



The
**Charles Dickens
School**
Expect, Believe, Achieve

Deputy Headteacher (L19-L24)

Information Pack



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Dear Applicant

Welcome to the application pack for the position of Deputy Headteacher at The Charles Dickens School. Ours is a rapidly-improving, non-selective 11-18 school. We have a vision and a determination to provide our community with an excellent school and we are making great strides towards this. Our results in 2022 identify us as the most improved school in Kent (out of 101 secondary schools) and one of the most improved schools in the country. We keenly await an OFSTED inspection to validate our improvement.

To work here is to embrace the challenges of an economically-diverse community and understand the influence education has in promoting social mobility. There are few schools in the country where a teacher's ability to change lives is so evident. Without hyperbole, this is a career-defining mission. We're looking a brilliant leader to join our team on this journey.

The School has the 5th highest Index of Multiple Deprivation (IMD) score of 101 secondary schools in Kent. More than 40% of the pupils are Pupil Premium and post-COVID, we know progress gaps have widened. More than 80% of our pupils are White British pupils, which is the lowest performing ethnic group nationally. ONS data tells us the level of qualifications in the district are well below average and therefore average earnings are lower than UK and South East average. It also shows us that the percentage with no qualifications is significantly higher. This is a challenging context, but also an opportunity to do something heroic.

If we are in any way mediocre, we will just perpetuate this disadvantage. We have to be excellent every day so our pupils can confound their statistical expectations; where they can secure excellent qualifications which open avenues of opportunity; where they can find secure, fulfilling well-paid jobs; where they can become the first member of their family to go to university. This isn't cliché, and it isn't pie in the sky, because as our 2022 results demonstrate, we're already doing it. Our mission is "Expect, Believe, Achieve", and it's a simple equation: expectations of staff plus the belief of the pupils and parents will lead to the achievement necessary to break this cycle.

If you're considering this position, you probably also aspire to become a headteacher yourself at some point, and I am extremely confident that the experience gained with us will put you in a very strong position to take that next step when the time comes.

If you wish to visit the school and/or discuss the role please contact Debbie Fitch, my PA via email on dfitch@cds.kent.sch.uk or by telephone on 01843 862988. Please submit your application at your earliest convenience; we look at all applications as they arrive and reserve the right to progress them at any stage.

I look forward to hearing from you.

Warren Smith
Headteacher



Job Description

Deputy Headteacher:

Personal Development, Behaviour & Attitudes



Responsibilities:

Behaviour & attitudes (strategic oversight), Attendance, Pupil Premium, CiC, Multi-agency work, Charities (through Heads of Year) Safeguarding (DSL), IYFA
Curriculum – personal development (including PSHE, SMSC, WRL, Healthy Schools, FBV),
Student voice

L19 – L24

Reports to: Headteacher / Executive Headteacher

1(a)	<p>Key Purpose: With the Executive Headteacher and Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none">• Share responsibility for school policies, decision-making and strategic planning;• Develop an ethos of high expectations for students and staff;• Lead on change and innovation;• Take full accountability for key areas of the school's work including leadership of the care and support programmes for all students, including Behaviour, Inclusion, Safeguarding (DSL), Attendance, PSHEE, SMSC, WRL, Student Voice, Healthy Schools, charity and fundraising, including targets for achievement and raising achievement.• Deputise for the Headteacher/Executive Headteacher in their absence and support with their workload, when tasks are delegated or shared.
1(b)	<p>The key focus of this post is to ensure the highest quality of achievement and pastoral care provision. That every child is supported to achieve their full potential and that they develop as an active and global citizen. To ensure the highest quality of Behaviour, Attendance, Safeguarding, Inclusion, PSHEE, SMSC, WRL, Healthy Schools provision. You will:</p> <ul style="list-style-type: none">• As DSL, lead and manage Safeguarding across the school and work with the Safeguarding teams across the Trust to share best practice• Lead and manage the AHT (Personal Development) and AHT (Behaviour & Attitudes) and Heads of Year to ensure equity and excellence, ensuring no groups or individuals underachieve against national targets at KS3 and KS4 (ASP and FFT);• Develop effective strategies for transition from Key Stage 2 to Key Stage 3 and from Key Stage 3 to 4.• Be accountable for line management of designated curriculum subjects;

