**A tree with many colors of the rainbow

Description automatically generated**

**Wribbenhall School**

**School Job Description**

**Full Time Assistant Head (DSL) and Teacher**

Please note that this non-contractual Job Description is not fully inclusive and tasks may change according to operational needs

Wribbenhall School is a small independent specialist school with four pupils. We have a calm, nurturing and enabling environment for SEN children who are too anxious to attend Mainstream Schools. Pupils staff and parents describe us as ‘the best school in the world.’

This position is ideal for a teacher with experience of working in a SEN environment and is ready to step up from middle to senior management. **Applicants will only be considered if they have visited the school.** Visits are to be arranged in August during the summer holiday. Please contact the school on 01299 405383 or ewells@wribbenhallschool.co.uk

This Job Description encompasses two elements – Assistant Head with responsibilities as Designated Safeguarding Lead (DSL) and as a Teacher. All members of the SLT are expected to teach and for this role, to teach KS3 and KS2 including PPA cover.

**Assistant Head**

**Role Purpose:** As a member of the Senior Leadership Team

* To support the Proprietor/Head Teacher with the day-to-day management of the school
* To take a full and active part in School Leadership Team meetings
* To assist in the formulation, discussion and implementation of the School Improvement Plan
* To assist the Proprietor in identifying staff needs and other issues that require attention
* To take part in the appointment of staff
* To share in the appraisal of staff with other members of the School Leadership Team
* To be aware of teacher’s and LSA’s teaching, and support them where required
* To ensure completion of the data entry process to inform pupil assessment and maintain the individual pupil’s attainment framework.
* To support student teachers through work placement and engage with college/university lecturers.
* To develop and implement health and safety policies;
* To work with the proprietor/headteacher to ensure that each individual and the overarching curricula are fit for purpose, enable children to make maximum progress, are consistent across the school and are reviewed on a regular basis.
* Ensure that there is a very safe, secure, effective, and pleasing environment for all users. With the Proprietor/Headteacher, be aware of Health and Safety regulations, carry out regular risk assessments and always keep the school’s Health and Safety policy current, under review and accessible to and used by all staff.
* To liaise with staff and the proprietor on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies

**Line Management**

Reports to: The Proprietor/Head Teacher

Key Interfaces: External Agencies, whole staff and pupils

**Designated Safeguarding Lead**

**Role Purpose:** To take lead responsibility for safeguarding and child protection (including online safety). To provide advice and support to other staff on child welfare and child protection matters. To take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

**Line Management**

Reports to: The Safeguarding Governor and the Proprietor

Key Interfaces: External Agencies, whole staff and pupils

Staff Reports: Deputy Designated Safeguarding Leads

**Responsibilities**

* To manage referrals and refer cases of suspected abuse to the local authority children’s social care as required
* To support staff who make referrals to local authority children’s social care
* To refer cases to the Channel programme where there is a radicalisation concern as required
* To support staff who make referrals to the Channel programme
* To refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
* To refer cases where a crime may have been committed to the Police as required
* Liaise directly with the Proprietor for all staff recruitment and proposed salaries before adverts are placed
* To maintain internet safety and take the lead in training for staff and pupils.
* To liaise with the IT technician to ensure filtering and monitoring are acceptable and list of acceptable websites and blocked websites is maintained.

**Work with others**

* To act as a point of contact with the three safeguarding partners
* To liaise with the Proprietor to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
* As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member or the proprietor
* To act as a source of support, advice and expertise for all staff, management and the Proprietor.

**Training**

* To ensure my training and that of the DDSL is updated at least every two years and refreshed annually.
* To deliver annual Safeguarding training in September with refreshers in January and May.
* To ensure ongoing safeguarding awareness is carried out throughout the year
* To undertake Prevent awareness training and have a good understanding of my own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care
* To understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
* To have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
* To ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff and are alert to the specific needs of children in need, those with special educational needs and young carers
* To understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
* To understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners
* To keep detailed, accurate, secure written records of concerns and referrals
* To understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
* To understand the unique risks associated with online safety and be confident in the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
* To recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and have the capability to support SEND children to stay safe online
* To obtain access to resources and attend any relevant or refresher training courses; and 118 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children
* To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
* To ensure the school’s child protection and safeguarding policies are known, understood and used appropriately.
* To ensure the school’s child protection and safeguarding policies are reviewed annually (as a minimum) and the procedures and implementations are updated and reviewed regularly in a formal meeting with the safeguarding governor, and work with governor regarding this
* To ensure that all review meetings are minuted and made available for inspection by the Proprietor and the Registered Inspector for the Independent Schools Inspectorate.
* To ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
* To link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
* To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the school leadership team

