



Make a difference to
the lives of children
and young people
every day

**Deputy
Headteacher**

Job Description
& Person Specification

Pride Passion Partnership Professionalism Positivity



"We are a family. There is so much teamwork and collaboration - each person has got something to bring."

Staff Member

The Bridge Trust

The Bridge Trust is an ambitious family of schools which embraces the individuality of everyone, both children and adults.

We are committed to get learning right and we're always looking for new and better ways of doing things.

Everything is about doing the best for our children and young people.

We place children and young people at the heart of everything we do.

We improve lives through innovative and integrated approaches.

Our five values – the 5 Ps underpin our work:

Positivity Passion Pride Partnership Professionalism

These values are central to the success of our family of schools.

Our family of schools

Presently The Bridge Trust oversees four schools in London, three special schools and a mainstream primary school. It also operates a Training & Development Centre and an Outreach Service. The Trust also overseas two schools in Norfolk – The Bridge Easton in Norwich and Fen Rivers School in Kings Lynn.



The Bridge School is a large special school which provides for pupils with severe learning difficulties and/or autism. It is based on two sites, a Primary site and a Secondary site. The Bridge School has been judged outstanding by Ofsted in its last three inspections. A key focus of the primary curriculum is to offer a wide range of educational experiences. The secondary curriculum focuses increasingly, as the pupils progress through the school, on preparation for life after school, looking at accreditation options, independence and belonging and contributing to the community.

We have always been committed to supporting staff and pupils in other schools and sharing the knowledge we have. It was a natural progression for the CEO/Executive Headteacher to become a National Leader of Education in 2009 and the school to become a Teaching School in 2011. This has enabled us to offer a wide variety of training opportunities to our own staff and staff from other schools, develop an initial teacher training programme through School Direct, support other schools who may be facing challenging circumstances through facilitating our staff and staff from other schools to provide advice and support, and to develop and promote research in our own school and across the network of schools we work with.

Through partnership with the Local Authority we provide advice and support to all the mainstream schools in the borough of Islington on addressing the needs of pupils with autism or severe learning difficulties. This support is provided by a highly respected, small dedicated team of professionals who aim to work with schools to pass on their knowledge and develop skills in school-based staff.

"This is an innovative school. We have new school buildings, sensory rooms, cutting edge technology...

Also practice is innovative. We try out new ideas and support each other"

Member of Staff at a Trust School





Positivity

Passion

Pride

Partnership

Professionalism

The leadership team of The Bridge recognised that there was a small group of pupils whose needs meant that they were often being placed in residential schools, many miles from their homes. We felt given the right approach we could meet the needs of these pupils. We used the opportunities provided by the opening of Free Schools to develop a new provision for pupils with extremely complex needs which often included sensory overload and behaviour which challenges. This school opened in January 2015 and is called The Bridge Integrated Learning Space (ILS). Staffing at The Bridge School is typically one member of staff to every two pupils, whereas at the ILS it is at least one member of staff per pupil. Each pupil is assigned to a class team, however many of them have individualised timetables. The focus of much of the work at the ILS is to support the pupils to feel safe in the school and community and to develop appropriate independence skills. This allows them to access other learning opportunities. In October 2017 Ofsted considered the school to be outstanding at its first inspection.

In September 2017 we opened our second Free School. This school is called The Satellite School and it provides for pupils with autism who benefit from access to a mainstream curriculum but are not able to access mainstream education. This school is based on four sites and each site is located adjacent to a mainstream school. This allows us to provide for the very special needs of these pupils whilst also accessing opportunities for inclusion. Three of these sites cater for primary age pupils, one for pupils in Key Stage 3.



In September 2017 The Bridge Trust was approved as a sponsor for Hungerford Primary School. The schools have a long standing relationship as The Bridge Primary School is next door to Hungerford Primary School. Hungerford School was placed in special measures by Ofsted. We have recruited new staff to the school and put in place the leadership and coaching structures and systems which work in all of our other schools. We recognise that our expertise is special schools, but it is also running outstanding schools. We are implementing what can be transferred to a primary setting at Hungerford and also making sure that we ensure access to primary expertise. We have done this through setting up a School Improvement Board which ensures support and advice from local head teachers, from community and independent schools, and the Local Authority school improvement service. We appreciate that the school has a journey to undertake but our intention is for this too to be an outstanding school.

The Bridge Trust is unique, but not only in the collection of provision we have. We also have a set of fundamental principles which drive and inform us.

We are driven by our values – the five Ps – pride, passion, professionalism, positivity and partnership. All decisions and developments are anchored on these values. When recruiting we look for staff who will buy into and uphold these values.

We put children at the heart of everything we do. Whenever looking at new ways of doing things we consider the impact this will have on the children. We believe in developing staff, not constraining them. Our staff are the greatest resource our pupils have. We recognise that there are no absolute answers in the best ways to educate our pupils so we look to encourage staff creativity. We want people to try new ways of working (within safe parameters). We give staff a framework to work within, but encourage appropriate risks to be taken.

