# JOB DESCRIPTION

**Deputy Director of School Improvement:**

**Personal Development, Behaviour and Attitudes**

**L18 – L25**

**Responsible to:** CEO, Trust Director of School Improvement, Head of School/Head Teacher

**Role and Requirements**

* Evidence of outstanding, sustained and successful experience as a leader and teacher
* Highly effective experience of leading and implementing strategies for improving the quality of whole school personal development
* Highly effective experience of leading and implementing strategies for improving the quality of whole school behaviour and attitudes
* Evidence of outstanding progress, results and outcomes with a range of ability groups and different needs
* Demonstrable ability to strategically plan with transparent accountability.
* Successful experience of delegation that supports strategic improvements
* Understands the significance of interpersonal relationships and strategies for promoting individual and team development
* Proven ability to communicate effectively and appropriately with a variety of audiences, including those of children and young people
* Effective understanding and practice of establishing and sustaining effective organisational structures, systems, policy, accountability and practice
* Excellent knowledge and understanding of keeping children safe in education; a robust commitment to the thorough implementation of the safeguarding agenda
* Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school improvement, school behaviour and attitudes and personal development
* Evidence of holding individuals, teams and whole school to account to ensure consistency and progress.
* Experience of building and sustaining effective and successful relationships with parents, carers, other educational partners and the wider community that enhance a range of positive outcomes for children and young people
* Demonstrate personal fortitude and enthusiasm with a commitment to ethical leadership aimed at making a transformational difference to children and young people
* Demonstrate personal and professional integrity, including modelling values and vision
* Think analytically and creatively, demonstrating personal initiative in problem solving
* Demonstrate humour, modesty, resilience and optimism

**Main purpose of the job**

* To carry out the duties of this post in line with the remit outlined in the School Teachers' Pay and conditions document and the school's own policy
* To be strategically deployed into a VALT secondary school and assist the Head to lead rapid improvements with a specific focus on Personal Development, and Behaviour and Attitudes; including attendance.
* To strategically lead, Pupil Premium along with robust actions and strategies across the whole school, in Year Groups and Departments that enable children to have full engagement and attendance in school and make excellent progress
* To carry out teaching duties as required
* To promoting and safeguarding the welfare of children and young people within the school
* To strategically lead the development of Personal Development by:
	+ Ensuring the Personal Development curriculum and associated learning offer leads to an outstanding curriculum and extra curriculum through a cohesive whole school approach to enrich cultural and learning capital.
	+ Ensuring the intent and implementation for personal development is secure and well sequenced knowledge with particular reference to protected characteristics; RSE; Sexual Abuse; Character / Citizenship; active and healthy lifestyle; British Values; CEIAG and Equality.
	+ Ensuring that leaders are accountable for the overview, co-ordination, monitoring and success with whole-school extended curriculum opportunities, high levels of engagement for all pupils and communicate these to the full range of stakeholders.
* To strategically lead the development of Behaviour and Attendance by:
	+ Ensuring the attendance across all year groups is good, persistent absenteeism is low and the disadvantaged students attend in line with their peers; ensuring highly effective systems are executed daily to continually review and improve attendance.
	+ Ensuring highly effective leadership, systems and accountability throughout the school to ensure a strong and positive behaviour and attitudes culture is established and maintained in line with Trust policies and expectations.
	+ Ensuring rigorous monitoring of a whole school behaviour standards and instigate rapid actions and support that promote excellent behaviour and attitudes.
	+ Ensuring the provision for professional development for staff to maintain the highest standards of behaviour management
	+ Ensuring leaders and key staff effectively deploy of resources and strategies to ensure that students behavioural and emotional needs are being met and they are able to engage in learning effectively 
	+ Leading by example with the management of behaviour and attitudes by being a highly visible and effective manager of challenging student behaviour

**Duties and responsibilities**

**Shaping the future**

* Support the Head Teacher and Governors in the strategic direction of the school, with a particular focus on attendance, behaviour and personal development
* Play a leading role in the school improvement planning process, through agreed priorities
* Contribute to the school's self-evaluation process, including devising and monitoring action plans and other policy development
* Lead by example especially when implementing change and improvements in standards
* Have a high presence within the school
* Promote a culture of inclusion within the school community where all views are valued
* Promote the trust and school as a Centre of Excellence

**Leading behaviour across the school**

* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community, with a particular focus on meeting the needs of children
* Work with the Head of School / Head Teacher to raise standards
* Lead the provision of training and support for staff in all areas of behaviour
* Be responsible with the Head of School / Head Teacher, for the process involved in monitoring and evaluating the whole school behaviour system, including lesson observations, statistical analysis, and target setting

**Developing self and working with** **others**

* Promote and protect the health, safety and welfare of pupils and staff
* Be responsible for promoting and safeguarding the welfare of children and young people within the school
* Support the development of collaborative approaches to learning within the school and beyond
* To work collaboratively with the school's Enhanced Learning Provision team and work in partnership with other external agencies.
* Be an outstanding and driven member of the Senior Leadership Team 
* Make a significant contribution to the day-to-day effective organisation and running of the school

**Securing accountability**

* Support the staff and Governing Body in fulfilling their responsibilities with regards to:
	+ securing good behaviour and attitudes throughout the school day
	+ High levels of attendance and low rates of PA
	+ Ensuring a high quality provision and implementation of personal development
	+ Ensuring additional disadvantaged funds support engagement, attendance and success
* Contribute to the reporting of the school's performance to the school's community and partner

 

**Strengthening community**

* To attend meetings with parents and carers as appropriate to ensure positive outcomes for all
* Promote relationships and work with colleagues in other schools and external agencies
* To deliver any parent sessions in line with the School Improvement Plan

**Specific tasks**

Have responsibility for the school's:

* Behaviour policy, its development, maintenance, and evaluation.
* Attendance policy, its development, maintenance, and evaluation.
* Personal development Curriculum, its development, maintenance, and evaluation.
* Pupil Premium strategy, its development, implementation and evaluation.

This includes the following: 

* Ensure that school's policies are consistently applied throughout the school
* Interpret and analyse data and provide weekly and monthly summary reports to the Head of School / Head Teacher, Senior Leadership Team, Staff and Governors
* Be accountable for a system of recording attendance and whole school behaviour, ensuring consistency across the school 
* Work with key leaders, pastoral leaders, subject leaders and class teachers to ensure systems are consistently followed with appropriate targets for the children with behavioural and SEN needs
* Work with key leaders to identify groups of pupils and individuals at risk of poor attendance, behaviour and / or those who are underachieving and devise strategies for rapid improvements
* Present to Governors, Head, Central Trust team on behaviour, attendance and personal development
* Assist with the referral of children to the various support services and outside agencies and to liaise with them

**The successful candidate will:** 

* Be a proven and successful leader at Deputy Headteacher, Assistant Head Teacher level, School Improvement Officer or Ofsted Inspector, with proven record of managing and improving school behaviour and / or personal development for at least three full years with demonstrable impact.
* Have up-to-date knowledge of the law pertaining to all aspects of pastoral school leadership
* Have proven experience of identifying and implementing effective strategies for reducing exclusions
* Be well versed in all aspects of the Ofsted framework
* Be an advocate for enrichment and opportunities to develop character and engagement
* View strong SMSC and RSE provision as an integral part of a good education
* Have a proven ability to raise and sustain standards and progress in schools and departments
* Have a highly effective style that is both consultative and influential.
* Be able to demonstrate resilience, motivation, and commitment to driving up standards of achievement
* Hold a relevant teaching qualification and QTS, ideally with NPQH and a higher education qualification