



# Haslingden High School and Sixth Form

## **Deputy Headteacher: Care, Guidance and Support**

The school aims set out clearly our ambitions for all students at Haslingden High School. We seek to develop confident and ambitious learners; enterprising and creative contributors; healthy and confident individuals; and ethical and informed citizens. These ambitions are underpinned by our core belief in 'Achievement for All' and an inclusive community built upon respect.

Key elements of the deputy headteacher role are to support the headteacher in providing strategic leadership and highly effective management to support school improvement and ensure the smooth running of the school. It is essential that they embody the vision, ethos and aims of Haslingden High School and will strive relentlessly to realise our ambition for 'Achievement for All'.

The Deputy Headteacher: Care, Guidance and Support will be responsible for leading a large and experienced pastoral team, comprising of 24 members of staff, including two assistant headteachers. The postholder will be responsible for enabling all students to achieve to their full academic and social potential and it is vital that the school environment remains a positive one, where students feel safe, happy and motivated to learn. This role will include being responsible for leading the school's approach to safeguarding, fulfilling the role of the Designated Safeguarding Lead (DSL). The postholder must share our commitment to safeguarding and promote a culture of vigilance, where the safety and welfare of our students and staff is a primary concern.

The successful applicant will have responsibility for all aspects of the pastoral care of our students, helping them overcome a range of barriers to learning and supporting positive student outcomes in terms of academic achievement, preparation for study beyond school and the world of work. They will lead and coordinate the work of a variety of teams, working closely with our heads of school.

### **1. Leadership and management of the pastoral teams and associated systems:**

- Ensure there is a positive ethos at all levels, which encourages and nurtures collaboration, innovation, individual and team creativity, all within a framework of high expectations
- Plan, develop and implement the strategic delivery of the pastoral systems through the leadership and management of the heads of school and all pastoral teams. Ensure that communication of the school's pastoral ethos and values are clearly disseminated, including through all school literature and the website
- Establishing and maintaining clear and effective systems to successfully manage behaviour, ensuring the school is a calm, safe and purposeful learning environment for all, working closely with relevant colleagues
- Oversee the use of rewards and sanctions to ensure there is a coordinated approach across school

- To support the headteacher in all aspects of managing fixed term and permanent exclusions
- Oversee the work within the Pastoral Inclusion Suite (Stage 2), including direct line management of the Pastoral Support Manager and the Stage 2 team. To support the continuing development of strategies to educate students regarding their choices and re-engage them in school life, seeking to avoid further escalation of sanctions, including exclusion
- To consider the range of options available to manage behaviour prior to exclusion, including the use of parental meetings, pastoral support plans, Stage 2, directions, external agency interventions, managed moves, alternative provisions and referral to the short stay school
- Ensure that all staff uphold the school's ethos and values, through their application of the '8 Expectations' and 'respect agenda', communicating these consistently with students and parents
- Ensure that school policies related to the pastoral systems are relevant, up to date and clearly understood by all members of the school community and that these are consistently followed, with a shared responsibility for their implementation and success
- Lead and manage the CPOMS system to ensure that recording and reporting of pastoral issues is detailed, timely, concise and accurate
- Having an awareness of the diverse nature of the school community, monitoring incidents to ensure that there is zero tolerance of any discriminatory behaviour in school
- Work closely with external agencies related to behaviour and pastoral issues that arise, ensuring that timely support and interventions are provided to individuals, disseminating this information to colleagues where appropriate
- Analyse and review the effectiveness of the pastoral systems, through scrutiny of data and outcomes in order to measure the effectiveness of provision and the impact of interventions
- To analyse and review the block assessment data to evaluate 'Attitude to Learning' (ATL) across the school and to ultimately inform interventions and support improvements
- Organise and chair Pastoral Forum meetings and briefings
- To oversee and support the smooth transition between all key stages, in particular the extensive KS2 to KS3 arrangements

## **2. Leadership and management of Personal Development with support from other members of the senior leadership team**

