



DEPUTY HEAD OF SCHOOL PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

REPORTS TO THE HEAD OF SCHOOL

About BFET

Bright Futures Educational Trust (BFET) is a highly collaborative partnership of schools based in the North West. Our aim is to provide a quality education that opens up real choices for every one of our pupils, raising aspirations and helping every child to achieve their ambitions, no matter their background. The Trust currently has eight schools, a Teaching School and a SCITT. All of our Leaders are connected to a range of different organisations such as Challenge Partners, The Princes' Teaching Institute and the Youth Sports Trust, all working together in a partnership of strong support and development.

BFET leaders act as significant role models within, between and beyond their own schools. They build a strong sense of community. They are relationally connected and they strive to explore opportunities in ensuring that our pupils receive a world-class education offer.

BFET leaders are imbued with the values of passion, integrity and hard work. They are authentic and genuinely committed to the vision and mission of the Trust. They are trustworthy and fair, welcome challenges and highly value the spirit of mutual collaboration as the very heart and essence of development across all of our schools and wider networks.

About the Role – Deputy Head of School

L20-L24

plus school teachers terms and conditions

The Deputy Head of School will be an inspirational leader and an outstanding practitioner. They will work in partnership with the Head of School and the Executive Principal to provide vision and leadership for the academy, creating and enhancing the conditions to achieve learning and be a major contributor to the BFET vision. They will assist the Head of School in leading the Academy to outstanding achievement contributing to its continuing rich development both within the academy and within the local and wider community.

They will strive for excellence in all they do and be committed to providing first class provision for all our children. They will have energy, experience and passion to motivate themselves, the staff and the pupils to be the best they can be.

Excellent teamwork, high standards and a capacity to work hard will be at the core of their success. They will be a creative thinker with the ability, determination and commitment to work collaboratively with the Principal to continue the development of the academy.

The Deputy Head of School for Personal Development, Behaviour and Welfare, responsible to the Head of School, will be the Senior Leader with responsibility for the strategic development, implementation and evaluation of all aspects of pastoral care and inclusion.



South Shore Academy
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As a member of the Senior Leadership Team, the post holder will share responsibility for leadership of the whole school.

This post carries significant line management responsibilities and requires the post holder to provide leadership capacity at Marton Primary Academy and Nursery when directed.

Key Focus Areas:

The Deputy Head of School role should be considered within the context of the aspiring standards contained in the four domains of the 2015 National Standards of excellence for Headteachers.

- 1) Qualities and Knowledge
- 2) Pupils and staff
- 3) Systems and process
- 4) The self-improving school system

General Leadership Responsibilities:

Work in partnership with the Head of School and the Executive Principal to:

- Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, carers, governors and members of the local community.
- Create and maintain positive relationships with all members of the Academy and the Trust.
- Implement the vision and direction of the academy, role modelling best practice at all times.
- Actively support the Governing Body to deliver its functions effectively.
- Demand ambitious standards for all pupils and challenge under performance when necessary, ensuring appropriate timely corrective action.
- Make a significant contribution to the Academy's self-evaluation process and the development, implementation and review of the strategic plan.
- Develop and maintain Academy policies and practices to ensure consistent application.
- Secure a safe, calm and well-ordered environment focusing on safeguarding pupils that inspires high quality learning and exemplary behaviour.
- Make a significant contribution to raising standards through staff appraisal and professional development.
- Create an outward facing academy that works in partnership with other schools, both within and beyond the Trust, in a climate of mutual challenge to secure excellent outcome for all pupils.
- Contribute to engagement and support programmes and activities in the Academy and across the Trust that may include weekend and holiday periods.
- To undertake any other reasonable duty as requested by the Head of School, Executive Principal, Director and or the Trust's CEO.



Specific Responsibilities:

To strategically lead on all aspects of Personal Development, Behaviour and Welfare.

- Ensure that behaviour for learning and safeguarding is at the centre of strategic planning and resource management.
- Directly line manage the Assistant Head of School for Inclusion and the SEND Team Leader.
- Be accountable for line management of the SEN and Pastoral Teams.
- Be responsible for all aspects of pastoral care and the promotion of an ordered and purposeful environment.
- Strategically lead attendance strategies.
- Strategically lead the 'Team Around The Child' initiative.
- Lead the development of an Academy wide effective rewards and sanctions system including internal and external exclusions.
- Lead alternative provision pathways.
- Analyse data to identify patterns in behaviour and advise the Head of School of the strategic direction to support targeted students.
- Secure and sustain excellent behaviours for learning through effective pastoral support, structured monitoring, strategic review processes and rigorous appraisal system.
- Lead on the development of emotional and mental wellbeing of pupils and their families to reduce barriers and secure improved outcomes.
- Lead on the development of strategies for school readiness in Year 7 for all vulnerable groups.
- Have strategic oversight of the careers programme.
- Lead a high-quality training and professional development programme for all staff that successfully impacts on behaviours for learning.
- Represent the Blackpool schools on the Trust policy development group and ensuring compliance within each academy.
- Work collaboratively with the Deputy Head of School who has responsibilities for Teaching and Learning to secure good outcomes for all pupils.

