



Job Title and Level

Deputy Headteacher (L17 – L21)- Quality of Care

Main Purpose of the Role

The Deputy Headteacher at Redwood School, a special school, plays a crucial role in supporting the Headteacher in providing strategic leadership and direction for the school. They will be responsible for ensuring the delivery of a high-quality, specialist education meeting the diverse needs of the learners, alongside ensuring the successful implementation of the school's culture, values, and vision:

“A specialist SEND community inspiring Rochdale and beyond..”

The Deputy Headteacher, using a research-based approach, will be instrumental in creating and sustaining a high-quality pastoral offer, coordinating, and monitoring all aspects including safeguarding, behavior and intervention. They will work collaboratively with the Headteacher, other senior leaders, and the governing body, to shape the school's strategic priorities and ensure the effective implementation of policies and practices.

Key Responsibilities

Whole-School Leadership

- Assist the Headteacher in providing overall strategic leadership and direction for the school, leading the development and implementation of the school's policies, practices, and procedures.
- Assist the Headteacher in leading the school's continuous improvement, including the implementation of evidence-based practices and the monitoring of their impact.
- Take whole school responsibility in key areas suited to the needs of the wider leadership team, strengths, and areas for development.
- Deputise for the Headteacher in their absence, taking on the full range of responsibilities.
- Assist the Headteacher, leading the recruitment, induction, and retention of high-quality staff.
- Oversee the effective deployment of resources, including staff, to support the delivery of school priorities.
- Lead on a significant area of the school, taking responsibility for staff at every level, including assistant headteachers, middle leaders, teachers, and support staff.

Enhancing Pastoral Provision

- Contribute to the creation and maintenance of a whole-school intervention culture, ensuring a research-based approach to behaviour and intervention for learners with complex SEND.
- Develop and ensure comprehensive CPD and support, to develop staff skillsets and confidence in managing behaviour and creating provision to meet need, within a calm and safe environment.
- Coordinate and monitor all aspects of pastoral support, overseeing effective safeguarding across school, and working closely with the Headteacher and other senior leaders to ensure a cohesive approach.
- Ensure that resources are used effectively and efficiently across the pastoral function, enabling a high quality and responsive (flexible) service to meet the needs of all learners, including those with highly complex SEND.
- Ensure that pastoral support and interventions are monitored and analysed, using data to inform decision-making and drive improvements.
- Always promote and model relational and restorative approaches to behaviour, within a nurture approach.
- Directly and indirectly line manage and appraise all staff within the school's pastoral structure.
- Promote the safety and well-being of all learners and staff, ensuring that the school provides a safe and nurturing environment, supporting the holistic development of all learners.

Improving Teaching and Learning



- Work with other leaders to ensure that all learners receive high-quality, well-structured lessons that meet individual needs within a warm nurturing environment.
- Promote and model excellent teaching practice, providing support and guidance to teachers to improve their effectiveness.
- Wherever possible, ensure that provision and intervention are delivered at a classroom level, embedded within the learning offer.
- Ensure that the teaching and learning offer on a revolving basis, supports learners to keep themselves safe, learn about appropriate relationships, and to understand and regulate their emotions.
- Monitor and evaluate the effectiveness of teaching and learning, providing constructive feedback and guidance.
- Ensure a robust personal development offer for all learners, extending beyond the school, gate, to broaden community opportunities and inclusion for all our learners.

Staff Management and Development

- Always model the highest standards.
- Lead on promoting a whole school coaching culture, where we collectively aim for all staff to fulfil their potential.
- Treat people equally and fairly, showing the highest levels of respect, promoting well-being and work life balance.
- Foster a positive and collaborative working environment, promoting harmonious working relationships within the school.
- Ensure that staff have access to high-quality professional development opportunities, and that this is linked to the school's improvement priorities.
- Promote the use of evidence-based teaching strategies and support the professional development of
- Provide guidance and support to staff at every level, promoting professional development and the sharing of best practice.
- Lead on appraisal and the professional development of teaching and support staff, ensuring they are supported in their growth and held accountable for their performance.
- Ensure that staff wellbeing is prioritised and that appropriate support is in place to maintain a healthy work-life balance.

Communication and Collaboration

- Communicate and collaborate with transparency and honesty, creating a community based on trust.
- Foster a positive and collaborative working environment, promoting harmonious working relationships within the school.
- Liaise effectively with the governing body, communicating clearly and accurately about the present and future direction of the school.
- Communicate effectively with learners, parents/carers, and other stakeholders, ensuring that they are well-informed and actively engaged with the school's work.
- Treat people equally and fairly, showing the highest levels of respect, promoting well-being and work life balance.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school, building effective partnerships to support the school's objectives.
- Collaborate to create the best opportunities and outcomes for young people with SEND, within Redwood and supporting SEND in the wider area.
- Always promote and raise the profile of the school both internally and externally.

Other

- To undertake any of the professional duties of the headteacher, along with any other task, reasonably delegated by the headteacher.



Skills and Competencies

- The ability to make time to reflect, ensuring progress continues towards the school's strategic direction.
- Excellent leadership and management skills, with the ability to inspire and motivate staff and learners.
- Strong understanding of SEND teaching and learning, with the ability to model and promote best practice.
- The ability to lead and manage SEND provision in a school setting.
- The ability to drive school improvement, raise standards, and improve learner outcomes.
- Excellent communication and interpersonal skills, with the ability to build positive relationships with a range of stakeholders.
- Commitment to promoting the safety and well-being of all learners, with a strong understanding of safeguarding policies and procedures.
- Ability to work collaboratively and effectively with colleagues, both within the school and across the wider education community.
- Strong analytical and problem-solving skills, with the ability to use data to inform decision-making and drive improvements.
- Commitment to continuous professional development and a passion for evidence-based practice.
- Thorough understanding of relevant legislation, policies, and best practices in SEND education.
- Excellent organisational and time management skills, with the ability to prioritise and delegate effectively.
- Commitment to continuous professional development and a passion for improving outcomes for learners.

Professional Development

Redwood School is committed to supporting the professional development of all staff, including the Deputy Headteacher. The school will provide opportunities for the Deputy Headteacher to engage in relevant training and development activities, both within the school and through external providers, to ensure that they are able to continuously improve their practice and keep up to date with the latest developments in education.

The school will also support the Deputy Headteacher in their own appraisal and professional development, providing opportunities for them to reflect on their performance, set challenging yet achievable goals, and access the resources and support they need to achieve their objectives.

Safeguarding

Redwood School is committed to safeguarding and promoting the welfare of all learners. The Deputy Headteacher will play a key role in this, working closely with the Designated Safeguarding Lead to ensure that all staff are aware of and adhere to the school's safeguarding policies and procedures. The Deputy Headteacher will be responsible for promoting a culture of safeguarding, and for supporting the Headteacher in maintaining a safe and healthy environment for learners and staff.

Redwood School is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher will play a key role in ensuring the school's safeguarding policies and procedures are effectively implemented and adhered to. This will include:

- Maintaining an up-to-date knowledge of safeguarding legislation, guidance, and best practices.
- Ensuring that all staff receive appropriate safeguarding training and are aware of their responsibilities in relation to child protection and the reporting of concerns.
- Overseeing the implementation of robust systems and processes for the identification, assessment, and support of learners who may be at risk of harm.
- Collaborating with external agencies, such as social services and the police, to ensure the school's safeguarding practices are effective and compliant.
- Promoting a culture of vigilance and a shared responsibility for the safety and wellbeing of all learners.
- Monitoring and evaluating the school's safeguarding practices, adjusting as necessary to ensure the highest standards of child protection.