	<ul style="list-style-type: none"> • Monitor participation in extra-curricular activities to ensure all students contribute to the life of the school and its ethos. • Providing leadership of Social Enterprise to include charities and fundraising
2.	Areas of Responsibility and Accountability
2(a)	<p>Leadership and Management</p> <ul style="list-style-type: none"> • Deputise for the Headteacher/Executive Headteacher and share leadership at the most senior level; • Make significant contributions to meetings of the Senior Leadership Team, Extended Leadership Team, Pastoral Team and the Curriculum Team; • Contribute to the operational management of the school and ensure it functions effectively and efficiently; • Be a highly visible presence around the school and role model expectations and standards to all staff and students; • Take full accountability for Safeguarding as DSL along with the Deputy DSLs and Safeguarding Teams • Take full accountability for Personal Development, Behaviour & Attitudes in the School and along with the AHTs. • Lead of the School's Safeguarding, Attendance, Behaviour, Policies; their monitoring, review and evaluation. • Take full accountability for the Attendance Managers. • Take full accountability for the Safeguarding & Welfare Managers. • Make a significant contribution to the Governors' Committees, including appropriate documentation; • Make a significant contribution to the school's self-evaluation process, including METAL, the SDP and SEF; • Lead the Primary Transition, and support other parental event evenings as appropriate. • Assume any other responsibilities as may reasonably be required by the Headteacher/Executive Headteacher. • Ensure that the school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.
2(b)	<p>Behaviour & attitudes</p> <ul style="list-style-type: none"> • To promote the school's high expectations for pupils' behaviour and conduct. To ensure that these expectations are commonly understood and applied consistently and fairly. Ensure this is reflected in pupils' positive behaviour and conduct. Ensure that low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Ensure leaders support all staff well in managing pupil behaviour and ensure that all staff make sure that pupils follow appropriate routines.

	<ul style="list-style-type: none"> • To ensure that leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, ensure that they are dealt with quickly and effectively and are not allowed to spread. • To ensure there is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. • To ensure that pupils' attitudes to their education are positive. That they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. • To ensure that pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, to ensure that the School takes appropriate, swift and effective action. • To monitor and ensure that fixed-term and internal exclusions are used appropriately. That the school reintegrates excluded pupils on their return and manages their behaviour effectively, and that permanent exclusions are used appropriately¹ as a last resort. • To ensure that relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
2(c)	<p>Personal development</p> <ul style="list-style-type: none"> • To ensure that the curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. That the School's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. • To ensure that the curriculum and the school's effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character. • To ensure the School provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy, and that they have an age-appropriate understanding of healthy relationships. • To ensure that the school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. • To ensure that the school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. • To ensure that the school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. • To encourage pupils to engage with views, beliefs and opinions that are different from their own in considered ways. To ensure they show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. • To ensure that the school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who

