

## Job Description

**POST:** Deputy Headteacher - Pastoral

**RESPONSIBLE TO:** Headteacher

**SALARY:** L18 - 22

**LOCATION:** The Wilnecote School

**WORKING PATTERN:** Permanent

**DISCLOSURE LEVEL:** Enhanced DBS

### KEY RELATIONSHIPS:

Assistant Headteacher - Personal Development  
Assistant Headteacher - Inclusion  
Assistant Headteacher - Attendance / DSL  
Senior Operations Pastoral Lead  
Behaviour Data Administrator  
Pastoral Year Leads  
Academies Head of Year

### RESPONSIBLE FOR:

Responsible for maintaining high expectations of behaviour & pastoral care and support.  
Removing barriers to progress: enabling all students to flourish.

### MAIN PURPOSE:

#### General expectations of the Senior Leadership Team (SLT):

The expectations of members of the SLT are:-

- To have a profile around school during the school day, before and after school
- To be seen as role models for all staff (not just those who you line manage or for whom you are responsible)
- To be ready to support staff, students and parents at all times
- To create a sense of capacity at all times
- To be seen as reliable, approachable and discreet
- To be a team leader and a team player
- To be flexible and adaptable

#### Main Role:

To undertake the full range of duties and responsibilities as required by the Principal as set out in:

- The School Teachers' Pay and Conditions of Service and the school Appraisal Policy

- The appropriate standards as set out by the NCTL
- Any other duties commensurate to the post title which the Principal may deem to be appropriate.
- To ensure monitoring, implement, and evaluation of the pastoral aspect of the school.
- To promote the educational success and outstanding outcomes of all our students through strong pastoral leadership
- To have responsibility to lead our team in the development and impact of the following areas of the school:

#### Achievement

- Student standards - attendance, behaviour, uniform, pride, aspiration
- Achievement of PP, LAC, SEND, and AP students including effective and efficient use of monies, monitoring and reporting
- WRL, IAG and support for students to ensure strong destination data
- Rewards & celebrating success

#### Support

- Effective implementation and maintenance of the behaviour policy and its procedures
- Safeguarding - effective leadership of DSL & DDSL team
- SMSC, PSHE provision and British values
- ASD Resource Base and mainstream SEND provision
- Provision and support designated vulnerable students including LAC students
- External support/liaison and alternative provision
- Admissions and transition at normal transition time
- Admission and induction of students entering the college outside of normal transition time
- Client (parent and student) services and experience and community links
- To contribute at a senior level to policy discussions & decisions on curriculum assessment, pastoral management, safeguarding, staff development and recruitment
- To deputise for the Headteacher as required.
- To line-manage effectively the Assistant Principals and senior support staff aligned to the role

### **Safeguarding Children**

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### **English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ Currently hold a Qualified Teacher Status</li> <li>▪ Educated to Bachelor Degree level or equivalent.</li> <li>▪ Evidence of recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership or other relevant qualifications</li> </ul>
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>▪ Excellent classroom practitioner</li> <li>▪ Up to date knowledge in the areas of behaviour for learning, safeguarding, Looked After Children and Child Protection processes.</li> <li>▪ Demonstrable track record of embracing and implementing innovation in student motivation including rewards and sanctions.</li> <li>▪ Demonstrable evidence of providing comprehensive analysis regarding key performance indicators for attendance, punctuality, and engagement.</li> <li>▪ Experience of leading and line managing a pastoral team</li> <li>▪ Ability to use pastoral and academic information to ensure the progress of the whole child.</li> <li>▪ Experience of leading effective whole school improvement strategy</li> <li>▪ Experience of effectively supporting others to improve their practice and ability to secure progress.</li> <li>▪ Demonstrable track record of line managing facilities / departments with evidence of improved outcomes/impact.</li> <li>▪ Experience of developing other leaders through effective line management, mentoring and/or coaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrable evidence of leading strategy to improve student behaviour, engagement and outcomes.</li> <li>▪ Demonstrable evidence of providing comprehensive analysis regarding key performance indicators for attendance, punctuality, and engagement.</li> <li>▪ Knowledge of SEN processes and procedures as relating to alternative provision EHCP's, assessment and student support</li> <li>▪ Experience leading, planning or implanting a pastoral curriculum.</li> <li>▪ Experience leading whole school quality assurance activities.</li> <li>▪ Experience leading the reporting of student progress to parents.</li> </ul>

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>▪ Ability to communicate an effective school vision, high expectations and support the ethos and values of the school.</li> <li>▪ Demonstrable ability to work effectively in a wide partnership, lead and strategically challenge under performance to achieve school improvement.</li> <li>▪ Demonstrable ability to effectively use data and information to drive school improvement and progress.</li> <li>▪ Demonstrable ability to effectively lead the management of student behaviour, engagement, and attendance.</li> <li>▪ Evidence of improving student's outcomes and supporting staff to ensure strong understanding of behaviour for learning, engagement, and well-being.</li> <li>▪ Commitment to raising standards and achieving the highest standards of engagement and attainment for young people and staff.</li> <li>▪ Highly effective pastoral management ensuring effective provision for all students.</li> <li>▪ Ability to form and maintain appropriate relationships and personal boundaries with students.</li> <li>▪ Emotional resilience in working with challenging behaviour and a commitment to a restorative approach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to lead programmes to coach/mentor, support and challenge staff and students to ensure engagement, progress, and well-being.</li> <li>▪ Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/families, and the wider community</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Commitment to supporting CPD to develop the school.</li> <li>▪ Experience of effective school improvement initiatives</li> <li>▪ Evidence of active interest in staff development through CPD, staff appraisal and school improvement planning</li> </ul>	