



## **Job Description – Head of School (Lower) + Designated Teacher**

**Reports to:** Deputy Principal

**Direct Reports:** Deputy Head of School

**Location:** West Heath School – Sevenoaks TN13 1SR

**Hours:** 37.5 hours per week/ 39 weeks per year

### **The School:**

West Heath School is a challenging place to work, but our dedicated staff rebuild lives through education. Teaching respect, encouraging responsibility, building relationships and developing resilience in our students is an integral part of the role. Our committed, dynamic and resourceful staff find the work rewarding.

### **Main Purpose of the Role**

The Head of School will be responsible for developing and managing a comprehensive range of services to meet the various social, emotional and mental health needs of the students. Due to the variety of SEN needs at West Heath School, students' behaviour can be challenging and unpredictable, the Heads of School are responsible for promoting a positive culture of behavioural management and upholding the whole-school behaviour policy. The Head of School will be responsible for the management of their School (Lower/Middle/Upper) provision, including; mentoring and working closely with students who are reluctant to learn; leading on assemblies and tutor sessions; working with a wide range of stakeholders and multi-agency teams; and the management of staff and/ or a tutor team. The Head of School will create a supportive team culture by upholding and promoting the values of the 4Rs- Respect, Relationships, Resilience and Responsibility- and committing to a positive, fair and transparent leadership style.

Every member of staff plays a significant part in the students' ability to achieve their full potential and positive outcomes whilst at West Heath School. To do this we need to work collaboratively and always as a team, which is essential to the students' success and achievement.

### **Main Duties and Responsibilities**

The Post holder's duties will include but not be limited to:

#### **Safeguarding**

- To hold the role of Deputy Designated Safeguarding Lead (DDSL), working closely and supporting with the Designated Safeguarding Lead (DSL) in their role to ensure safeguarding procedures and policies are adhered to.
- To cover the DSL in their absence or if they are unavailable.
- To undertake relevant training linked to the post and update as required.
- To manage safeguarding referrals as necessary.
- To work with school staff and external agencies as required.

- To monitor that all staff maintain accurate attendance registers and risk assessments.
- To ensure that safeguarding and whistle-blowing is an agenda item in all meetings to create an open, transparent and safe culture.
- To monitor that all tutors are aware of safeguarding practices and policies and understand escalation processes.
- To be a clear presence around the school site, following SMT rotas, observing students and trying to find and retrieve any missing students.
- To implement and support the whole-school phone policy.
- To promote safeguarding issues and concerns during assemblies and within the tutor programme.
- To investigate all incidents of bullying as per the 'West Heath School Anti-Bullying Policy'.
- To undertake physical intervention 'Team Teach' training and use skills as and when required.

### **Leadership and Management:**

- Member of Middle Leadership Team.
- To manage a pastoral team, including the Deputy Head of School and a team of tutors. This may include, but not be limited to, mentoring and coaching, undertaking appraisals, reviews and formal procedures as necessary.
- To ensure the pastoral team promote the school's mission statement, 'Rebuilding Lives through Education' and value the need to both educate students and to promote students' wellbeing by and understanding and improving their social, emotional and mental health needs.
- To support teachers with behaviour management and monitor that all teachers strive to create a positive learning culture. This includes using Restorative Approaches such as participating in Restorative Meetings with students and ensuring staff's attendance to break time detentions, and using the language of universal positive regard with staff and students.
- To oversee the tutor programme to ensure all tutors run engaging and developmental tutor sessions, that they uphold the 'Promoting Positive Behaviour' policy and promote the values of West Heath School.
- To create a culture of professionalism and accountability; to run and minute regular Pastoral Meetings following an agreed agenda, giving specific feedback on departmental strengths and areas that require improvement; have challenging conversations with staff in the team to ensure that all West Heath policies are adhered to and that staff are punctual, organised and supported to meet all deadlines; to lead the appraisal of direct reports within the XX Department and ensure that Return to Work meetings are completed for staff and that absence processes are followed to support staff with their wellbeing.
- To manage any offsite facilities/provisions that students attend, including risk assessments, transport arrangements and staffing.
- To ensure effective management of an allocated budget, including, but not limited to, effective utilisation of physical resources dedicated to the year group to the benefit of students.
- To keep regular communication with parents and carers and monitor that tutors complete weekly phone calls home.
- To liaise with other Heads of School/ Department or external provisions prior to student transitions between year groups.

- To provide a flexible and effective response to individual and corporate needs by working with the School Management Team (SMT) and, in particular, the Head of Behaviour/ Deputy Principal.
- To support SMT with behavioural initiatives and whole school projects, including trauma-informed initiatives to improve students' social, emotional and mental health.
- To support SMT with external inspections, including Ofsted, by producing accurate achievement and behavioural data and contributing to the SEF.
- To provide SMT with regular reports evaluating behaviour using the school's systems, reviewing patterns and trends in students' behaviour and putting in pre-emptive steps to ensure that all students achieve to the best of their ability.
- To report on students as required for Internal/ External Professional Meetings, chair Annual Review meetings and daily briefings, as well as attend at PEP and LAC Reviews for all students in the School.