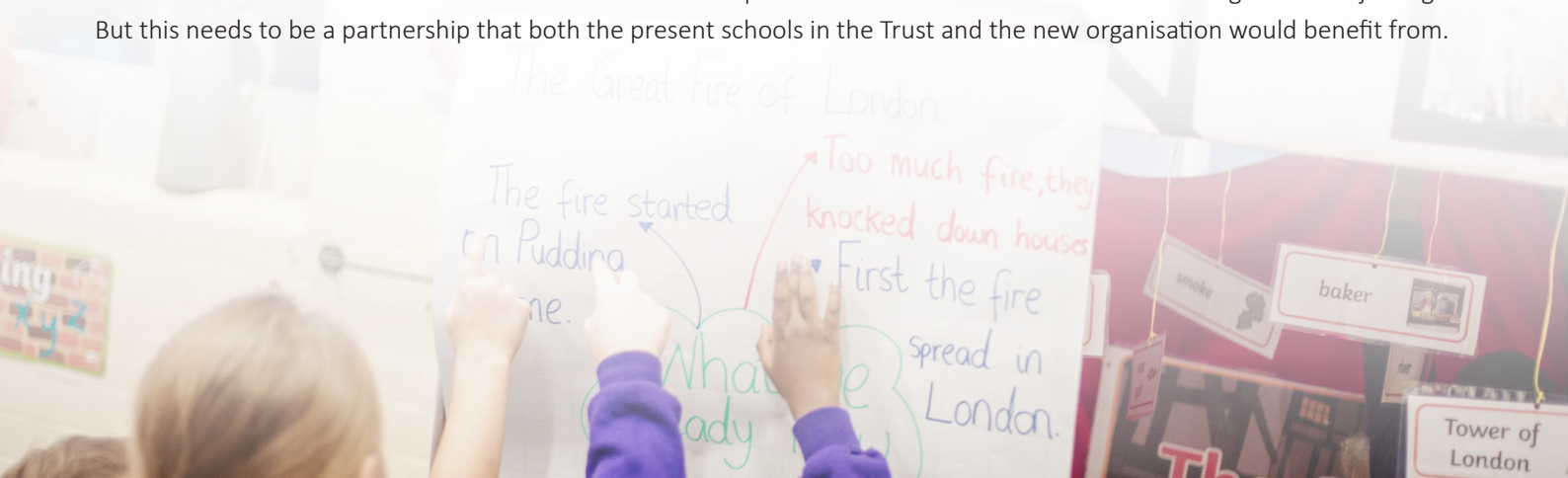
We want to learn from others and encourage staff to engage with the research literature. This is supported by our Training & Development Service. We also recognise that when working with the pupils in our schools it is not always about engagement with the evidence, but sometimes about informed creation of the evidence. Our research officer will support staff to create and share evidence using appropriate, well considered methodologies.

As a part of this commitment and desire to learning from others we actively engage in school improvement networks. The Trust is a part of Challenge Partners, a national school improvement network where schools support each other to improve. We lead a hub of over 30 special schools who network and learn from each other. We are also members of Maamulaha, a local network of schools, mostly mainstream. There is some overlap of these schools with our Teaching School Alliance (TSA) but there are other schools in the TSA who we also work with.

We have always been committed to engaging positively with our pupils and this is one of our values. We have recently worked with the British Institute of Learning Disability (BILD) and the Windesheim University of Applied Sciences, Amsterdam to introduce Positive Behaviour Support to all of our schools, mainstream and special. We are committed to working with all of our pupils with a positive focus.

What next? We do not stand still. We want to continue improving what we do, so that we can improve the offer to our pupils. We are not maverick in our approach to improvement, it is done in a considered way, but creativity and ‘thinking outside the box’ is encouraged. Each of our schools continually looks at how it can develop further. Being part of the Trust allows for learning across our schools and support to implement some new strategies. We definitely feel that ‘together we are greater than the sum of our parts’. We learn from each other. We challenge each other. We support each other.

We have also considered how the Trust will further develop. We would welcome other schools and organisations joining us. But this needs to be a partnership that both the present schools in the Trust and the new organisation would benefit from.



Job Description

Post Title: Deputy Headteacher

Location: The Bridge School

Salary: L16 - 20

Contract: Permanent

Responsible to: Headteacher

Responsible for: Teachers, Safeguarding, TAs and other relevant staff within the School.

Day to day management of the school, line management of the Assistant Headteacher, curricular development; collating data and monitoring progress; maintenance of resources, equipment, classrooms and displays.

Supporting the Headteacher with strategic tasks as required

Purpose of the post

Alongside the Headteacher the Deputy Headteacher is responsible for the day-to-day management and organisation of the School.

The post holder will take lead responsibility for key areas of the school's work.

These areas will be agreed with the Headteacher.