	contribute positively to society and that pupils know how to discuss and debate issues and ideas in a considered way.
2(d)	<p>Staff Support and Challenge:</p> <ul style="list-style-type: none"> • Lead and manage the work of the AHTs (Behaviour & Attitudes and Personal Development) • Lead and manage the work of all Heads of Year through the Assistant Headteachers • Lead and manage the work of designated curriculum subjects; • Direct and support the work of the SLT administrator • Take responsibility for the development of the Assistant Headteachers, Heads of Year, Attendance Improvement Manager, Safeguarding and Welfare Managers. • Take responsibility for the delivery of Child Protection/ Safeguarding/ Prevent training for all staff • As part of METAL undertake lesson observations, work scrutiny, student interviews, and use the outcomes to identify and promote “best practice” • Remain positive at all times and lead staff by example.
2(e)	<p>Learning Community</p> <ul style="list-style-type: none"> • Deputise for the Headteacher (when appropriate) at meetings. • Represent the school at Safeguarding, Healthy Schools and Behaviour and Inclusion meetings.
3	<p>Teaching commitment</p> <ul style="list-style-type: none"> • To teach 15 hrs. per fortnight (30%)
4	<p>Safeguarding</p> <p>To promote safeguarding at all levels of the School as a key pastoral leader. A key focus of this role is to Safeguard all students across the school community. Lead Safeguarding as the DSL supported by Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:</p> <p>Policy and Procedure</p> <ul style="list-style-type: none"> • Act as a champion of the school’s safeguarding policy and procedures by supporting all staff to have access to and understand them • Contribute to the school safeguarding policy and review process • Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies <p>Managing referrals</p> <ul style="list-style-type: none"> • Support the Deputy DSL in any referrals made to Social services. • Keep detailed, accurate and secure written records of concerns and referrals. These are reviewed regularly to ensure concerns are escalated as appropriate and any multi-agency involvement are held to account for escalating concerns. • Meet the Safeguarding and Welfare Managers regularly to review cases and share best practice and expertise. Cases are reviewed regularly to ensure concerns are escalated as appropriate and any multi-agency

involvement are held to account for escalating concerns. Regular analysis of all cases to identify any possible trends.

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Oversee the school's contribution to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.
- Liaise with the LA and follow up any referrals made.

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police, and help others to do so
- Undergo training on Online Safety and be able to:
 - Support the school in meeting the requirements of On-Line Safety as outlined in the KCSIE Policy (Updated annually)
 - Provide advice and support to staff on protecting children from the unique risks associated with on-line safety.
 - Ensure all staff are provided with on-line safety training at Induction and updated annually as required
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community

- Be alert to the specific needs of children in need within your year group, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Person specification

The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description. The person specification will be used as part of the selection process including: (i) shortlisting of applications (ii) assessment by interview (iii) and satisfactory references.

To apply for the role, please complete the application form fully and provide a supporting statement of no more than two pages of A4.

	Essential	Desirable
Qualified teacher status	X	
A degree or equivalent	X	
Evidence of recent and ongoing professional and leadership development	X	
Successfully completed appropriate Child protection training	X	
Recent successful leadership as a Deputy Headteacher or Assistant Headteacher in a secondary school	X	
Track record of successful delivery of school improvement with measurable impact.	X	
Track record of developing, implementing and evaluating effective behaviour management strategies and policies to establish and maintain high standards	x	
Evidence of promoting equality and inclusivity in school and fostering an understanding and respect for difference across school life and the curriculum	X	
Experience of developing and implementing safeguarding policy and procedure in school to promote the welfare of children	X	
Experience of leading the curriculum development in a specific subject	X	
Significant experience of leading and line managing teaching staff at secondary level, with evidence of improvement in standards.	X	
Track record of inspiring, challenging, motivating and empowering teams and individuals to achieve high goals and continuous improvement creating and sustaining a positive and supportive school culture	X	
Experience of mentoring and coaching staff and teams and facilitating staff training to develop talent and promote continuous professional development in school	X	

Application Process

Closing date for applications is Monday 20 March 2023 at 3pm. Please complete the application form and provide a supporting statement (on no more than two sides of A4). The supporting statement should include how you meet the person specification and your skills and experience to date that make you an ideal candidate for this post.

If you wish to discuss this post please contact Debbie Fitch, Headteacher's PA, dfitch@cds.kent.sch.uk.

Please email your application to: Mrs Anne-Marie Ormsby, aormsby@cds.kent.sch.uk, HR Officer c/o The Charles Dickens School, Broadstairs Road, Broadstairs, CT10 2RL.