

Job title:	Deputy Head Teacher
Location:	Sutherland House School
Grading:	L12-16 £62,386-£72,162
Reporting To:	Head Teacher
Responsible for:	To be confirmed depending on experience

Main Purpose of Job:

As the Deputy Head Teacher and member of the School Senior Leadership Team, you will work with the Head Teacher to inspire, motivate, lead, and manage the infrastructure, environment, and resources of Sutherland House School.

You will support the Head Teacher in the translation of Autism East Midlands and Sutherland House School vision into clear objectives that promote and sustain measurable school development. You will communicate a shared vision, and ethos in support of the delivery of a strategic plan which reflects the needs of the school as part of Autism East Midlands in its wider context.

You will provide leadership across Autism East Midlands education services (Sutherland House School) ensuring the continuing operation, development and improvement of the services and education provided, working in collaboration with the Governing Body, Board of Trustees and Autism East Midlands senior management team.

As Deputy Head Teacher you will share responsibility with the Head Teacher for ensuring that the school continuously improves for the benefit of its pupils and their community. You will have responsibility for the delivery of a defined area of the School Development Plan as well as supporting all other areas of school development.

As Deputy Head Teacher, you will take leadership responsibility and act as designated point of contact for responding to and dealing with complaints.

As a member of the School Senior Leadership Team, you will deputise for the Head Teacher in their absence.

You will support the Head Teacher in the development of a culture and a defined area of school improvement that is aspirational and ambitious for our pupils.

As Deputy Head Teacher you will draw up, maintain and implement the school improvement plan. You will keep abreast of national changes in education and in particular SEND policies. You will monitor and evaluate the content and effectiveness of the school, in partnership with the Head Teacher

You will develop a structured programme of activities to enable a continuous process of monitoring, evaluation and review of classroom practice and promoting improvement strategies, challenging under performance, and ensuring corrective action.

You will have clear line management responsibility, and you will set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes and pupil's progress.

You will ensure positive behaviour support is integral to the running of the school and is implemented thoroughly into all aspects of school life.

You will establish creative, effective approaches to learning and teaching, which are responsive to the individual needs of each pupil. Where appropriate you will liaise and develop partnerships with alternative providers to ensure that students are able to access an individualised person-centred curriculum.

As Deputy Head Teacher, you will ensure a culture that supports and facilitates pupil engagement and promotes ownership of their individual learning. You will implement strategies to secure high standards of behaviour, punctuality and attendance.

You will contribute to a school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.

School Leadership responsibilities:

You will support the Head Teacher in the management of an organisational structure which reflect the school's values, and which enables management systems, structures and processes to work effectively in line with statutory and regulatory requirements.

You will ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.

You will support the recruitment, induction and retention of new staff supporting the deployment of staff appropriately in conjunction with HR.

Securing Accountability:

As a member of the School Senior Leadership Team, you will support the development of a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

You will support the Head Teacher in the rigorous review and evaluation through performance management of a defined cohort of teaching staff.

Strengthening Community:

You will support the development of positive relationships and communication with commissioners, social services and partnership organisations.

As Deputy Head Teacher you will work with external partners, stakeholders and commissioners to ensure that the school is best positioned to meet their emerging strategic priorities.

In support of effective parental engagement, you will liaise with families and carers; developing proactive communication and working relationships to ensure that the curriculum and extended services offered meet the individualised needs of children.

As Deputy Head Teacher you will support the creation of and promotion of positive strategies for challenging all forms of prejudice and harassment. You will establish a framework and infrastructure which meets the statutory Prevent duties at Sutherland House School.

You will support the promotion of the concept of lifelong learning and family engagement with learning through partnership.

Developing Self and Others:

You will support the development of a collaborative learning culture within the school and actively engage with other schools to build and maintain effective learning communities and partnerships.

Ensure effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities through the management tiers.

As a senior school leader, you will act as a role model for the highest professional standards and behaviours. You will set high expectations for all staff and address underperformance in a timely manner in accordance with HR policy and procedure.

