

Dover Grammar School for Boys - Job Description

Deputy Headteacher (Behaviour and Safeguarding)

All job descriptions are current at the date shown, but, following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and those who contact the School virtually (Teams, Zoom etc.), by email and by telephone. The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Job title	Deputy Headteacher (Pastoral, Behaviour and Safeguarding)
Responsible to	Headteacher, Governing Body
Salary: Leadership Scale 19-23	<p>The appointment is subject to the current conditions of service for Deputy Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out their duties, the DeputyHeadteacher shall consult, when appropriate: the Headteacher, the Governing Body, School staff, and students' parents/carers.</p> <p>Please note: members of the Senior Leadership Group (SLG) are not governed by the requirements of Directed Time as outlined within the STPCD 2023. All senior leaders are therefore expected to remain flexible and adaptable in any given situation and to expect that their working day will often be longer than that of other colleagues within the school. This is to ensure that the SLG can discharge its statutory duties (particularly those related to safeguarding) and to lead the School effectively. The Headteacher will expect the successful applicant to adhere to this requirement.</p>
Duties	The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and job title.

General responsibilities of the post

- To work with the Headteacher, and as a member of the Senior Leadership Group (SLG) at DGSB, to ensure a high standard of education provision for students and assist the Headteacher to support the Governing Body in fulfilling its responsibilities in accordance with national legislation
- To deputise for the Headteacher in his absence
- To assist the Headteacher in the efficient running of the School by developing and maintaining effective whole school systems, practices and procedures to create an organisational culture which is embedded in the School's values
- To assist the Headteacher in ensuring that there are consistently high standards of teaching and high standards of learning throughout the School and in all Key Stages
- To help, support and encourage all teaching and non-teaching staff in school, promoting and developing an effective internal communication system
- To work alongside the Headteacher to maintain and develop effective school self-review, and improvement/development planning processes

- To be an excellent practitioner and lead by example at all times by demonstrating consistently high standards of personal and professional conduct, acting within the statutory frameworks which set out professional duties and responsibilities
- To line manage other departments
- To work with colleagues within the SLG to monitor student progress and attainment, and continue to raise standards
- To lead by example making a regular positive contribution to the wider life, work and ethos of the School
- To develop effective professional relationships with colleagues
- To be part of the SLG on-call rota during school holidays – dates to be agreed in advance
- To be responsible for updating school policies to reflect latest legislations

Specific Responsibilities for Leadership in the School

- To contribute to the leadership and running of the School, by helping to produce clear aims, effective policies and strategic planning
- To share with the SLG the responsibility for ensuring that the School's aims and objectives are achieved; to support the Headteacher in developing and maintaining high morale and confidence amongst all staff; and to set an example of high professional standards and leadership
- To motivate and work with others to create a shared culture and a positive climate that reflects the vision of the School
- To line manage, support and take responsibility for the school's pastoral and attendance teams
- To take overall responsibility for the school's behaviour, rewards and sanctions policies ensuring they are appropriate, effective and consistently applied
- To be responsible for the performance appraisals of an identified group of staff across the School, setting clear objectives and targets, and reviewing these at appropriate times
- To demonstrate an ambitious vision for the School and strive for high expectations for every student by setting high standards and leading by example in all areas of work
- To evaluate the strengths and areas for development in the School, and to use the findings to actively promote further improvement
- To work together in the SLG to develop effective strategies and promote and sustain an effective leadership model that is focused on the rigorous implementation of improvement and development plans
- To ensure that a consistent approach to policies and procedures is adhered to
- To contribute to the review, development and leadership of activities relating to the curriculum to pursue excellence for the School and the best possible outcomes for each and every student
- To work closely with other leaders to ensure effective transition across key stages
- To assist with the selection and appointment of staff to the School, where appropriate

Safeguarding

Main Responsibilities

- Ensure that the well-being and safety of students is at the forefront of all decisions and actions
- To contribute significantly to the School Development Plan (SDP) and report to Governors on progress as necessary
- Understand and champion Ofsted requirements for pastoral care, collate evidence as required to ensure the School is prepared for an inspection
- To be the School's Designated Safeguarding Lead
- To take lead responsibility for safeguarding and child protection across the school, including participating in strategy discussions and inter-agency meetings and contributing to the assessment of children as appropriate
- To take lead responsibility for all aspects of online safety, including filtering and monitoring
- Advise and support other members of staff on child welfare and child protection matters and liaise with relevant agencies
- Help deliver safeguarding training and ensure that all staff are up to date on advice and legislation

