

Deputy Head of School

Strategic Lead for Safeguarding, Behaviour, Attendance and Inclusion

Reports to: Head of School

Line manages: Assistant Headteacher – Behaviour and Culture; Assistant Headteacher/SENDCo; Inclusion Manager

Salary: Leadership Scale L15–L17

Contract: Permanent / Full-time

Purpose of the Role

The Deputy Head of School will provide strategic leadership and accountability for safeguarding, behaviour, attendance and inclusion, ensuring that every pupil is safe, known, valued and able to learn and achieve within a calm, orderly and ambitious school culture.

The postholder will act as the school's Designated Safeguarding Lead (DSL) and Senior Attendance Champion, with direct responsibility for safeguarding and strategic oversight of behaviour, attendance and inclusion.

Working closely with the Headteacher and Senior Leadership Team, the Deputy Headteacher will secure rapid and sustained improvement where required, ensuring that high expectations, clear boundaries, consistent routines, positive relationships and appropriate support are embedded across the school.

The role will recognise the close relationship between safeguarding, behaviour, attendance, inclusion, belonging and achievement, while maintaining clear expectations for conduct, attendance and participation.

Key Responsibilities

Strategic Leadership

- Provide visible and purposeful leadership across safeguarding, behaviour, attendance and inclusion.
- Contribute to whole-school strategy, improvement planning and self-evaluation.
- Secure rapid and sustained improvement where practice or outcomes fall below expectations.
- Set clear priorities, expectations and measures of success for leaders within the areas of responsibility.
- Hold leaders to account for the quality, consistency and impact of their work.
- Use data, quality assurance, pupil and parent voice, staff feedback and case review to identify strengths, risks and priorities.
- Ensure that systems are clear, consistently applied and understood by staff, pupils and families.
- Report accurately to the Headteacher, governing body and Trust on progress, risks and impact.
- Model the school's values of Ambition, Courage, Confidence and Kindness.

Safeguarding

Act as the school's Designated Safeguarding Lead, providing strategic and operational leadership of safeguarding.

- Ensure that safeguarding is embedded as a whole-school responsibility and culture.
- Ensure that statutory safeguarding requirements, policies and procedures are fully implemented.
- Maintain rigorous oversight of safeguarding concerns, referrals, recording, information sharing and multi-agency working.

- Ensure that concerns are identified early, acted upon promptly and escalated where necessary.
- Maintain oversight of vulnerable pupils and complex safeguarding cases.
- Ensure effective practice in relation to child-on-child abuse, exploitation, contextual safeguarding, online safety and Prevent.
- Ensure that attendance and behaviour concerns are considered appropriately as possible safeguarding indicators.
- Ensure robust safeguarding arrangements for pupils attending alternative provision or off-site education.
- Ensure staff receive appropriate safeguarding training and understand their responsibilities.
- Quality assure safeguarding practice through audits, case sampling and review.
- Identify trends and emerging risks and ensure these inform whole-school action.
- Ensure pupils feel safe, know how to seek help and that their voice informs safeguarding practice.
- Report regularly to the Headteacher and governing body on safeguarding effectiveness.

Behaviour and Attendance

Hold strategic accountability for behaviour, culture and attendance, with the Assistant Headteacher - Behaviour and Culture leading day-to-day operational management and delivery.

- Set the strategic direction for rapid and sustained improvement in behaviour and attendance.
- Ensure that the school maintains a calm, orderly and respectful environment.
- Ensure that expectations, routines, rewards and consequences are clear and consistently applied.
- Ensure that pupils are expected to comply with reasonable instructions, routines and school rules.
- Ensure that inclusion and reasonable adjustment support pupils to meet expectations wherever possible rather than unnecessarily lowering them.
- Quality assure the implementation and impact of behaviour systems across the school.
- Maintain oversight of significant incidents, persistent disruption, bullying, suspensions, exclusions and internal removals.
- Monitor patterns and trends in behaviour and ensure timely intervention where concerns emerge.
- Establish a whole-school culture in which regular attendance and punctuality are expected and valued.
- Maintain strategic oversight of attendance, persistent absence and severe absence.
- Ensure early identification and effective intervention for pupils whose attendance is causing concern.
- Ensure that support for families is balanced with clear expectations, challenge and escalation where attendance does not improve.
- Ensure that attendance information is considered alongside safeguarding, SEND, behaviour and academic information.
- Evaluate the impact of behaviour and attendance interventions and hold operational leaders to account for improvement.

Inclusion and SEND

Provide strategic oversight of inclusion, working closely with the Assistant Headteacher/SENDCo and Inclusion Manager who will provide operational day-to-day management.

