Job Description, Deputy Principal – Nightingale Community Academy

Reporting to: Principal

Line Manages: Managing members of SLT or similar roles as designated by the Principal

Responsibilities: Undertake professional duties of a Deputy Principal as set out in the STPCD and teacher standards

Working with: Leadership team, all staff and multi-agency teams across Wandsworth and other local authorities including health, social care and the justice system

Main Purpose of the Job

To create, develop and maintain a high-quality educational environment for pupils with social, emotional and mental health as their primary SEN need.

To ensure the continued development of the school and make a significant contribution to high-quality organisation, leadership and management.

To play a full and active role in supporting and promoting every aspect of the life of the school.

To attend local governing body meetings, LGB portfolio meetings and CEO monitoring meetings as appropriate.

To accept the collective responsibility of the SLT and respect its confidentiality as required.

To keep abreast of developments within education and the special sector at local, national and international level.

To support the Principal in her/ his professional duties assisting, as required, in mutually agreed areas of school leadership and management.

To fully deputise for the Principal in her/ his absence.

To work alongside other OHC&AT academies to foster strong relationships and improve partnership working.

Specific Duties

Main Responsibilities

To uphold the aims and objectives of the school and ensure implementation, monitoring, development and review of policies to support these aims.

To work closely with the Principal, SLT, the Local Governing Body and OHCAT on strategic school improvement planning and self-evaluation.

To manage the Staff management/ CPD and Outreach Lead and work closely with the LGB finance portfolio holder to ensure effective financial planning, efficient use of resources and best value for money.

To develop and maintain an appropriate staffing structure.

To chair and minute pupil focused meetings across the school as appropriate and to ensure high quality returns are made to parents, the LA and the Trust.

To quality assure annual, termly and other relevant reports provided by teachers for parents and other professionals to ensure a consistently high standard of reporting.

To develop and maintain effective communication between children, staff, parents/ carers, governors and the wider community.

To assist in identifying advice and support for parents, carers and families.

To lead the professional development of all staff, devising a whole school programme in line with current SIP priorities and performance management objectives.

To deliver CPD as required.

To lead the delivery of performance management protocols across the school

To line manage staff identified by the Principal.

To oversee the induction programme of all new staff, alongside the Staff Management/ CPD and Outreach Lead.

To liaise regularly with attendance leads and administrative staff to monitor safeguarding in relation to pupil attendance.

To ensure that class and school timetables run efficiently and that there is appropriate curriculum balance at every phase.

To support Assistant Principal colleagues to deliver the inclusion and therapy priorities demanded by their roles.

To ensure equality of opportunity and of access for all members of the school community.

To monitor and evaluate the effectiveness of the Health and Safety policy and assist the Principal and Staff management/CPD and Outreach Lead to ensure that the health and

safety needs of pupils and staff are met as far as is practicable and that policy guidelines are adhered to.

To assist with all matters relating to home-school transport.

To support with the implementation and evaluation of the school's Specialist Status when designation is attained.

To assume the lead role within child protection and safeguarding of children.

To lead on specific school improvement projects as specified by the Principal.

2) **Management of Teaching and Learning**

To deliver teacher, learning support and therapy evaluation schedules such that all staff are held accountable for delivery of their professional responsibilities.

To ensure effective curriculum development and planning at every phase of the school.

To deliver recording and reporting of pupil progress to ensure progression and continuity across disciplines and age ranges.

To ensure that all pupils have equality of access to the whole curriculum, maintaining a stimulating, relevant and effective learning environment in which the individual needs of pupils are met.

To share responsibility for all monitoring and quality assurance activity and play an integral role in ensuring standards remain high.

To offer consistent pastoral support for pupils and to provide expert guidance on the management of challenging behaviours.

To promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for pupils and high standards of teaching and learning.

To deliver structured work-related learning and work experience for pupils and students as required.

To undertake any teaching commitment as appropriate to promote excellent classroom practice and sustain curriculum innovation.

To manage the Schools Educational Visits Coordinator (EVC), having overall responsibility for overseeing effective learning outside the classroom.

3) **Management of People**

To develop and maintain excellent working relationships with and between all staff, including multi-agency colleagues.

To maintain a positive team ethos through effective communication and shared discussion and training.

To promote positive links between the school and pupils' families, external agencies and the wider community.

With other school leaders, oversee timetables, assembly and duty rotas and weekly information lists to ensure the smooth operation of the school.

To be responsible for day-to-day management of staff, including arranging cover for staff absence.

