

Brantwood Specialist School

Job Description

Position:	Deputy Head Teacher
Field of Practice:	Practical Skills, Therapeutic Education and Transformative Leadership and Management (Field 2, 4 and Field 7)
Post Reference No:	BSS10009
Grade:	15:16
Responsible to:	Head Teacher
Location:	Brantwood Specialist School

Job Purpose

To support the Head Teacher in providing leadership for the school and in securing its success and continuous improvement, ensuring high quality education for all its students and the highest standards of learning and achievement in accordance with statutory and Ofsted requirements and the vision, and method of Ruskin Mill Trust. This includes ensuring the development of the school as a contemporary Rudolf Steiner school for children and young people with complex learning needs.

To work closely with the senior leadership team (SLT) to support with the quality assurance processes within the school and to lead on assessment. To work with the senior leaders across the Trust in the creation and delivery of a curriculum that braids the Steiner Curriculum, the requirements of the National Curriculum and nationally recognised qualifications, the PSTE curriculum and arts and crafts as well as individual therapies to a unique curriculum for a contemporary Steiner School for children with complex needs.

The post holder is to contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the students at the School.

The post holder will be expected to embrace, articulate and work with the School's and Ruskin Mill Trust's objectives, vision, values, purpose and method: ensuring that the Ruskin Mill Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and Practical Skills Therapeutic Education (PSTE), which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the School.

Some evening and weekend working may be required.

Corporate Contribution

The post holder will be expected to contribute as required and uphold the underpinning values and philosophy of the School and Ruskin Mill Trust at all times.

Main Duties

Shaping the Future

1. The post holder will support the Head Teacher to manage the educational provision of Brantwood Specialist School, with regards to teaching and learning, assessment behaviour management, health and safety as well as liaising with parents and outside agencies.
2. Contribute to the creation and communication of a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school and its community and in its wider context.
3. Translate the vision into clear objectives that promote and sustain school improvement in collaboration with the Head Teacher and the SLT.
4. Ensure that the school moves forward for the benefit of its students and their community.
5. Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.
6. To work closely with the SLT in the development of Teaching and Learning through the line-management of identified staff, the development of the curriculum and appropriate qualification pathways and quality improvement.
7. To work in collaboration with the Head Teacher to drive school improvement and share responsibility for the school self-assessment and improvement plan in the context of the Ofsted inspection framework and the Trust method, including PSTE.
8. To be the nominee in Ofsted inspections and achieve excellent inspection outcomes in the absence of the Head Teacher.
9. To support the Head Teacher to work towards an “outstanding” provision in Ofsted terms.
10. To manage and facilitate qualification pathways for each individual student including GCSEs and vocational qualifications to the best of their ability.
11. To line manage the therapy team, and ensure good and timely reporting.

Teaching and Learning

In collaboration with the Head Teacher, Assistant Head with responsibility for teaching and learning, and the wider SLT:

1. To be part of the team ensuring consistently good teaching and learning and the creation and delivery of a curriculum that braids the Steiner Curriculum, the requirements of the National Curriculum and nationally recognised qualifications, the PSTE curriculum and arts and crafts as well as individual

therapies to a unique curriculum for a contemporary Steiner School for children with complex needs.

2. Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes
3. Ensure a school-wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning.
4. Working as part of a team to establish creative, effective approaches to learning and teaching, responsive to the needs of the student community.
5. Ensure a culture that supports and facilitates student engagement in, and ownership of own learning.
6. Implement strategies to secure high standards of behaviour and attendance.
7. Working within the quality assurance team to, evaluate and review classroom practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

Developing Self and Others

1. To work with the Head Teacher to build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities and partnerships.
2. Ensure effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
3. Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff.
4. Set high expectations for all and address underperformance.
5. To act as a role model for the highest professional standards.
6. Regularly self evaluate, set personal targets and take responsibility for own personal professional development.
7. Ensure both self and others achieve an appropriate work/life balance.

Managing the School

In collaboration with the Head Teacher and the wider SLT:

1. Create and maintain an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. To act as a line manager for designated staff, including carrying out teaching observations, probationary reviews, performance development reviews and performance and absence management.
3. Ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.

4. Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
5. To support the Head Teacher to manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities, ensuring advice and guidance is sought as required.
6. Recruit, retain and deploy staff appropriately using guidance from the Department of Human Resources.
7. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.

Securing Accountability

1. To be accountable to the Head Teacher of the school in order to meet the school's responsibilities.
2. To support the Head Teacher to develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. To take an active role in the annual review process involving all stakeholders.
4. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management in collaboration with the Head Teacher and the SLT.
5. Develop and present an accurate account of the school's performance to a range of audiences including Directors, parents and carers, funding and registration bodies and Ofsted in collaboration with the Head Teacher and the SLT.
6. Supporting the Head Teacher and the SLT in their accountability and responsibility for all registration and inspection processes.