- Ensure that the school maintains an inclusive culture in which pupils are known, supported and expected to participate fully.
- Ensure that barriers to learning, attendance, behaviour and belonging are identified and addressed.
- Maintain strategic oversight of the experiences and outcomes of pupils with SEND and other vulnerable groups.
- Ensure that reasonable adjustments and appropriate support enable pupils to access an ambitious curriculum and meet high expectations.
- Monitor patterns of absence, exclusion, underachievement or disengagement among vulnerable groups.
- Ensure timely support for pupils at risk of suspension, exclusion or persistent absence.
- Ensure that inclusion provision and interventions are purposeful, outcome-focused and regularly reviewed.

- Ensure strong communication between SEND, pastoral, safeguarding, behaviour and curriculum teams.
- Ensure that families and external agencies are appropriately involved in planning support.
- Maintain strategic oversight of pupils accessing alternative provision and ensure the school remains accountable for their safeguarding, attendance, welfare and progress.

Leadership and Quality Assurance

- Line manage, support and challenge the Assistant Headteacher - Behaviour and Culture, Assistant Headteacher/SENDCo and Inclusion Manager.
- Set clear objectives and measures of success for direct reports.
- Build leadership capacity and ensure that delegated responsibilities are delivered effectively.
- Establish a rigorous programme of quality assurance across safeguarding, behaviour, attendance and inclusion.
- Use quantitative and qualitative evidence to evaluate effectiveness and impact.
- Address inconsistent practice or underperformance promptly.
- Ensure that leaders can clearly explain priorities, actions and impact.
- Contribute to school self-evaluation, external review and inspection preparation.

Professional Development and Trust Responsibilities

- Maintain up-to-date knowledge of statutory guidance and effective practice.
- Undertake all required DSL and leadership training.
- Contribute to whole-school professional development and INSET.
- Participate fully in performance management and appraisal.
- Work collaboratively with Trust leaders and colleagues.
- Ensure that Trust policies and procedures are implemented consistently.
- Comply with requirements relating to safeguarding, data protection, health and safety, confidentiality and safer working practice.
- Undertake other duties commensurate with the seniority of the role as reasonably directed by the Headteacher.

Professional Expectations

The Deputy Head of School will be expected to:

- Be highly visible, accessible and credible with pupils, staff and families.
- Demonstrate calm, confident and decisive leadership.
- Maintain high expectations while responding appropriately to individual need.
- Challenge practice that falls below agreed standards.
- Make difficult decisions where necessary in the best interests of pupils and the school.
- Support the Headteacher in establishing a culture of high expectations, accountability and continuous improvement.

PERSON SPECIFICATION

	Essential	Desirable	How Tested A – Application I – Interview T - Test
QUALIFICATIONS AND TRAINING			
Honours degree or some higher study / qualification		✓	A
Qualified Teacher Status	✓		A
NPQH (must be already gained, commenced studying or ready to undertake)	✓		A
Recent, relevant professional development	✓		A, I
EXPERIENCE			
Experience of senior leadership responsibilities	✓		A
Experience of leading a successful department comprising Key Stages 3,4 and 5		✓	A, I
Experience of successful secondary teaching or teaching practises	✓		A, I
Experience of successful teaching across the ability range	✓		A
Experience in more than one school		✓	A, I
KNOWLEDGE AND UNDERSTANDING			
Understanding of the main safeguarding principles	✓		A, I
Detailed working knowledge of National Curriculum changes to attainment levels and grades		✓	A
Subject knowledge commensurate with that required for the effective delivery of exam board specifications		✓	A
Flexible attitude to learning with a variety of teaching styles	✓		A
Use of ICT to meet the needs of students to improve their outcomes and raise standards	✓		I
Ability to generate new ideas about the delivery and students' engagement and enjoyment of school	✓		A, I
Use of data to inform decision-making		✓	I
SKILLS AND ABILITIES			
Good interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Good level of competence in ICT (Including Google Workspace - Docs, Sheets, Slides)	✓		A, I
Ability to work flexibly and under own initiative to achieve objectives	✓		I
Ability to prioritise, coordinate and organise work under pressure	✓		I
Ability to work on own initiative and self-manage	✓		A, I
Ability to translate theory into classroom practice	✓		A, I
Highly effective practitioner	✓		A, I
Ability to identify personal training needs	✓		A, I
Ability to make positive relationships with disaffected learners	✓		A, I
Ability to understand and deal with issues affecting students with challenging behaviours	✓		A, I
Ability to use school MIS - Arbor		✓	A
PERSONAL QUALITIES AND ATTITUDES			

Ability to maintain high quality professional relationships with all	✓		I
Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		I
Calm, approachable, resolution-focussed disposition.	✓		I

Conscientious and positive disposition	✓		I
Willingness to participate in further training and developmental opportunities to further knowledge	✓		I
Commitment to young people and ensuring the school facilitates the highest possible outcomes	✓		I
Enthusiasm and strong motivation	✓		I
Commitment to equal opportunities and inclusion	✓		I