



**Blatchington
Mill School**

Involvement, Achievement & Care

Application Pack

Deputy Headteacher – Behaviour
& Attendance

Nevill Avenue
Hove
BN3 7BW
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Email: abrasington@blatchingtonmill.org.uk

Deputy Headteacher – Behaviour & Attendance

Start April 2022 or as soon as possible thereafter

Role Specifics

Core Purpose: To create systems and strategies that ensure the development of exemplary behaviour for learning across the school.

Key Responsibilities:

- Student behaviour
- School policy and approach
- Student pastoral standard
- Student attendance
- Pastoral line management
- Multi Agency Provision Mapping
- Student performance

As a senior leader, the role will embrace whole school development issues and, as such, provide a stepping-stone to headship.

For application: If you wish to apply please complete and return an application form before by 12 noon on the closing date below.

Closing date: **Monday, 31st January 2022 (12.00 noon)**

Interviews: **8th and 9th February 2022**

If you wish to arrange a visit to the school please contact Amanda Brasington, P.A. to Headteacher by email abrasington@blatchingtonmill.org.uk

School Information

Our school motto is Involvement, Achievement, and Care. In all aspects we aim to excel. At Blatchington Mill School, we believe, above all else, that education is a transformative force for good. Learning changes what we are and what we can become. It changes how we view others, and it changes how we interact with the world. It reveals our potential, and helps us discover our passions.

The Blatchington Mill community is incredibly special. We are a truly inclusive school and our students, staff and families are fully representative of the city in which we live and work. This diversity makes us appreciate difference and celebrate individual strengths. In order to learn well, we must all feel safe and secure. As such, we have unapologetically high standards for behaviour and conduct, and no tolerance for bullying or discrimination. As such, we are graded by Ofsted as 'Outstanding' for behaviour and safety. We expect a lot of our students, and they respond to the challenge with enthusiasm.

We achieve strong academic results by ensuring every lesson, every day, is the best it can be. We are nationally recognised for our training and teacher development, and we invest in ensuring we have the very best staff.

We are happy to provide a tour for prospective candidates - please book a place by contacting Amanda Brasington on the details above.

School is a place to find yourself – to learn at the very limits of your potential, and in doing so discover who you really are. This is a high-achieving school where students are cared for and nurtured in order that they can thrive. If you want to be an integral part of our continued success please apply to join us.

Kate Claydon

Headteacher

Application Requirements

Dear Applicant

I trust the information provided within this pack gives you enough information for you to make the decision as to whether you wish to apply for this exciting post.

The post in brief is:

- ❑ To ensure students understand the expectations we have for their behaviour and attendance, and how these expectations are the basis for our care for them in school.
- ❑ To ensure students develop and maintain positive attitudes to their learning.
- ❑ To ensure staff subscribe to high expectations of students' behaviour, progress and commitment in securing sustained outstanding provision and outcomes.

I would therefore request that you complete an application form from our website, submitting your letter of application in section 8 (three sides A4 in no smaller than font point 11) to address the following;

- Demonstrate, via your own experience, how high quality student behaviour and attendance is a key driver to sustaining outstanding student progress.
- Provide your understanding of how staff would be encouraged to play their full role in this.
- What evidence would one see that students and staff subscribe to a shared value system.

Your application should reach us by Monday, 31st January 2022 (12 noon). If you require any further information or wish to arrange a visit to the school please contact Amanda Brasington, P.A. to Headteacher by email abrasington@blatchingtonmill.org.uk.

Interviews will be held on 8th and 9th February 2022.

Good luck and I am looking forward to hearing from you.

Kate Claydon
Headteacher

Job Description

JOB PROFILE – Deputy Headteacher Behaviour & Attendance

Deputy Headteacher – responsible for:-

- ❑ Student behaviour
- ❑ Student attendance
- ❑ Pastoral line management

JOB PURPOSE

To support the headteacher in implementing the aims and objectives of the school by:

- ❑ Creating systems and strategies that support all learners.
- ❑ Provide visible and effective leadership.
- ❑ Using quality assurance and training to raise the effectiveness of all staff in maintaining high standards.
- ❑ To contribute to all aspects of Senior Leadership Team responsibilities.
- ❑ To oversee equality of opportunity for students and staff.
- ❑ Monitoring the achievement and performance in relation to areas of specific responsibility.
- ❑ Deputise for the headteacher in her absence.