- Take a leading role in promoting the emotional wellbeing of both staff and students, ensuring that mental health remains a key area of focus within the pastoral team and across the school
- Plan and organise the delivery of an inspiring, enriching and educational assembly programme that seeks to empower students to make positive choices about their health, behaviour, community and future
- Maximise the use of form time to ensure that there is a positive start to the school day, including a range of activities to support students in securing future progress
- Provide a wide range of leadership opportunities within the school and encourage all students to develop their skills beyond the formal classroom setting, including roles such as prefects, wellbeing ambassadors and school council members
- Play a role in supporting the extra-curricular provision within school and promoting the benefits to the school community
- Support the planning and implementation of charitable events and activities

### **3. Maintaining a safe and secure environment for all members of the school community as the Designated Safeguarding Lead (DSL):**

- Ensure that safeguarding is at the heart of the school's provision and that there is a culture of vigilance and a clear understanding that safeguarding is everyone's responsibility
- Fulfil all aspects of the DSL role in the school (see pages 97-101 of Keeping Children Safe in Education 2020), including keeping the headteacher informed of safeguarding issues as appropriate
- Keep all DSL training up to date and this must be tailored to meet the needs of our school community
- Work closely with the Deputy DSL to ensure safeguarding and welfare needs are met in a timely and effective manner
- Have an oversight of all Looked after Children, fulfilling the role as the designated person in school, working alongside the deputy DSL who oversees their provision on a day to day basis
- Work closely with the headteacher's PA to ensure that the single central record (SCR) is kept up to date and is accurate
- Have a clear understanding of relevant legislation and ensure that all staff on the school site are aware of the school's safeguarding policies, and are appropriately trained to recognise and deal with safeguarding / child protection issues
- Have a thorough understanding of the 'Keeping Children Safe In Education' document and its implications for school leaders
- Ensure that the safeguarding policies are up to date and on the website for all stakeholders to access
- Work closely with the pastoral team to ensure that help is offered and referrals are made for those requiring additional support, in a timely manner
- Ensure that safeguarding and welfare referrals are acted upon with urgency and recorded comprehensively using CPOMS
- Prepare documents for other professionals, being mindful of information sharing protocols and GDPR, to facilitate the best possible support for our students
- Ensure the timely induction of new staff to the school in relation to safeguarding issues
- Be the first point of contact for parents, pupils, school staff and external agencies in all matters of child protection
- Work closely with vulnerable students and their families to provide the best possible care, guidance and support
- Where appropriate, take part in the child protection conferences, team around the family meetings or any other relevant professionals meetings and/or reviews
- Where students leave the school, ensure that their destination school is made aware of any safeguarding / child protection issues in line with national, regional and school policies

### **4. Ensuring the school's approach to achieving high levels of attendance is robust:**

- Promote and secure the highest levels of student attendance and punctuality at school, working alongside assistant headteachers, heads of year, the attendance and punctuality improvement worker and the attendance officer
- Ensure that the school's attendance policy meets statutory requirements and the needs of the school and is reviewed regularly
- Work with Lancashire's behaviour and attendance specialists and other external agencies to continue to overcome barriers preventing regular attendance

- Have a comprehensive understanding of the wide range of statutory duties of a school in relation to attendance. Having due regard to legislation and guidance documents in order to effectively manage and address poor attendance
- Represent the school at the Fair Access Panel for the district, where appropriate
- Support the head of lower school and the attendance team in ensuring school admissions are monitored and managed effectively

**5. Have oversight of provision for SEND students:**

- Ensure that SEND has a high profile across the school, working closely with the SENCO to create an inclusive culture
- Ensure that SEND students achieve well academically and have opportunities to develop emotionally and socially
- Provide opportunities for SEND discussions, considerations and training to take place with all colleagues in school and to create a platform for the SENCO to deliver key messages and interventions at a whole school level
- Work extensively with external agencies to seek timely guidance and support for both our students and the Learning Support Faculty
- Continue to develop links with Tor View and other providers to access their expertise and training
- Attend and host professionals' meetings to discuss individual students and their needs
- Support the SENCO in their monitoring and evaluating of the provision for students with SEND
- Keep the governing body informed of progress against agreed priorities
- Ensure that SEND policies meet all statutory requirements, are reviewed regularly and reflect best practice