The main responsibilities of this post are:

- To deputise for the Headteacher when they are not available and/or off site.
- Safeguarding across the school
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher
- Deputy designated safeguarding leads – to support the role of the designated safeguarding lead with their activities
- To raise standards of pupil attainment and achievement across the curriculum and be accountable for pupil progress and in all aspects of their development
- To monitor and support the overall progress and development of pupils, including attendance using Bromcom or other relevant MIS
- To have oversight of curriculum development
- To develop and enhance the teaching practice of others
- The effective management and deployment of teachers and TAs
- To demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress

Main responsibilities

To work with colleagues to formulate aims and objectives which have coherence and relevance to the needs of pupils and to the aims and objectives of the school.

- To oversee the management and ensure planning activities reflect the needs of pupils and the school
- To provide the Headteacher with timely and accurate data as required and assist in the use of analysis and evaluation of performance data
- To write accurate, timely and objective reports for a variety of audiences, sometimes at short notice, using standard school formats
- To support staff in the application of ICT
- To oversee the effective management of reporting
- To keep up to date with national developments in curricular development and assessment, teaching practice and methodology
- To work with the Headteacher to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- To line manage and act as an appraiser for Performance Management Reviews
- To promote teamwork and to motivate staff to ensure effective working relations
- To actively participate/lead in the School's CPD and ITT programme
- To assist in the process of the setting of targets and to work towards their achievement; to ensure all staff are familiar with its aims and objectives
- To participate in monitoring and evaluation in line with agreed school procedures to include evaluation against quality standards and performance criteria
- To assist in the production of evaluation reports on attainment, performance including the use of value-added data
- To ensure effective communication with the parents of pupils including the management of permissions e.g. school literature/websites etc
- To contribute to the school liaison, promotion and marketing activities
- To contribute to the development of effective links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events in partner schools and the wider community.
- To develop PHSE according to the school policy
- To teach classes/groups as required
- To model quality teaching as required
- To support teachers in their planning
- To fully support the implementation of the Behaviour Management systems so that effective learning can take place
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example
- To attend meetings, representing the school, as agreed with the Head of School
- To support the school in meeting its legal requirements for worship
- To undertake any other duty as specified by STPCB not mentioned in the above. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in

Deputy Designated Safeguarding Lead

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out below, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required

Work with others

- Liaise with the Headteacher to inform him or her 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
- Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff

Training

- Undergo training to update knowledge and skills required to carry out the role. This training should be updated at least every two years
- Undertake Prevent awareness training
- Maintain up to date knowledge through e-bulletins, meeting other designated safeguarding leads, or reading and digesting safeguarding developments at regular intervals, as required, and at least annually
- 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
- 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
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school or college with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Understand the unique risks associated with online safety
- 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

Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

Child protection files

- Maintain ordered child protection files with a clear chronology of events
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving

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

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone caller

Special conditions of employment

Rehabilitation of Offenders Act 1974

This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bind over orders and warnings being considered.

If the jobholder is arrested, summonsed for an offence or receives a conviction a bind over order or a warning given by a police force, they are required to inform the Headteacher of this fact immediately. Such information will be treated in confidence, so far as this is consistent with the safety of children, compliance with statutory child protection procedures and the Academy's relevant policies. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

Safeguarding and Promoting the Welfare of Children and Young People

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or failure to act. Full guidance regarding health and safety is set out in the Academy's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager, and the jobholder is required to comply with these and to use any protective clothing or equipment as instructed at all times.

Health and Safety

The jobholder is required to follow all of the Academy's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The jobholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

Confidentiality and Data Protection

The jobholder is expected to comply with the provisions of the Data Protection Act 2018 and the General Data Protection Regulation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Academy's Data Protection Policy. Nothing shall prevent the jobholder from disclosing information that they are entitled to disclose under the Public Interest Disclosure Act 1998 as amended, provided that the disclosure is made in accordance with the provisions of that Act/s.

Equality and Diversity

The Academy and the Trust are committed to equality and value diversity. As such the Academy and the Trust are committed to fulfilling their Equality Duty obligations and expect all employees to share this commitment. The Duty requires the Academy and Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

Training and Development

The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their continuous professional development and learning, and to attend and participate in any training or development activities required to assist them in fulfilling their role and meeting their safeguarding and general obligations.

The Trust Operates a Strictly No Smoking or Vaping Policy

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder will be required to carry out duties as requested by management that are broadly within the level of the post.

This applies to all Academy premises and those where Academy services are provided.

Person Specification

Qualifications and Training

Essential

Relevant Degree QTS

Desirable

Qualification in leadership and management

Experience

Essential

Teaching experience, including significant curricular responsibility Substantial experience at a more senior level

Excellent practitioner – able to lead by example Good track record of effective leadership of teams

Skills

Essential

Excellent classroom management skills Ability to inspire and manage a team Good ICT capability

Good interpersonal skills

Good listening skills and a counselling approach to education

Ability to delegate effectively, initiate and coordinate developments, and manage and implement change successfully

Knowledge

Essential

Knowledge of Assessment requirements for all pupils

Detailed knowledge curriculum design

An understanding of the factors which affect behaviour Understanding of current educational legislation and its impact on schools and their wider communities

Other job requirements

Essential

To contribute to the Trust delivering and maintaining its excellent outcomes.



www.thebridgetrust.academy

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