**ELMS SCHOOL JOB PROFILE**

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| **Name:** |  | | **Date:** |  | |
| **Job Title: Deputy Headteacher -Head of Education** | | | | | |
| **SALARY INFORMATION:** | | | | | |
| **Full time** | | **Leadership scale: 14 - 18** | | |  |
| The School  Elms School is a day special school for pupils aged 6 to 16 years. All pupils have an Education and Healthcare Plan. Most have complex behavioural, social, emotional and mental health difficulties and additional learning difficulties, such as ADHD, adolescent psychiatric problems, attachment disorder issues along with challenging behaviours. The SEMH pupils have deep-seated and long-term emotional needs, but are functioning at a higher academic level. A high percentage of pupils also have Autistic Spectrum Disorders.  Elms School has been recognised as Good following an Ofsted Inspection in October 2017.  Many pupils travel from a wide area across Kent to attend Elms School.  Employment  The post holder is expected to work within the rules and regulations laid down in the Teachers’ Pay and Conditions. The post holder will demonstrate a commitment to the aims, vision, development plan and policies of the school. As part of the Senior Leadership Team, the post holder will be committed to support in the training and development of all members of staff. We aim to provide staff with the skills they need to fulfil their duties so that we achieve the highest standards in all we do.  The post holder will share responsibility for identifying their own individual training needs and will demonstrate a commitment to work collaboratively and co-operatively to fulfil these. | | | | | |
| Deployed by: Headteacher  Accountable to: Headteacher  Appraiser: Headteacher | | | | | |

This job profile encompasses in general terms the normal duties which the post holder will be expected to under-take. However, the job profile or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post or grade.

**Purpose of the Job:**

* To lead Teaching, Learning, Assessment and Outcomes at Elms School
* To lead the development of the academic curriculum for pupils at Elms School.

**Professional Duties**

* To assist the Headteacher in managing the school’s processes
* To undertake any professional duty of the Headteacher which may be delegated by the Headteacher.
* To undertake the professional duties of the Headteacher in her absence-staff briefings/SLT meetings
* To arrange the day-to-day cover for the whole school
* To be the EVC and quality assure the RA for trips going out-off site
* To attend KSent Leadership Forum meetings, network and support school to school moderation
* To conduct teacher/HLTA/TA appraisals as directed by Headteacher
* To select and interview with the HT for teacher/TA/HLTA positions within the school

**Educational Development**

* To be a leader of learning by researching latest developments
* To lead the teaching team, overseeing the implementation of curriculum developments.
* Maintain the whole school curriculum map and ensure it is adjusted according to curriculum developments and exam syllabuses.
* Set the Faculty direction and yearly meeting agenda to include accreditations
* Oversee the Middle Leaders and write the action plan with the Middle Leaders and lead the meetings
* Oversee the phase meeting agenda with the phase leaders
* To ensure that all statutory examinations are entered: SATs, Phonics screening and year 4 MTC
* Ensure teachers have the necessary training for SATs updates: phonics screening
* To update the careers programme: tracking of post 16 destinations with the post 16 manager
* To set the SDP Quality of Education strands and review the SDP at key points
* To develop the Curriculum Induction Package and Induct new teachers
* Write the Quality of Education Governors Report
* Write: update the SEF Quality of Education
* To update the Curriculum Policy
* To update the Improving Learning Framework

**Classroom**

* To update the ‘Elms Gold Standard’ for lesson observations
* To undertake ‘dropins’ with the Headteacher to quality assure teaching across the school
* To maintain individual teachers Quality of Teaching Matrix
* To mentor and assess the NQT year
* To oversee the direction of the ‘coaching triads’
* To facilitate a ‘coaching triad’
* To ensure all UQ teachers have an experienced mentor
* To provide 1-1 mentoring support: action plan where a cause for concern has been identified in the lesson observation cycle
* To line manage the TA’s
* To line manager the Hub Leaders and set priorities
* To develop the TA Induction package with the Hub Leaders
* To conduct the three and six month probation cycle with TA’s

**Pupil Progress and Reporting**

* Analysing all academic progress data from the Elms Tracker with class and subject teachers with the Intervention manager if a pupil (s) are not making expected progress
* To oversee the book looks
* To oversee the portfolio submission
* To ensure the accurate and timely reporting to parents

**School Website**

* To be responsible update the school’s website for curriculum: whole school curriculum map, subject overviews, SATS results and examination results
* To ensure the ‘Remote Learning’ package is maintained through organising and monitoring of the HL resources
* To ensure learning communication is developed and shared with parents through the ‘class newsletters’

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| Agreed By ……………………………….  Job Holder | Approved By ………………………………………..  Manager |

**Person Specification: Deputy headteacher: Head of Education**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA** |
| **1. SKILLS, KNOWLEDGE & APTITUDES** | * An outstanding classroom practitioner * A thorough understanding of the new National curriculum * Good communication skills * An ability to relate well to children, staff, parents and others * A good understanding of the principles of school improvement * A sound knowledge of assessment, recording and reporting procedures * Thorough knowledge of the difficulties faced by pupils with SEMH * Knowledge and understanding of the National Curriculum and relevant accreditations * Knowledge and understanding of how children learn. |
| **2. QUALIFICATIONS & TRAINING** | * QTS qualification * Evidence of on-going professional development * Good ICT skills * Appropriate and relevant leadership training * Experience of mentoring students/ coaching staff * Trained in the principles of Team Teach and Restorative Justice |
| **3. EXPERIENCE** | * Senior leadership experience * Middle management experience e.g. subject co-ordinator/ Year group leader including effective line management of staff * Leading whole school initiatives including curriculum enrichment * Experience in working with pupils with SEMH difficulties * Experience in more than one school |
| **4. PROFESSIONAL CONDUCT** | * A flexibility of approach to a variety of issues * Willingness and ability to listen and inspire confidence in colleagues * Ability to motivate and support colleagues * Professional integrity * A passion for making a difference to children and willingness to go the extra mile * Emotional resilience and a good sense of humour. |
| **5. VALUES & ETHOS** | * A desire to promote the Fundamental British Values and the SMSC agenda * A belief that every child has potential and promise to succeed and progress |