**Child Protection Files**

* Ensure all GDPR and DPA 2018 regulations and data management policies are complied with
* Where children leave the school (including for in-year transfers) to ensure their child protection file is transferred to the new school or college as soon as possible separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained
* To have oversight or the receiving school’s child protection files and ensure key staff are aware as required
* To share any information with the new school in advance of a child leaving in order for the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

Availability - During term time the Designated Safeguarding Lead, or a deputy, should always be available (during school hours) for staff in the school to discuss any safeguarding concerns in person or in exceptional circumstances availability may be via phone and or Zoom. Out of hours availability will be via the school’s emergency number

**Teacher**

**Role Purpose**.

To make the education of pupils their first concern, be accountable for achieving the highest possible standards in work and conduct. To act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Line Management**

Reports to: Proprietor

Key Interfaces: Teaching staff

Staff Reports: Nil

Duties and Responsibilities.

**Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and staff
* work day to day with respect for the pupils and address each other on a first name basis

**Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes
* plan teaching to build on pupils' capabilities and prior knowledge
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study

**Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils’ interest in the subjects, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

**Plan and teach well-structured lessons**

* impart knowledge and develop understanding through effective use of learning episodes
* promote a love of learning and children’s intellectual curiosity
* plan and deliver out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* plan and deliver Learning Outside the Classroom activities as part of the planned curriculum
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject areas
* Adapt teaching to respond to the strengths and needs of all pupils
* know when and how to differentiate appropriately, using approaches which enable Special Educational Needs pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
* act as an exemplary role model for other teachers

**Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, orally to encourage pupils to respond to the feedback
* provide accurate marking to support assessment

**Manage behaviour effectively to ensure a good and safe learning environment**

* have clear expectations for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and maintain a framework for discipline, using praise and rewards consistently and fairly
* manage pupils effectively, using approaches which are appropriate to each individual pupil’s needs in order to involve and motivate them
* maintain good relationships with pupils, exercise calm caring and appropriate authority, and act decisively when necessary
* model calm and caring behaviour at all times, and particularly when a pupil is confrontational or oppositionally defiant.

**Wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being

**General**

* The duties in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the posts
* Contribute to the overall development of Wribbenhall School’s strategies and plans
* Ensure the values of participation, partnership, sustainability, social responsibility, cost effectiveness, transparency and accountability are reflected in your work
* Attend meetings, conferences and training courses as requested
* Undertake any other responsibilities as may reasonably be required from time to time
* To assist in other areas of the school as may be required
* The post holder is required to undertake all the above duties in compliance with all school policies

Person Specification

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| Requirement | Essential | Desirable | Method of assessment |
| Qualifications | Honours degree from a recognised university  Qualified teacher status | Evidence of continuous professional development  Current Level 3 DSL training (not later that 24 months) | Application |
| Experience | The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)  The monitoring, assessment, recording and reporting of pupils’ progress throughout the year  The statutory requirements of legislation concerning equal opportunities, health and safety, SEN, EAL and child protection  Experience of working in middle management | Experience of dealing with outside agencies and communications with parents about pupil concerns  Experience of pastoral support work  Experience of working in senior management  Experience of working in a SEN environment  Experience of working as DSL/DDSL  Experience delivering safeguarding training  Working with the Thrive Approach | Application Interview |
| Skills and knowledge | Effective teaching learning and assessment strategies when educating pupils  Knowledge of the relevant National Curriculum key stage  Knowledge and understanding of non-sanctioning behaviour management strategies and the ability to put these into practice  Knowledge of what constitutes effective teaching and learning including different styles of learning  Evidence of planning, organisation, implementation, assessment and record keeping  Ability to support less able children and extend the more able  Knowledge of current educational trends and initiatives  Strong organisational and time management skills  The ability to inspire and enthuse children  Good ability in the use of IT Systems including Microsoft Office packages  Excellent communication and interpersonal skills for working with children, other teachers and parents  Experience of representing an organisation at school events | Current health and safety legislation  Excellent Knowledge of the relevant National Curriculum | Application Interview |
| Attributes | A calm, caring, nurturing nature and an accepting and empathetic understanding of the view-point and feelings of SEN children  Energy, resourcefulness, responsibility and patience  Dedication, resilience and self-discipline  The ability to work independently, as well as part of a team  Ability to work in a sometimes low-pressure environment without complacency  Adaptable and flexible Tidy & neat appearance  Innovative  Playful  Willingness to go the extra mile | Understanding of the needs of children with Autism, Dyslexia and co-occurring conditions such as oppositional defiance and anxiety driven behaviours  Appreciation of toilet humour | Application Interview |
| Other | There is an expectation that there will be occasional out of hours attendance |  | Application Interview |