



CHRIST CHURCH

Church of England Secondary Academy

School: Christ Church, Church of England Secondary Academy

Job Title: Deputy Headteacher (Inclusion)

Salary: L20-L25 (dependent upon experience)

Location: Birmingham

Start: Full time from September 2021

Closing date: 12 noon 9th November 2020

Job Description:

Responsible to the Headteacher

Birmingham Diocesan Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Core Purpose

The Deputy Headteacher shall carry out the professional duties as described in the School Teachers' Pay and Conditions Document as required by the Headteacher.

As a member of the senior leadership team, The Deputy Headteacher will provide professional leadership and management to the school and help to establish a culture that promotes excellence, equality and high expectations of all pupils. The Deputy Headteacher will support and promote the Christian distinctiveness of the school (for our church schools) and the aims of BDMAT.

The strategic role and specific responsibilities of the Deputy Headteacher will be agreed annually with the Headteacher, to allow the opportunity to gain experience in all aspects of school leadership in preparation for headship. The Deputy Headteacher (Inclusion) will be responsible for leading key areas of whole school provision such as the personal development curriculum area, inclusion, monitoring standards and teacher effectiveness, tracking and analysis of data, behaviour management, external relations and community links, staff development, safeguarding, special educational needs and disabilities provision, professional development, training and induction.

Responsibilities

To be accountable to the Headteacher for:



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- Supporting and promoting the school's Christian distinctiveness and preparing the school for SIAMs inspections.
- Supporting and promoting BDMAT's vision, values, aims and goals including our specific strategic aims as follows:
 - Education is led by BDMAT's vision and values and for our Church of England schools these are embedded within a Christian ethos.
 - We promote pupils' social, moral, spiritual, cultural, and physical development within a happy and caring atmosphere.
 - Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, and contribute to society.
 - Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.
 - Our schools are at the heart of the communities that they serve, collaborating with the church, other schools, stakeholders, and organisations in the area to best support their community.
 - External and internal indicators demonstrate that the vast majority of pupils make good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly.
 - All our schools are graded as least 'good' by Ofsted or are improving quickly towards achieving 'good' at the next inspection.
 - The practice of staff is enhanced by high quality professional development and performance management systems.
 - The Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff.
 - The Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools can concentrate on providing effective provision for their pupils.
- Ensuring a daily act of Collective Worship takes place, seated in the Christian tradition.
- Working towards meeting all key performance indicators set for the school by the BDMAT board and the Local Academy Board (LAB).
- Taking responsibility for day to day management of the school alongside the Headteacher and the Senior Leadership Team, and in the Headteacher's absence, take full responsibility for the school; providing leadership across all aspects of the internal organisation: professional leadership, management and control of the school.
- Supporting the effective implementation and embedding of the agreed school vision, principles, and policies within the school.
- Actively promoting the academy and liaise with outside agencies as necessary, representing the Headteacher, the academy or BDMAT as appropriate.
- Providing information, advice, and perspective to the governing body and to any legitimate external enquiry or evaluation.



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- Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for all in all areas of the school's work.
- Promoting excellence in teaching and learning, ensuring a continuous and consistent focus on pupils' achievement and development (whole person as well as academic).
- Creating a positive culture of support and high expectations, to achieve the school's development plan, raise standards and improve the quality of teaching.
- Supporting the Headteacher in the responsibility for the implementation of performance appraisal for all staff, including line management of staff.
- Supporting the Headteacher in recruiting and retaining staff of the highest quality, in line with Trust policy and safer recruitment procedures.
- Promoting, embedding, securing and monitor all agreed school and BDMAT policies.

Leadership of inclusion, behaviour, and personal development

- Ensuring that a high-quality educational experience is available for all children and young people.
- Ensuring that the personal development curriculum is rich, relevant, and inspirational and contributes to outstanding educational and whole person outcomes.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of all students and health and safety regulations.
- Ensuring that the use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all.
- Inspiring a passion for learning in every member of the school community.
- Providing a model of outstanding practice to all staff in teaching and school leadership.
- Ensuring that behaviour in all year groups is exemplary.
- Securing and sustaining effective teaching and learning throughout the school by ensuring sound strategies are in place to support rigorous and positive classroom culture, using benchmarks and setting targets for rapid improvement of all children including those in vulnerable groups.
- Ensuring that the provision for academic and pastoral support effectively meets the needs of all learners, including those with special educational needs and disabilities.
- Ensuring creativity, innovation, and the use of appropriate new technologies to achieve excellence.
- Keeping abreast of educational developments and best management practice to introduce appropriate innovation and contribute to joint practice development.