RESPONSIBILITY POINTS

Leadership Scale L22 - L26

ACCOUNTABLE TO

Headteacher

ACCOUNTABLE FOR

Pastoral line management

This job profile recognises the expectations of current School Teachers' Pay and Conditions regulations, the National Standards for Teachers (TDA) and the policies established by the governors of Blatchington Mill School.

DATE OF PREPARATION

January 2022

<p>Key Domains</p>	<p>KEY TASKS</p> <p>Whole school responsibility Responsibility within own area of influence</p>
<p>Qualities and Knowledge</p>	<ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose, focused on providing a world- class education for the pupils they serve. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. 3. Lead by example – with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. 5. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context. 6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.
<p>Pupils and Staff</p>	<ol style="list-style-type: none"> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. 2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being. 3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. 6. Hold all staff to account for their professional conduct and practice.

<p>Systems and Processes</p>	<ol style="list-style-type: none"> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. 4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance. 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability. 6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
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<p>The Self-improving School System</p>	<ol style="list-style-type: none"> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. 3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. 6. Inspire and influence others – within and beyond schools –to believe in the fundamental importance of education in young people's lives and to promote the value of education.
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Strengthening Community	<ol style="list-style-type: none">1. Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community2. Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives3. Co-operates and works with relevant agencies to protect children
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Person Specification

Deputy Headteacher

<i>Qualifications / Development</i>	<i>Essential</i>	<i>Desirable</i>
QTS	✓	
Graduate	✓	
Further Professional Qualifications		✓
Evidence of appropriate Professional Development	✓	
Evidence of relevant training	✓	

<i>Knowledge / Skills</i>	<i>Essential</i>	<i>Desirable</i>
Evidence of being an outstanding/good classroom practitioner	✓	
Use and impact of data on learning at a strategic level	✓	
Ability to teach across the full age/ ability range	✓	
Ability to implement strategies to raise achievement within a team	✓	
Ability to differentiate between strategies and operations	✓	
Ability to contribute to the positive management of student behaviour	✓	
CPD of self and others	✓	
Coaching within a team	✓	
Ability to inspire both adults and young people	✓	
Excellent communicator	✓	
Confident user of ICT and leading others	✓	
Intervention strategies to ensure progress for those at risk of under achievement	✓	

<i>Experience</i>	<i>Essential</i>	<i>Desirable</i>
Experience of senior leadership	✓	
Track record of raising achievement and attainment	✓	
Effective team leadership which includes the empowerment of others	✓	
Experience of self-evaluation and action planning	✓	
Experience of producing performance management targets with a team of staff	✓	
Experience of monitoring set targets in a specified action plan to evaluate and ensure progress	✓	
Managing the professional development with a team of colleagues	✓	
Management of a team to ensure at least good student provision	✓	
Leading the implementation and development of school improvement initiatives	✓	
Experience of effective leadership of student behaviour for learning	✓	

<i>Personal Qualities</i>	<i>Essential</i>	<i>Desirable</i>
To have a love of and infectious enthusiasm for teaching	✓	
Lead by example	✓	
Highly organised	✓	
Analytical approach	✓	
Perseverance and resilience	✓	
Meet deadlines and manage a fluctuating workload	✓	
Honesty and integrity	✓	
Work actively and productively as part of a team	✓	
Outstanding interpersonal skills and the ability to relate well to a wide range of people	✓	
Willingness to innovate	✓	
Strategic thinker	✓	
Ability to support and challenge others	✓	
High personal standards	✓	
Optimism	✓	
A determination for self and others to be the best you can	✓	

<i>Equalities and Safer Recruitment</i>	<i>Essential</i>	<i>Desirable</i>
Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.	✓	
Ability to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people.	✓	
Ability to demonstrate emotional resilience in working with challenging behaviours	✓	