

## Job Description

<b>Role</b>	<b>Senior Deputy Head of School</b>
<b>Department</b>	<b>R.E.A.L. Independent Special Schools</b>
<b>Location</b>	<b>Hinckley &amp; Nanpantan</b>
<b>Accountable to</b>	<b>Head of Schools</b>

### Function of role

To support and assist the Head of Schools, the Strategic Leadership Team, and the other Deputy Head of the RIS Hinckley site (Hinckley) school site, and the hub at Nanpantan to further develop the quality and effectiveness of provision and improve standards across both sites. This will be achieved by providing dynamic and professional leadership and management to reflect the school's vision, policy and practice. The Senior Deputy Head of School will be responsible for developing and motivating staff, setting high expectations, embedding outstanding teaching and learning strategies and raising achievement for learners on the school roll.

They will have accountability for the operational functioning of the caseloads within the school and be the main liaison on operational matters for the Head of Schools and the Strategic Leadership Team.

Specific developmental priorities for each year will be defined by the Head of Schools with the postholder, in line with the strategic objectives of the school.

The Senior Deputy Head of School is expected to be familiar with the National Standards of Excellence for Headteachers and those for teachers.

### Accountabilities

#### *Senior Deputy Responsibilities*

- To line manage the other DHT of a RIS Hinckley site (Hinckley).
- To ensure that the vision, values and strategic direction are enhanced across both sites.
- To further develop the educational effectiveness across both sites.
- To further develop synergy and working practices across both the RIS Hinckley site and Nanpantan hub.
- To work with commissioners and wider stakeholders to ensure that the needs of learners are met through a coordinated approach.

#### *Managing the school*

- Taking the lead on the operational delivery of education services for the learners on school role, including the oversight of the dedicated learning manager team
- Working with the Head of Schools and the Senior Leadership Team to develop the schools vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff
- Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement.

- Be involved in developmental initiatives to ensure the school promotes and achieves the highest standards of learning and teaching
- Embedding ambition and driving improvement, specifically with school learning managers working within the school
- Being accountable for the progress that school staffing make towards meeting the school's targets and strategic objectives
- Contributing to the school's on-going cycle of self-evaluation, development and quality assurance procedures including:
  - Contributing to the School's SEF and providing relevant evidence
  - Moderating pupil standards of achievement and behaviour
  - Checking that all school staff are fulfilling their professional responsibilities and carrying out their duties effectively
  - Preparing reports for and attending relevant meetings as requested by the Head of Schools and Senior Leadership Team; including local authority and multi-agency reviews
  - Being a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff;
  - Participating in the day to day management of the school by being a visible and effective presence to maintain oversight for the school's site duty rota.
  - Act in accordance with the organisation's policies and procedures under the guidance of the designated Head of Schools.

#### *Leading teaching and learning*

- Monitoring the quality of learning and teaching in the school in conjunction with the senior leadership team
- Promoting strategies for raising the achievement of all learners and managing strategic intervention programmes
- Leading by example and consistently modelling good practice in building pupils' learning power
- Establishing innovative, creative, responsive and effective approaches to learning and teaching
- Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Contributing to planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos
- Ensuring personalised learning remains a core priority in curriculum planning and delivery
- Supporting and co-planning learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils' academic, spiritual, moral, social, emotional and cultural wellbeing
- Implementing strategies to ensure high standards of behaviour and attendance
- To produce reports as necessary to support pupil reviews and EHC plans, attending these meetings as appropriate
- Advocate on behalf of the young people and their families in your care. Encourage their involvement in the decision making and the management of their programmes

- Be responsible for the assessment, preparation, delivery and review of a learner's curriculum including contributions to lesson plans and staff development. Offer a variety of approaches and opportunities to focus on an engagement with learning.
- Coordinate and manage a caseload of learners, fulfilling all duties reflective of a School Learning Manager job description.

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

- Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication
- Implementing effective procedures to safeguard pupils at all times
- Contributing to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals
- Supporting equal opportunities for all members of the school's community
- Implementing clear, consistent and effective performance management processes within the school staffing team, challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly
- Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of the Deputy Head of Schools
- Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Head of Schools
- Carry out additional duties as reasonably requested by the Directors, Head of Schools or Senior Leadership Team and be responsible for your own continuous professional development.

### **Performance indicators**

Able to meet annual performance management criteria to a good or outstanding standard.

Adherence to the accountabilities and responsibilities in this job description, and adherence to organisational policies and procedures.

Able to demonstrate outcomes thinking through regular support and supervision.

Achievement of positive outcomes for young people.

### **Key values and ethos of organisation**

Trust

Innovation

Achievement

## Person Specification

**Role:** Senior Deputy Head of School  
**Service:** R.E.A.L. Independent Specials Schools  
**Location:** RIS Hinckley and Nanapantan  
**Accountable to:** Head of Schools

	Essential (E) or Desirable (D)	To be identified by: application form (AF), interview (I), reference (R)
<b>Knowledge</b>		
The mission, vision and values of R.E.A.L. Education and associated independent special schools	E	AF/I
Statutory education frameworks, including governance, Ofsted EIF and SEND Code of Practice	E	AF/I
Ways to build, communicate and implement a shared vision across a number of settings	E	AF//R
Leading change, creativity and innovation	E	AF//R
Strategies for communication, both within and beyond the company	E	AF/I
Strategies for ensuring inclusion, diversity and access	E	AF/I
Child protection and safeguarding procedures	E	AF/I
The self-evaluation process and its role in driving continuous improvement	E	AF/I
Strategies to promote individual, team and organisational development	D	AF//R
Building and sustaining a learning community across a number of settings	E	AF/I
The impact of change on organisation and individuals	E	AF/I
Legal issues relating to managing a school, including equalities, Health and Safety and SEND legislation	E	AF/I
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	E	AF/I
<b>Experience</b>		

Significant experience of school leadership (at least 3 years) with a sustained record of school improvement	E	AF//R
Experience of designing and developing strategies to improve behaviour, attendance and punctuality	E	AF//R
Experience of effective curriculum evaluation and impact assessment	E	AF/I
Experience of ensuring high quality pastoral care and promoting positive attitudes to learning amongst vulnerable learners	E	AF/I
Evidence of successfully leading and sustaining educational initiatives	D	AF/I
Evidence of effective personnel management	D	AF//R
<b>Education and Training</b>		
Qualified Teacher Status	E	AF
Degree or equivalent	E	AF
Evidence of continuing professional development	E	AF
Qualification in a relevant discipline	D	AF/I
<b>Qualities</b>		
Ability to develop and maintain a clear vision to improve the service offer of the school. Ability to articulate this vision to diverse audiences.	E	AF//R
Ability to establish successful relationships at all levels and have good communication skills both verbal and written	E	AF//R
Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the quality of education	E	AF//R
Ability to cultivate a team ethic	E	AF//R
Ability to lead, coordinate and delegate	E	AF/I
Full UK driving licence and access to roadworthy vehicle	E	I

Where internal employees do not meet particular essential criteria but have proven outstanding performance, the organisation reserves the right to further progress their application.