



# Wodensborough Ormiston Academy

## Job Description

**Job title:** Deputy Head of School

**TLR:** TLR2

**Job Purpose:**

- To uphold and put into active operation the school vision: Believe-Achieve-Succeed.
- To support all students (both on and off site) to make appropriate academic and personal progress within an identified year group.
- To promote high levels of punctuality and attendance for students within an identified year group.
- To ensure that students maintain the highest levels of behaviour and learning.
- To proactively support and uphold the whole school behaviour & consequences model and policy.
- To proactively support and uphold the safeguarding agenda.
- To support the spiritual, social and emotional development of students.
- To monitor the impact of Personal Plans (related to attendance, behaviour or curriculum) for those students who need additional support, acting as/allocating a lead professional/key worker as appropriate.
- To play a key role in supporting the transition of students between key stages as appropriate (i.e. K2-3 / KS3-4).
- To forge strong partnerships with parents and the local community.
- To coordinate, broker and engage the support of external agencies, including other schools.
- To have weekly meetings with the Attendance Manager for an identified year group.
- To support the whole school reward and celebration strategy.
- To play a lead role in promoting and upholding an ethos and culture of inclusion.
- To take the lead in managing a vertical House Team (as HoH).
- To undertake responsibility for monitoring and raising standards specifically in relation to attendance, behaviour and progress of disadvantaged students.
- To produce impact reports for SLT, governors and the Trust as appropriate.
- To play a role in undertaking School Support and duties in Amber Sky.
- To deliver consistently good or outstanding lessons in line with faculty/academy expectations.
- To use data to track student performance and help early identification of possible Interventions.

**Responsible to:** Head of School

**Responsible for:** All aspects of attendance, behaviour, welfare and progress and personal plans (interventions) in relations to an identified year group.

**Duties:** The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Staff management:**

1. To support the HoS in leading a team of form tutors.
2. Monitor and ensure that form tutors run their tutor group sessions effectively including the effective delivery of SMART START.
3. Liaise regularly with Subject Leaders to develop learning and student outcomes.
4. Ensure there are interventions at classroom/year team level for disadvantaged and identified SEND students.

**Student Attendance:**

1. Liaise with the Pastoral Assistant/Manager, Safeguarding Team, SEND Team and Attendance Manager to monitor, track and implement interventions to improve standards of attendance in your School.
2. To work closely and proactively with students and families to promote and secure good attendance and punctuality of all students (both on and off site).
3. Make appropriate referrals to SLT/Attendance Manager/Home Liaison/Attendance & Prosecution Service as appropriate.
4. To attend ½ termly attendance warning panels (AWP) and to lead a weekly attendance monitoring group meeting (AMG).
5. To ensure that form tutors complete SPADE documents and proactively uphold the Attend to Achieve ethos and agenda.
6. To use SIMS to track, monitor and respond to attendance trends.
7. To monitor the impact of Personal Plans for identified students.
8. To support HoS in response to attendance trends.

**Student behaviour:**

1. Support staff and students in upholding the whole school behaviour for learning and consequences model and policy.
2. Liaise with the Pastoral, Safeguarding & SEND Teams (SEND, ARC, SEMHD, Deaf Academy) to support welfare and ensure good levels of behavior within lessons and across the site.
3. Make appropriate referrals to external agencies on issues affecting behavior, welfare and learning.
4. Proactively engage parents/carers in supporting the whole school behavior and consequences model and policy.
5. To support the Academy aims of reducing FTE/PX and improving behaviour for learning.
6. Continue to monitor and track the behaviour and achievements of identified vulnerable groups i.e. SEND, PP and/or SEND.
7. To monitor the impact of Personal Plans for identified students.

**Student progress:**

1. Make appropriate interventions that enable all students in your year group to achieve their full potential.
2. Support the organisation of parents' evenings for your year group(s) including additional parents' evening for progress, options/choices, settling-in etc.
3. Monitor and track attendance/engagement rates for key student groups i.e. disadvantaged students.
4. Arrange and promote activities within the year group.
5. Prepare and hold year group assemblies.
6. To monitor the impact of Personal Plans for identified students.

**Working closely with the HoS to:**

1. Support the effective transition of new students to the academy in your year groups.
2. Monitor and implement strategies and interventions to promote high levels of attendance and punctuality.
3. Keep accurate and timely reports of student behaviour.
4. Make contact with parents to discuss student attendance, behaviour and achievement.
5. Liaise with outside agencies.
6. Support staff across the school in upholding the behaviour and consequences model and policy.
7. Issue praise and recognition to students.
8. To monitor the impact of Personal Plans for identified students.

**Student guidance and support:**

1. Get to know all students in the School as well as possible.
2. Keep in contact with parents of students in the year group.
3. Prevent bullying and support victims of bullying.
4. Ensure the welfare and safeguarding of students in your Year Group.
5. Liaise with internal and external agencies to ensure a coordinated approach to meeting students' needs.

**House Team Leadership:**

1. To promote engagement and cultivate a team spirit across the House Team.
2. To ensure students are proactively engaged in House competitions.
3. To work with the leaders of the other House Teams and the AP for PP & Engagement to ensure that the House System is embedded across the academy.

### **‘Lower School’ Specific responsibilities**

1. Support the successful transition from KS2 to KS3
2. Early intervention(s) with students identified as having behavioural or attendance issues at KS2
3. Support the organisation of open and transition evenings and to evaluate the impact.

### **‘Middle School’ Specific responsibilities**

1. Support the successful transition from KS3 to KS4
2. Early intervention(s) with students identified as having behavioural or attendance issues at KS3

### **‘Upper School’ Specific responsibilities**

1. Support the successful transition from KS4 to KS5
2. Early intervention(s) with students identified as having behavioural or attendance issues at KS4.
3. Write references for Y11 students as appropriate.

### **Other duties and responsibilities:**

1. Role model.
2. Excellent teaching at KS3&4.
3. Resource allocation and deployment.
4. Risk assessment and Health & Safety.
5. Report to HoS and SLT on the progress of your School.
6. Safeguarding.

### **General Duties:**

1. Teachers will work with the Principal and Senior Leadership Team to ensure that the aspirations and aims of the academy are achieved.
2. In common with the other members of staff, teachers will have a responsibility to promote the ethos and culture of the academy, to undertake a range of organisational and supervisory duties and to discharge routine functions such as taking registers, dealing with routine administrative functions, dealing with student behaviour issues in order to ensure the smooth day to day running of the academy.
3. Teacher will also have a responsibility to liaise with colleagues at other schools to support strategic development, share good practice and plan collaborative activities.