### **Student Management**

- To provide emotional, physical and mental support to students during periods of dysregulation.
- To act as a mentor and a role model to all students, remaining calm and professional during difficult situations.
- To develop positive relationships with parents and carers, keeping them informed about student behaviour and any challenges the student is facing.
- To lead the termly Celebration Assembly to reward and celebrate student achievement.
- To implement and monitor the detention system, keeping records of attendance.
- To evaluate and monitor performance indicators including intervention and impact tracking, student retention rates, attendance data, social development and destination data.
- To manage transport arrangements for students as well as department logistics.
- To work cohesively with the SENCO and curriculum staff to design innovative, bespoke timetables and intervention programmes that support students' needs and complements the students' main programme of study.
- To cover and/ or teach a number of classes per term when staffing numbers require.
- Assess, record and report on the development, progress, attainment and behaviour of the students within your care, using the West Heath School systems accurately and effectively.
- To promote the concept of growth mindset in your team and encourage all students and teachers to understand that all students and adults are capable of change.
- To conduct home visits as and when required
- To run parent/ carer evenings and support staff during these events

### **Health and Safety:**

- To work safely and hygienically at all times within Health and Safety Guidelines and Policies.
- To report any health and safety concerns in line with West Heath School policy.
- To undertake annual risk assessments and reviews for your area and associated activities, collaborating with the school's Health and Safety Officer.

- To monitor and review all students' Risk Assessments and Positive Handling Plans to ensure they are accurate, relevant and up-to-date, completing quality assurance reviews when needed.
- To provide support and guidance to colleagues in their management of behaviour, as part of a larger team.
- To ensure that your own and your team's classrooms/ learning environments are fit for purpose and appropriate to the needs of the students.

#### **Partnership Working:**

- Sustain and develop positive working partnerships with all areas of the School.
- Implement/monitor and contribute to joint initiatives as required.
- To create and develop links between the department and wider school community.
- Celebrate and share success with students, colleagues and parents/carers.

#### **Equality and Diversity:**

- Ensure equality in the workplace regardless of race, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex, sexual orientation.
- Support people to express their individuality and uniqueness in all areas of life.

#### **General:**

- To act as an ambassador for West Heath School representing the school where necessary at Events and Meetings.
- To undertake ongoing continued professional development.
- To uphold the values and ethos of the school.
- To undertake such duties and responsibilities reasonably consistent with the role as may be required from time to time by the line manager and/ or SMT.
- Follow West Heath School Policy and Procedures, paying particular attention to Safeguarding, Confidentiality & Health and Safety.
- To attend regular supervision sessions with Line Manager.
- Attend team meetings as required.
- Undertake any relevant training as identified.
- Ensure that professional standards are always met.
- To complete any tasks that are reasonably requested by your line manager or SMT.
- To monitor that all tutors in your team uphold the School ethos.

#### **Specific Accountabilities**

##### **Head of Lower School**

- To play a full part, in conjunction with Deputy Head of School, in the induction and settling of students to Lower School.
- To play a part in the organisation of taster days.
- To act as Designated Teacher (additional role outline attached)

## PERSON SPECIFICATION: Head of School

Requirement	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>QTS/QTLS</li> </ul>	<ul style="list-style-type: none"> <li>Management qualification.</li> <li>Team Teach qualification.</li> <li>Evidence of CPD and commitment to further professional development.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Previous experience of teaching children with special educational and emotional needs, in a secondary environment.</li> <li>Experience of effective behaviour management strategies and the ability to implement these.</li> <li>Understanding of people management practices.</li> <li>Experience and understanding of safeguarding practice.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of managing one or more of the areas of responsibility.</li> <li>Experience of people management.</li> <li>Experience of reporting and leading on safeguarding matters.</li> <li>Has experience of how trends and initiatives can be applied to develop and improve of curriculum and services.</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Demonstrates a broad knowledge of trends and initiatives within the education sector.</li> <li>Can identify, evaluate and establish a course of action to accomplish the Schools goals and objectives and to estimate, acquire, monitor, control and develop resources to meet the Schools objectives in the most efficient and effective way.</li> <li>Demonstrate a clear commitment to, and experience of, achieving excellence through continuous improvement and the development of quality systems.</li> </ul>	
<b>Competence</b>	<ul style="list-style-type: none"> <li>Communication –able to create a mutual understanding both within business units and in cross-college initiatives and activities, using</li> </ul>	

