



Penwortham Primary School

“Happy Children Who Achieve”

Deputy Headteacher Job Description

Job Title:	Deputy Headteacher and SENCO
Job Purpose:	<p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document, and a member of the Senior Leadership Team, assisting the Headteacher in leading and managing the school. Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below.</p> <p>SENCO has an important role to play in determining the strategic development of SEND policy and provision at the school, and in the day-to-day coordination of specific provision that is made to support individual pupils with SEND. They are responsible for providing professional guidance to colleagues and will work closely with staff, parents, and a range of external agencies in providing a support role to families.</p>
Line Manager:	Headteacher
Pay scale:	Leadership Scale, School Teachers pay and conditions document
Working time:	Full time
DBS Disclosure:	Enhanced

At Penwortham Primary School

- Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.
- Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Experience of achieving and sustaining high standards of behaviour and learning for all pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Attend, take part in and lead acts of collective worship in accordance with school policy
- 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 pupils' achievements and well-being.



PART TWO A: LEADERSHIP

A Deputy Headteacher must:

- Be a member of the senior leadership team
- Assist the Headteacher in leading and managing the school with particular regard to the above.
- Undertake such duties as are delegated by the Headteacher and Deputising for the headteacher in their absence.
- Contributing to the development of the school's vision, ethos, values and strategic direction.
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:
 - Establishing, enforcing and exhibiting model adherence to all the school policies and procedures.
 - Leading and managing staff and resources to that end.
 - Monitoring progress towards their achievement.
 - Keeping fully up-to-date with Education policy, including relevant legislation, statutory guidance and good practice recommendations within the sector.
- To participate in the recruitment and development of teaching and non-teaching staff of the school.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures, and supporting staff to understand and meet the school's targets, aims and objectives.
- Attending and contributing to all meetings of the staff cohort and the SLT.
- Line managing staff as identified by the headteacher.
- Working with the headteacher to ensure staff access CPD opportunities, and supporting staff to access such opportunities.
- To participate in arrangements for the appraisal of the performance of teachers.
- The provision of professional advice and support and the identification of training needs
- Sustaining effective positive relationships with all staff, pupils, parents, governors and stakeholders.

PART TWO B: SENCO

General

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.



- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of pupils with SEND change as they get older.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.

Teaching and Learning

- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

Leadership and management

- Support staff members to understand the needs of pupils with SEND.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
- Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
- Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.
- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
- Develop and maintain effective relationships with parents, colleagues, the governing board and the local community.
- Develop and maintain links with the LA advisory and support services.
- Ensure that the school's administrative work for SEND is effectively completed.
- Work with teachers to set challenging targets for raising achievement amongst pupils with SEND



PART TWO B.ii: Designated Safeguard Lead

General

As per KCSiE, the designated safeguarding lead will take lead responsibility for safeguarding and child protection.

This will include:

- Being available for all staff to discuss any safeguarding issues or concerns and ensuring that all staff are aware of the DSL and deputy contact details.
- Ensuring that cases of suspected or actual child protection or safeguarding concerns are referred to the appropriate agencies. The DSL will gather further information and evidence if needed.
- Ensuring that all staff are fully trained in safeguarding and know how to spot and raise concerns. They will also help to maintain an effective staff supervision programme.
- Undergoing regular refresher training themselves to ensure their safeguarding knowledge is as up to date as possible and in line with new guidance.
- Ensuring that adequate reporting and recording systems are in place for safeguarding procedures, and that there are appropriate transferal procedures for records if students move.
- Ensuring that the school's safeguarding policies and procedures are up to date with the most recent statutory guidance, and that everyone who has safeguarding duties are familiar with any updates.
- Communicating with families on the school's policies and procedures, as well as any concerns or referrals where appropriate.
- Complying with any Local Safeguarding Children Partnership (LSCP) requirements.
- Ensuring their organisation has sufficient safer recruitment procedures.
- Being aware of any children who may require specific safeguarding needs and have specific vulnerabilities.

PART THREE: PERSONAL AND PROFESSIONAL CONDUCT

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.