To monitor and deliver staff sickness absence protocols in line with Trust

5) **Professional development**

Be responsible for the planning and delivery of continuing professional development opportunities for colleagues across the Trust/ Local Authority in line with the developmental objectives of the school
Attend and evaluate school based in-service training as required
Take an active part in identifying and working on one's own professional development needs.

6**) Whole-school responsibilities**

To lead sections of school improvement planning and school self-evaluation as required by the Principal

To be an active member of a faculty/ subject team

Participate in the Appraisal process agreed by the Academy, in line with national guidelines and school procedure

The post-holder may be required to work in different provisions within the Academy Trust, following discussion.

To comply with all Academy policies and procedures.

To play a full and active part in the life of the school.

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General notes

(1) Job descriptions are to be reviewed annually.

(2) The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

(3) Nightingale Community Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification, Deputy Principal

QUALIFICATIONS AND TRAINING		**Application**	**Interview**
Qualified to degree level	Essential	x	
Qualified to teach in the UK	Essential	x	
Right to work in the UK	Essential	x	
Recent and relevant professional development	Essential	x	
A further post-graduate qualification relevant to the post	Desirable	x	
EXPERIENCE			
Experience of effective leadership within a school environment	Essential	x	x
Evidence of significant recent responsibility for staff management and deployment	Essential	x	x
Substantial and recent experience of teaching pupils with Social, Emotional and Mental Health (SEMH) needs	Essential	x	x
Evidence of successful experience in a senior leadership role	Essential	x	x

Proven ability in building a strong cohesive team	Essential	x	x
Evidence of successful experience in developing initiatives and managing change	Essential	x	x
Evidence of effective contribution to the school improvement planning and school self-evaluation processes	Essential	x	x
Ability to analyse situations, identify actions, prioritise and deliver realistic solutions	Essential	x	x
Proven ability to scrutinise data and make recommendations about suitable improvement interventions	Essential	x	x
Recent evidence of using effective strategies to raise attainment for SEMH pupils	Essential	x	x
Experience of effective impactful senior leadership within a specialist provision	Desirable	x	x
KNOWLEDGE AND UNDERSTANDING			
Excellent knowledge, understanding and experience of current best practice and developments in SEND	Essential	x	x
Knowledge, understanding and experience of neurodiversity and its potential impact on the neurodivergent	Desirable	x	
Proven understanding of effective strategies for maintaining high quality attitudes to learning and behaviour within the classroom and the wider school community	Essential	x	x
Proven knowledge of how to promote independence and advocacy skills in children and young people with SEMH challenges	Essential	x	x
Excellent knowledge of how to provide effective pastoral support for pupils with SEMH challenges	Essential	x	x
Knowledge and understanding of current best practice and statutory guidelines as it relates to child protection and safeguarding	Essential	x	x
A deep understanding of equality of opportunity issues and how they can be successfully addressed within a special school context	Essential	x	x
Particular strengths and/or interests in certain curricular areas	Desirable	x	

SKILLS AND ABILITIES			
To demonstrate the skills and understanding of high quality teaching, including the ability to coach others to: • Interest, encourage and engage pupils • Provide appropriate levels of challenge, so that pupils make at least good progress • Use relevant and meaningful curricula and methods and resources that enable all pupils to learn effectively • Use assessment information effectively to plan next steps in children's learning • Make effective use of time • Secure high standards or behaviour and outstanding attitudes to learning • Make effective use of teaching assistants and other support • Enable pupils to acquire new knowledge and skills • Enable pupils to develop the skills to work independently and collaboratively • Enable pupils to develop self-esteem and respect for others • Create a well organised, stimulating learning environment in line with the school policies	Essential	x	x
Evidence of leadership qualities including the ability to motivate and enthuse others	Essential	x	
Evidence of the ability to plan, implement and evaluate at a strategic level	Essential	x	x
Ability to use analytical skills to translate a high-level vision and planning into meaningful action	Essential	x	x
Ability to coach, mentor and model best practice within the classroom and all learning environments	Essential	x	

Ability to take a leading role in the promotion of a school-wide ethos, culture, vision and mission that promotes high achievement, standards and high expectations for pupils	Essential	x	
Excellent communication skills, both orally and written	Essential	x	x
The ability to lead high quality CPD	Essential	x	
The ability to resolve conflict through active listening and negotiation	Essential	x	
A commitment to furthering own professional development and to the principle of continuous improvement	Essential	x	
Confident and competent with a range of IT	Essential	x	
Excellent attendance record	Essential	x	