



Saint Felix School

Job Description – Assistant Head (DSL)

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

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, KS4 and possibly KS5

Assistant Head

As a member of the Senior Leadership Team

- To take a full and active part in School Leadership Team meetings
- To assist in the formulation, discussion and implementation of the School Development Plan
- To assist the Head and Deputy Head in identifying staff needs and other issues that require attention
- Liaise directly with the Bursar for all staff recruitment and proposed salaries before adverts are placed
- To provide the Bursar with annual department budgets when requested
- To take part in the appointment of teaching staff
- To share in the appraisal of Senior Managers, Heads of Department and teaching staff with other members of the School Leadership Team
- To observe Heads of Department and teachers teaching, according to the schedule set out by the Deputy Head
- To show prospective parents around the School as required
- To be the primary point of liaison for staff welfare and concerns; identifying needs, acting on them and bringing solutions and ideas to SLT
- To also join the Senior Department Management Team as required

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: Headmaster

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 Bursar for all staff recruitment and proposed salaries before adverts are placed
- To provide the Bursar with annual department budgets when requested

Work with others

- To act as a point of contact with the three safeguarding partners
- To liaise with the Headmaster or principal 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" (as per part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- To liaise with staff (especially Heads of Year, pastoral support staff, school nurses, IT technicians, SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- To act as a source of support, advice and expertise for all staff

Training

- To ensure my training and that of the DSLs is updated at least every two years
- 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 policies are known, understood and used appropriately.

- To ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- 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 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 of 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: Deputy Head

Key Interfaces: Heads of Year, Senior Department Academic 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

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 subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, 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 lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 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 area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable 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

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 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, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines 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 establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

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 Saint Felix School 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
- The post holder is required to undertake these duties in compliance with all company policies
- Undertake any other responsibilities as may reasonably be required from time to time
- To assist in other units as may be required in an emergency

Person Specification

Requirement	Essential	Desirable	Method of assessment
Qualifications	<p>Honours degree from a recognised university</p> <p>Qualified teacher status</p>	Evidence of continuous professional development	Application
Experience	<p>The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</p> <p>The monitoring, assessment, recording and reporting of pupils' progress at each Key Stage</p> <p>The statutory requirements of legislation concerning equal opportunities, health and safety, SEN, EAL and child protection</p>	Experience of dealing with outside agencies and communications with parents about pupil concerns	Application Interview
Skills and knowledge	<p>Effective teaching learning and assessment strategies when educating pupils</p> <p>Excellent knowledge relevant key stage National Curriculum</p> <p>Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice</p> <p>Knowledge of what constitutes effective teaching and learning including different styles of learning</p> <p>Evidence of planning, organisation, implementation, assessment and record keeping</p> <p>Ability to support less able children and extend the more able</p> <p>Knowledge of current educational trends and initiatives</p> <p>Strong organisational and time management skills</p> <p>The ability to inspire and enthuse children</p> <p>Good ability in the use of IT Systems including Microsoft Office packages</p> <p>Excellent communication and interpersonal skills for working with children, other teachers and parents</p> <p>Experience of representing an organisation at school events</p>	Current health and safety legislation	Application Interview

Attributes	<p>Energy, resourcefulness, responsibility and patience</p> <p>Dedication, resilience and self-discipline</p> <p>A caring nature and an understanding of the needs and feelings of children</p> <p>The ability to work independently, as well as part of a team</p> <p>Ability to work in a high-pressure environment</p> <p>Adaptable and flexible</p> <p>Tidy & neat appearance</p> <p>Innovative</p> <p>Willingness to go the extra mile</p>		Application Interview
Other	<p>There is an expectation that there will be occasional out of hours attendance</p>		