**6. Ensure the planning and implementation within key areas is effective:**

- Use relevant school data to complete the Behaviour and Attitudes and Personal Development sections of the school's self-evaluation form
- Use the identified priorities to lead on the appropriate sections of the school improvement plan
- Take a leading role in ensuring the school is well prepared for any Ofsted inspections or visits, especially in relation to providing robust, impactful data to support the school's judgement regarding Behaviour and Attitudes, Personal Development and safeguarding
- Help co-ordinate whole-school events such as open evening, parents evenings and the settling-in evening
- Ensure there are regular whole school and faculty opportunities to reflect on the attitudes and behaviour of students and to facilitate a process to regularly collect student voice

**7. Continue to develop and maintain links within the community and to promote positive relations with parents, external agencies and employers:**

- Develop strong and effective partnerships with parents and carers
- Promote a positive image of the school at all times, including on social media
- Ensure that the school plays an active role in the life of the community

- Continue to develop proactive links with the community including, for example, local services, police, charities, feeder schools, secondary schools, community groups and religious organisations

#### **8. To support the Governing Body:**

- Work closely with the governing body and individual governors to help them fulfil their role in providing strategic direction for the school and evaluating the quality of provision
- Attend governors' meetings as required
- Support the setting of the agenda and providing information for the Standards and Effectiveness Committee and Teaching and Learning Committee
- Provide relevant updates and training

#### **9. Wider leadership and management responsibilities:**

- Directly support the headteacher in all aspects of school life, working collaboratively to overcome the diverse range of challenges that occur, including the management of critical incidents
- Undertake the professional duties of the headteacher in their absence
- Address and sensitively manage the wide array of difficult conversations that can occur with a range of stakeholders, whilst upholding the core values of the school
- Be the SLT link for a faculty. At present this is the Learning Support Faculty, ensuring SEND provision meets the needs of all learners
- Lead the appraisal of key staff within school
- Manage the performance of colleagues and ensure staff receive appropriate recognition, support, development and challenge to consistently achieve the school's high standards.
- Where appropriate, manage support plans and play a lead role in the capability process
- Create a culture of continuing professional development that ensures all staff are equipped with the necessary knowledge, skills and understanding
- Provide training that ensures that there is a consistent approach to managing student behaviour
- Undertake staff attendance meetings, in line with school policy
- Manage your own workload and that of others to allow an appropriate work/life balance
- Support the headteacher with any disciplinary investigations
- Maintain an overview of funding held in budget cost centres such as those related to the pastoral system and Looked After Children

#### **10. As a member of the senior leadership team:**

- Be an excellent role model, exemplifying high standards and high expectations of themselves and others
- Contribute fully to the effective leadership of the school, seeking excellence in all aspects of school life
- Promote and contribute to quality assurance throughout the school
- Carry out duties as a team leader within the school's appraisal system
- Work with a nominated faculty area to promote high standards, high expectations and consistency of practice

- Take responsibility for updating relevant sections of the SEF
- Take responsibility for writing, monitoring and evaluating an aspect(s) of the SIP
- Contribute to all aspects of school life, where the personal attributes shown by the leadership team contribute significantly to the on-going success of the school
- Undertake such duties as may be delegated by the headteacher

NB. The specific job description defined above will be reviewed once the candidate has been appointed. Following consultation this may be changed to reflect or anticipate changes in the job which are commensurate with the role and salary.

The above job description is subject to the current conditions of employment of deputy headteachers, contained in the School Teachers' Pay and Conditions Document, other current educational and employment legislation and the school's Articles of Government.

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