- Prepare the safeguarding report for Governors' meetings
- Ensure the school receives any current safeguarding information from feeder schools as required
- Ensure the safeguarding documentation and information on the school website is up to date and accurate
- Regularly reflect on and review systems and procedures to ensure continual development of the pastoral side of the school
- To oversee and support others in the organisation of INSET, new staff and student induction days
- Ensure the staff body adheres to the school's safeguarding policies and review these on a regular basis
- To line manage various departments and to support middle leaders in contributing to meeting the School's objectives
- Support the Headteacher and Directors of Key Stage with strategic oversight of form time and the assemblies programme
- Manage any incidences of under-performance or capability in relation to teaching which might be linked to pastoral issues
- With the Headteacher, ensure that the school meets statutory and regulatory requirements in relation to pastoral care and safeguarding, including contributing to inspection and audit preparation and processes

Managing referrals

- Refer cases where you believe threshold has been met to the local authority using the 'front door' reporting mechanism
- Make referrals to and work with the Local Authority Designated Office (LADO) as appropriate
- Support staff who make referrals to the local authority children's social care
- Understand and be able to use mechanisms under the government's Prevent Strategy
- Support staff who make referrals using mechanisms within the Prevent Strategy
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with safeguarding partners
- Inform the Headteacher of safeguarding issues, including but not limited to ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

Managing Safeguarding Documentation and Administration

- Ensure safeguarding and child protection files are monitored and kept up to date

- To monitor daily MyConcern entries and ensure that all incidents are actioned by the close of play that day
- Keep information confidential and store it securely
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
 - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
 - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and that associated systems and procedures are updated and reviewed regularly
- Ensure the child protection policy is available publicly and that parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Behaviour and Attendance

- Lead on the Behaviour and Attitudes and Personal Development areas of the Ofsted Framework across the school

- To have oversight of the ways in which the school provides advice and guidance in supporting positive behaviour in school and in the home
- Devise and lead strategies to support students, staff and their families in the follow up of any incidents including arranging for bespoke support or training
- Maintain records and track data in relation to behaviour, incidents, safeguarding and attendance etc. and produce regular reports which trigger prompt and effective interventions
- To monitor MyConcern entries each day and ensure that all incidents are actioned as soon as practicable and possible
- Develop pastoral tracking and reporting processes and ensure that they are interlinked with other reporting processes within the school and that data is shared and used meaningfully
- To track and monitor student attendance in line with the attendance policy
- To oversee effective re-integration timetables for those who are persistently absent

Curriculum and Teaching & Learning

All members of the SLG are expected to contribute to the development of our curriculum and to the maintenance of the highest standards of teaching and learning in the School. The postholder will therefore be expected to:

- Assist in monitoring and evaluating standards of teaching and learning in school, taking action to ensure that the standards are consistent with the aims and objectives of the School
- Assist the AHT for Teaching & Learning in developing and maintaining policies relevant to Teaching and Learning and ensure that they are understood and implemented effectively
- Contribute to raising the quality of teaching and learning across the School through the monitoring of curriculum delivery ensuring that it is appropriate to the needs and abilities of individual students
- Work alongside the Headteacher and SLG to devise and implement strategies to remove barriers to learning and enable all students to have full access to a broad and balanced curriculum
- Ensure that teaching and learning is appropriately linked to statutory requirements for the National Curriculum and the SEND Code of Practice
- Work with teaching staff and any appropriate support staff to provide high quality learning, setting high expectations and establishing a stimulating and inspiring environment for students
- To maintain good order and discipline among pupils, with particular reference to health and safety
- To provide pastoral care, guidance and advice to students, as appropriate
- To lead and participate in meetings covering school and student activities and attend and lead assemblies
- To communicate and consult with parents/carers and other relevant bodies applicable to the role as and when appropriate.

Other Duties

- To assist the Headteacher in establishing and maintaining a positive school ethos to ensure that DGSB is an inclusive, forward-thinking and happy learning community
- To provide leadership and give practical support and encouragement to teaching and non-teaching staff and provide assistance to staff who may seek clarification on difficult issues
- To understand and know how to use local comparative and school data to set clear targets for students
- To understand how students' learning is affected by their physical, intellectual, emotional and social development particularly in light of the Covid-19 pandemic and its effects on the education sector and schools in particular

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