You will regularly self evaluate, set personal targets and take responsibility for own personal professional development.

Safeguarding and Promoting the Welfare of Children:

As Deputy Head Teacher, you will be a deputy designated safeguarding lead, responsible for safeguarding with the safeguarding team at Sutherland House School. This includes acting as the central point of contact for multi agency referrals, liaising with parents, carers, social services, social workers and virtual school heads.

Deliver training to staff employed within the school about their individual safeguarding responsibilities.

Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

Support the development and introduction of policies and practices that minimise opportunities for abuse and ensure its prompt reporting.

Personal Skills / Characteristics	Criteria	Method of Assessing
<u>1. Experience</u> 1.1 Proven record of supporting school improvement and raising standards 1.2 Proven experience of senior management/leadership in school with relevant experience of involvement with pupils with additional needs 1.3 Experience of financial and resource management 1.4 Proven track record of leading and managing effective change 1.5 Experience of managing challenging behaviour 1.6 Experience of challenging and improving underperformance of pupils and staff 1.7 Demonstrable track record of leading and motivating staff through collaboration and distributed leadership 1.8 Evidence of performance monitoring including the use of data to analyse performance and self evaluation	E E E E E E E E	AF/A C//AF AF AF/AC// AF/AC// AF// AF AF/A C
<u>2. Qualifications and Training</u> 2.1 NPQSL (hold or be working towards) 2.2 Qualified Teacher Status 2.3 Educated to degree level 2.4 Recent and appropriate professional development	D E E E	AF Q AF I/AC
<u>3. Special Skills and Knowledge</u> 3.1 Understanding of Positive Behaviour Support 3.2 An understanding of functional assessment on behaviour data 3.3 An ability to understand interpret analyse and use quantitative and qualitative data to support the identification of trends and improvements to act as an aid to decision making 3.4 Experience of using other progress and attainment assessment/tracking tools 3.5 Thorough and up to date knowledge of legislation and procedures relating to safeguarding 3.6 An understanding of the role of audit in the quality assurance process 3.7 Experience of working with IT systems that enable the analysis of relevant quality data and trends 3.8 An understanding and experience of working with autistic children and young people. 3.9 Improve the Quality of Education to ensure best outcomes for all pupils	E E E D E E D E	I/AC AC I/AF AF//AC AF/AC AF
<u>4. Skills/Qualities and Attributes</u> 4.1 Strong strategic thinker who can motivate and inspire a school team	D E	

4.2 An ability to interpret and report on qualitative and quantitative data to be presented at Board level.	E	
4.3 A competent, capable role model with the ability to challenge and influence the thinking of others		
4.4 Experience of budget setting, monitoring and control and reporting to senior management and Board Level.	D	I/AC
4.5 Be committed to social justice, equality and diversity and the promotion of core British values	E	AF AC/AF AF/I/AC
4.6 Effective communicator to maintain positive relationships with stakeholders, commissioners and the broader community	D	AF/I/AC
4.7 An ability to monitor and evaluate data linked with school and staff to ensure continuous development.	E	AC
4.8 An ability to work under pressure and to meet deadlines.	E	AC/AF
4.9 An ability to perform self evaluation and evaluate others to ensure continued professional development.	D	AC/AF
4.10 Possess proven negotiation skills to maintain and enhance the position of the school as required.	D	

D = Desirable

E = Essential

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

Equality Act 2010

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short-listing stage.

Short listing will solely be from the completed application form only, against the criteria marked “S”, therefore you **must** ensure these areas have been demonstrated on the application form. It is not sufficient to state, for example, “I have knowledge of domestic skills”.

Please refer to ‘Guidance Notes – Employment Application Form’.

SHORT LISTING PANEL:

KEY:	AF = Application Form	Q = Qualification Certificate	Ac Assessment Centre	I = Interview	S = Short listing
1.		2.	3.	Interview Offered: YES <input type="checkbox"/> NO <input type="checkbox"/>	