Safeguarding

- Fulfil the role of Senior Designated Safeguarding Officer and Senior Leader for the PREVENT strategy.
- Fulfil the role of Senior Leader for LAC.
- Investigate misconduct/allegations against staff and represent the academy at any disciplinary hearings.



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EXPECTATIONS OF ALL ACADEMY STAFF

- Work professionally and effectively as part of a specific and wider Academy staff team.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, carers, governors and members of the local community.
- At all times to be a positive, professional role model for all pupils.
- Treat all students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to staff's professional position.
- Actively adhere to the Academy's commitment to safeguarding of all pupils and the promotion of pupils' well-being, in accordance with statutory provisions and academy policy.
- Carry out supervision duties as directed in the duty rota.
- Actively engage in the Academy's performance management process.
- Actively engage in the CPD programmes to develop skills and improve practice.
- Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Act as an ambassador for the Academy at all times and positively promote its reputation within the community.
- Attend Academy events and activities as directed by the Head of School.
- Carry out any additional duties within the purview of the post as directed by the Head of School or the Executive Principal.



About the Person –Deputy Head of School

	Essential	Desirable
Qualifications, Educational, Training	<ul style="list-style-type: none"> • Degree and teaching qualification. • Q.T.S. • Evidence of continuing professional development or further professional study impacting on standards. 	<ul style="list-style-type: none"> • Post-graduate qualification.
Relevant Experience	<ul style="list-style-type: none"> • Successful teaching experience, including up to GCSE level. • Successful leadership and experience of management at a senior level. • Proven experience and success of leading and managing staff including building a successful team, delegating effectively and implementing and managing change. • Successfully led the introduction of robust systems and procedures to support learning and/or smooth operation of a school. • Proven experience and success in leading whole school initiatives, strategies and policies, impacting positively on outcomes. • Successful experience of developing and inclusive and effective learning environment. • Experience of working in collaboration with other agencies and the wider community to develop positive relationships. 	<ul style="list-style-type: none"> • Successful Leadership experience beyond own school.
Knowledge, skills, abilities	<ul style="list-style-type: none"> • In-depth knowledge and experience of Child Protection and Safeguarding procedures. • A good knowledge and understanding of best practice to meet the needs of all learners including SEND. • Ability to strategically lead and manage change and all aspects of successful self-evaluation and accountability at whole school level. • Ability to analyse a range of information, set targets/priorities and identify appropriate actions to secure improved outcomes. • Evidence of highly developed performance management skills. • A track record of raising standards and achievement through effective teaching and learning. 	<ul style="list-style-type: none"> • Ability to use new and emerging technologies to support improvement.



	<ul style="list-style-type: none"> • Excellent understanding of the principles of effective behaviour management. • Ability to lead INSET that impacts positively on standards. 	
Leadership & Management	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Formulate a vision and strategically lead on whole school initiatives. • Motivate, challenge and influence others to attain higher goals. • Develop and empower individuals and teams. • Identify, challenge and improve under performance. • Confront and resolve problems. • Work well under pressure. • Formulate, monitor, evaluate and review plans and policies. • Innovate and effectively manage change. 	
Dispositions and Attitudes	<ul style="list-style-type: none"> • Demonstrate enthusiasm, drive and love of the job. • Committed to the development and maintenance of good relationships with staff, parents, pupils, governors and the community. • Demonstrate a passionate commitment to developing the best in pupils. • A leader who is authentic to our values. • Commit to a high-profile presence in and around the academy. • Resilience, perseverance and optimism in the face of difficulties and challenges. • Ability to foster an open culture where all are valued and treated fairly. • Have a positive approach to challenges, seek solutions to problems and address difficulties with cheerfulness and good humour. • A willingness to be engaged in partnerships and community activities. • Ability to be consistently decisive and be solution focused. • Hold excellence attendance and punctuality records. 	