Strengthening Community

- Developing an inclusive and supportive approach so that the school is a place where all young people and the wider school community feel welcome.
- Supporting the Headteacher in fostering a strong sense of community and a distinctively Christian ethos among both staff and students.
- Ensuring effective and appropriate pastoral support is available to children and staff in the school, including for their mental well-being.



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- Promoting consistent implementation of behaviour policy and system of rewards and sanctions, characterised by orderly behaviour, caring and respectful relationships, and no shouting.
- Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent, and excellent systems and provision for all, actively promoting inclusion.
- Acting as a positive role model to staff and students.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Treating everyone within the school and the wider community fairly and equitably; Engaging in issues of staff and student welfare and support and demonstrate a commitment to Equality of Opportunity for all members of academy staff.

Safeguarding children and Safer Recruitment

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and BDMAT, in line with national requirements.
- Ensure that all policies and procedures adopted by the LAB and BDMAT are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated persons and other staff to discharge their safeguarding responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Health and Safety

- Work in compliance with the school's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.
- Ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act (2000).

As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description as required by the Headteacher.



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Person Specification

Category	Essential	Desirable
1. Christian ethos	<ul style="list-style-type: none">To actively support and develop the school and Trust's Christian ethos	<ul style="list-style-type: none">Experience of effective senior leadership in a secondary Church of England schoolTo be a practicing Christian
2. Qualifications	<ul style="list-style-type: none">Qualified Teacher StatusHonours degree from a recognised university	<ul style="list-style-type: none">NPQSLMasters or higher in relevant discipline
3. Experience	<ul style="list-style-type: none">Proven track record of successful Senior Leadership in a secondary school as a Deputy Headteacher or Assistant HeadteacherSuccessful experience of managing significant organisational change in a school leadership roleExperience of curriculum development Experience of providing high standards of pastoral care	<ul style="list-style-type: none">Teaching and school leadership experience across a variety of settings within academy / maintained sectors
4. Professional Development	<ul style="list-style-type: none">Knowledge of the Free School and Academy education context in terms of particular requirements and responsibilities arising for leadership and governanceAbility to identify own learning needs and to support others in identifying their learning needsExperience of working with other schools / organisations / agenciesExperience of leading / co-ordinating professional development opportunities	<ul style="list-style-type: none">Up to date DSL training



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<p>5. Strategic Leadership</p>	<ul style="list-style-type: none"> • Ability to articulate and develop the Trust's vision and Christian ethos within the context of Free School and Academy expectations • Evidence of having successfully translated a Christian vision into reality at whole-school level • Ability to inspire and motivate staff, students, parents and governors to achieve the Trust's aims of the school and meet their high expectations • Evidence of successful strategies for implementing whole-school plans • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets • Knowledge and experience of what constitutes quality in secondary provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students • Understanding of and commitment to leading on the safeguarding of students and staff • A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and you understand how and when to take appropriate action • Ability to build and maintain good relationships with a range of stakeholders 	<ul style="list-style-type: none"> • Understanding of and compliance with the Financial Handbook • Experience of leading successful Sixth Form provision
<p>6. Teaching and Learning</p>	<ul style="list-style-type: none"> • Knowledge and experience of successful teaching and learning strategies in order 	<ul style="list-style-type: none"> • Experience as a provider of professional development



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	<p>to meet the needs of all students at Christ Church Secondary Academy</p> <ul style="list-style-type: none"> • A secure understanding of assessment strategies • Experience of effective monitoring / evaluation of, and intervention in, teaching and learning • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • High quality teaching skills 	<p>to other teachers and school leaders</p> <ul style="list-style-type: none"> • Up to date knowledge of current external accountability frameworks
7. Managing Staff	<ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of working with governors/trustees to enable them to fulfil their responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising • Successful involvement in staff recruitment, appointment /induction 	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate on school performance effectively, orally and in writing to a range of audiences • Ability to provide clear information and advice to staff and governors 	<ul style="list-style-type: none"> • Experience of whole-school self-evaluation and improvement strategies • Awareness of DfE performance measures applicable to the school • Experience of school inspection via Ofsted or Independent Schools Inspections
9. Personal Attributes	<ul style="list-style-type: none"> • Ability to diagnose and intervene wisely when solving problems 	<ul style="list-style-type: none"> • Ability to manage public relations effectively including high profile contexts



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	<ul style="list-style-type: none">• Ability to remain positive and enthusiastic when working under pressure• Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others• Empathy with pupils/students• Excellent communication and negotiation skills• Excellent presentational skills• Stamina and resilience	
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