Strengthening Community

In collaboration with the Head Teacher and the Senior Leadership Team

1. Ensure learning experiences for students are linked and integrated with the wider community, local, national and global.
2. Build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
3. Create and promote positive strategies for challenging all forms of prejudice and harassment.
4. Promote the concept of lifelong learning and family engagement with learning through partnership.
5. Manage effective relationships with all stakeholders and partners.

Safeguarding and Promoting the Welfare of Children

1. Substantial knowledge and effective experiences of addressing social, moral, spiritual and cultural development, including fundamental British values and safeguarding issues.
2. To fulfil the role of Deputy Designated Safeguarding Lead and Safeguarding Officer 'Dealing with Allegations of abuse against tutors and other staff', to promote and embedded best safeguarding practice.
3. To be part of the school and children's' home on call duty system.
4. To oversee the coordination, deployment and allocation of therapists and specialist appointments and the therapeutic provision of the school for each individual student in line with the requirements of the statement and the individual needs.
5. Ensure a safe and supportive school culture to support the wellbeing of all students.
6. Ensure the welfare of children is safeguarded and promoted in line with current best practice and advice from the local safeguarding boards.
7. Develop and introduce policies and practices that minimise opportunities for abuse or ensure its prompt reporting in collaboration with the Head Teacher and the SLT.
8. To ensure that all risk assessments are completed to a high standard for all activities carried out by the educational team at Brantwood Specialist School
9. To liaise with the Head Teacher and Senior Administration Manager regarding potential health and safety issues at the school.

Other

1. To deputise for the Head Teacher with regards to the Educational provision of Brantwood Specialist School in their absence.
2. To work with the Head of Care and provide leadership for the residential team in the absence of the Head of Care and the Head Teacher.
3. To work with the pupils as and when required which may include a teaching commitment.

General

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.

5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.
7. To comply with all the policies and procedures of the School as contained in the booklet entitled “Brantwood Specialist School Statement and Purpose”
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care and development for your working area.
10. To deliver training or development opportunities as required.
11. To maintain a ‘duty of candour’ and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
12. To attend and, we meetings and supervision as required.
13. To undertake training and development as required by the School, the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.
14. To undertake work related continued professional development (CPD) as required by the post.
15. May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
16. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

Staff Management and Supervision

The Deputy Head Teacher has direct staff responsibility for the Therapy team, a cohort of Teachers and other designated staff associated with the secondary education team, and has overall responsibility for all staff within the School in the Head Teacher’s absence.

Liaison

To liaise with all staff employed within the School, Transform Residential Limited, Ruskin Mill Trust, parents, students, professional bodies, external consultants, and any outside bodies as and when required-especially in the Head Teacher’s absence.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Person Specification / Training and Development Requirements

Position: Deputy Head Teacher

The following are the criteria that will be used for Shortlisting

The qualifications, skills and experiences that we are looking for are:

- Full teaching qualification
- Ideally Degree or Masters level education
- Experience of leading and managing change to deliver improved performance.
- Experience of successful performance management.
- Experience of having led, or significantly contributed to the success of a department or organisation through its leadership, ethos, teaching and results.
- Experience of specialist education
- Evidence of working with commissioners or parents related to student admissions.
- Able to evidence experience of successful implementation of quality assurance processes to address concerns or identified areas of improvement
- Up to date knowledge about current legislative frameworks which will impact on this 24-hour provision
- Experience of working within a complex organisation
- Knowledge of, willingness to understand Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris
- Able to advocate for the Trust method in interactions with all stakeholders, including staff, parents, carers, students, etc.
- Adaptable and shows initiative
- High level of personal resilience
- High level of emotional and social intelligence

Once appointed, the post-holder must complete the following trainings and qualifications within the timescales set

Name	Timescales for completion	Length of programme
Introduction to PSTE	2 weeks	2 years
Craft training	At a date to be agreed with the College Principal	8 days over a period of 1 year
Teacher Development Training	At a date to be agreed with the College Principal	
Biodynamic Training	At a date to be agreed with the College Principal	
Safeguarding induction	First day	
Safeguarding - Internal Policies and Procedures	Within 2 months of commencing role	3 hours
Local Safeguarding Children's Board foundation and advanced training	At the first training opportunity	Variable depending on safeguarding board
Local Safeguarding Adults Board foundation and advanced training	At the first training opportunity	Variable depending on safeguarding board
Equality and Diversity	Within 2 months of commencing role	2 hours
Safer Recruitment in Education	Within 3 months of commencing role	On-line training
MAPA Training (De-escalation and Restraint Training)	At the first training opportunity	2 days
Craft / Research	As agreed with the line manager	1 day per week for a minimum of 3 months