked to school improvement including attendance and behaviour for learning	E	A/I/R
Deaf Community and Context, educational provision for deaf children and young people	D	A/I
Principles of effective teaching and learning including assessment for learning	E	A/I/R
Current SEND legislation	E	
The legislative framework for non-maintained residential schools	D	A/I
Performance Development and Review Process and threshold process	E	A/I
Skills	Essential/Desirable	Measured by:
Effective leadership within a school environment	E	A/I/R
Make points clearly based on an underlying rationale and listen to and understand those of others	E	A/I
Good ICT skills	E	A/I
Excellent teaching	E	A/I/R
Skilled Detailed knowledge of learning and teaching for deaf children and young people	D	A/I
Personal qualities	Essential/Desirable	Measured by:
Dedicated to the safeguarding and welfare of children and young people	E	A/I/R
Personal drive, enthusiasm and commitment to securing the best possible learning outcomes for every pupil	E	A/I/R
An open, transparent, collaborative approach to managing people and other resources	E	A/I
Fluent communication skills, the ability to persuade and influence others	E	A/I
Innovative, creative thinker, able to be strategic or 'hands-on' where necessary,	E	A/I/R
Credible, personal and professional integrity	E	A/I/R
Evidence of being able to build and maintain constructive relationships with children and young people, staff, parents and carers and the wider community	E	A/I
A good record of health, attendance and timekeeping	E	A/I/R
Able to engage with healthy debate and see situations from differing viewpoints	E	A/I
Able to manage own stress levels and sensitivity to stress in others	E	A/I
Physical and Mental Health	Essential/Desirable	Measured by:
The ability to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010	E	A/R



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Own physical and mental health does not constitute any risk to the health, safety or well-being of children or jeopardise the continuity of support the role provides to them	E	A/R
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