Requirement	Essential	Desirable
	<p>persuasion when necessary to achieve goals.</p> <ul style="list-style-type: none"> <li>• Is able to analyse a variety of information to inform decision making.</li> <li>• Can influence the Schools key staff and others to move in the same direction to achieve goals.</li> <li>• Staff Development and Management – able to ensure that each level of work adds value by communicating what must be done, by when and with what resources.</li> <li>• Customer focus - able to understand the needs of the customer and be able to put in place initiatives to improve the range and quality of services to them.</li> <li>• Able to respond effectively to the needs of the School existing and potential student base and provide an effective service to all areas of the School, by implementing new ideas, methods or procedures.</li> <li>• Quality - demonstrate a clear commitment to, and experience of, achieving excellence through continuous improvement and the development of quality systems.</li> <li>• Team membership and People Orientation – able to take responsibility with others to achieve group objectives, including cross-School initiatives and activities.</li> <li>• ICT skills - able to demonstrate a commitment to the use of IT for the improvement of learning and working practices and demonstrate skills in the use of a range of IT software, preferably in Microsoft office.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• An empathy with children with special educational and emotional needs, and a genuine desire to improve their lives through education.</li> <li>• Personal Drive - the ability to be self-directed with a high level of personal drive and experience of moving forward new initiatives in a challenging environment.</li> <li>• To work collaboratively with staff both internally and externally of the school.</li> <li>• Dedication to the safeguarding of student's welfare.</li> <li>• Ability to work in a way which reflects the Schools values/ ethos</li> <li>• Working practice which encompasses equal opportunities</li> <li>• Willingness to address challenging issues with clarity of purpose and diplomacy</li> </ul>	

Requirement	Essential	Desirable
	<ul style="list-style-type: none"> <li>Ability to work under pressure and deal effectively with emerging situations</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>Full Driving Licence</li> <li>A commitment to working flexibly (early/late) to meet School and departmental requirement.</li> <li>Personal development - a strong interest in and commitment to continuous personal learning and development</li> <li>Enhanced DBS</li> <li>Commitment to Safeguarding</li> </ul>	

**Note:** This Job Description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify reconsideration of the salary for the post.

***West Heath School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

## **Additional Responsibility Job Description**

### **Designated Teacher for Looked After Children**

#### **Main purpose**

The designated teacher should be a central point of initial contact within the school. The designated teacher has the overall responsibility to ensure that looked-after children and previously looked-after children aren't placed at a disadvantage, and are given the support that they need to succeed both academically and emotionally in school.

#### **Duties and responsibilities**

##### **Ethos and culture**

Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked-after and previously looked-after children at a disadvantage (for example, procedures such as induction and transition)

Promote a culture in which looked-after and previously looked-after children are:

- o Prioritised for academic support
- o Encouraged to actively participate in school life
- o Supported to succeed and aspire to further and higher education or highly skilled jobs
- o Able to take ownership of their learning and have opportunities to discuss their progress
- o Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner

##### **Teaching and learning**

Set high expectations of looked-after and previously looked-after children's learning, and ensure teachers set targets that accelerate progress

Advise teachers on differentiated teaching strategies appropriate for looked-after or previously looked-after children

Advise on the use of assessment for learning approaches to improve the progress of looked-after and previously looked-after children, and help them and their teachers understand where they are in their learning and their next steps

Have overall responsibility for target setting for looked-after children and previously looked-after children in school including monitoring and tracking attainment progresses, and ensuring that identified actions are put in place

Ensure that the SEND code of practice, as it relates to looked-after and previously looked-after children, is being followed

Where any looked-after and previously looked-after child has an education, health and care (EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met

Ensure that they themselves have the skills to identify signs of potential SEN issues, and know how to access further assessment and support where necessary

##### **Working with staff**

Ensure that they themselves, and other school staff, have strong awareness, training and skills around the specific needs of looked-after and previously looked after children and how to support them



Work with the school's designated safeguarding lead to ensure any safeguarding concerns regarding these looked-after and previously looked-after children are quickly and effectively responded to

### **Working with carers, parents or guardians**

Act as a central point of contact for carers, parents or guardians to promote good home-school links

Support progress by ensuring effective communication with carers, parents or guardians

Ensure carers, parents or guardians understand:

- o The potential value of one-to-one tuition and are equipped to engage with it at home
- o How the school teaches skills such as reading and numeracy

Encourage high aspirations and work with the looked-after and previously-looked after child to plan for their future success and fulfilment

Fully involve carers, parents or guardians in any decisions made about their child's education

Work with carers, parents and guardians to understand the emotional and behavioural needs of the child

### **Working with external agencies**

Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs

Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among looked-after and previously looked-after children, and know how to access further assessment and support where necessary

Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked-after and previously looked-after children's PEP

- To accurately complete the PEP documentation via the different online platforms.
- To request and collate professionals and students feedback to present to all professionals that work around the student.
- To organise and lead PEP meetings (x3 a year per student) to discuss the student's educational programme.
- To liaise with the financial team and VSH to ensure requested funds (PP+) is allocated to the correct provision.
- To support additional meetings such as LAC reviews, transitions, CIN meetings, etc... to update professionals of the student's educational progress and share a holistic view of the student.
- To weekly and accurately update students' data (attendance) onto the online platforms.

### **Safeguarding**

Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies

Work with the designated safeguarding lead (DSL) to promote the best interests of looked-after and previously looked-after children, including sharing concerns where necessary

Promote the safeguarding of all pupils in the school

### **Notes:**

This role description may be amended at any time in consultation with the postholder.