CITY OF ROCHESTER SCHOOL
JOB DESCRIPTION
DEPUTY HEAD/HEAD OF CENTRE VOCATIONAL LEARNING
JOB DESCRIPTION

Job Title	Deputy Head	Team	Senior Leadership – reports to Headteacher
Job Band	Leadership Scale -L9-L12	Version/date	V2 April 2023
Hours of Work	Monday – Friday 08:30 – 16:30 Term-time plus inset days & Twilights		

Role Purpose

- Responsible for the day to day management of the vocational/technical learning centre and line manage appropriate staff.

- Be responsible for day to day Health and Safety of the vocational/technical learning centre.

- Responsible for the line management of Phase Leaders and to lead performance management/appraisal.

- Compile individual timetables for pupils and staff across the whole school ensuring that lesson coverage and staffing meets need.

- To work in collaboration with the Designated Safeguarding Lead and act as a Deputy Designated Safeguarding Lead. Uphold City of Rochester School policies to protect and safeguard pupils in order to secure their health, safety and wellbeing.

- To be responsible for departmental budgets.

- To lead teaching and learning of the pupils through effective delivery of access to and progression through the personalised curriculum for each pupil.

- Contribute towards the strategic development and direction of City of Rochester School.

- Ensure accurate reporting and recording by staff members of all matters relating to Health and Safety and student welfare in accordance with City of Rochester School policies and statutory guidelines.

- Demonstrate the vision and values of City of Rochester School in everyday work and practice, upholding the school ethos of challenge and support where all pupils can reach their full potential by maximising their engagement in and access to learning.

Leadership and Management

- Be responsible for schemes of work and associated specifications

- Contribute to the evaluation of data – including pupil assessment, examination data against targets to identify strengths and areas for development.

- To assist the Headteacher in the formulation of whole school policies and procedures and to monitor and evaluate their effectiveness.

- Monitoring of staff workloads.

- Attending daily, weekly, and other departmental/subject area meetings.

- Cover for staff absence.

- Be responsible for the line management of Teachers and Support Staff within your identified area.

- Identify areas of outstanding practice fairly and robustly challenging underperformance relating to members of your team, and in collaboration with the Headteacher/School Leaders, put in place effective support and intervention measures to keep performance on track.

- Ensure that the Headteacher/School Leaders receive timely and accurate information relating to staff appraisals.

- Contribute towards new staff appointments, including induction and training.

- Contributing towards delivering Inset and other forms of professional development for whole school and curriculum areas.

- Contribute to school projects and programmes identified to develop the school to achieve its overall aims and objectives and implement its plans, policies and procedures.

- To communicate with parents/carers such as reviews, parents' evenings, and open days.

Quality of Teaching:

- Ensure outstanding teaching and learning across the curriculum for pupils in your class and classes under your curriculum area/department, as a result of team working and strategies. Through effective teaching, learning and behaviour support, ensure all pupils in your class make at least expected progress towards their academic and personal development targets and EHCP outcomes.

  Ensure that your own subject knowledge is thorough, including the teaching of literacy and numeracy and is promoted and delivered effectively in class enabling pupils to access a broad and balanced, appropriately challenging learning experience.

- Ensure that pupils access the timetabled curriculum and that lessons are exciting and challenging, inspiring every student to develop the skills and knowledge required to be an effective learner and achiever with a level of independence where appropriate.

- Demonstrate knowledge of how pupils learn and how this informs teaching strategies; regularly reflect on teaching, learning and general practice within your class to evaluate the effectiveness of your teaching and pupils' learning.

- In collaboration with the school team and, informed by assessment for learning data, plan weekly for your class in all lessons you are timetabled to teach and/or lead and share these plans with other adults involved in supporting learning in your class.

- Plan, support and promote the agreed balance of small group and intensive 1:1 teaching for each student the class across the curriculum.

Meeting Diverse Learning Needs/Personal Development of Pupils:

- Work collaboratively with the team and external professionals to ensure individual programmes and behavioural interventions support pupils' access to curriculum broad, balanced and accessible curriculum.

- Promote the welfare of pupils and ensure that they are afforded every opportunity to thrive

- Promote curriculum continuity, consistency and personalisation, balance, differentiation and progression, taking into consideration pupils' prior attainment and individual education plans, for all pupils.

- Write and review risk assessments and arrangements for educational visits undertaken by pupils in your class.

Target setting and student progress:

- Use assessment data effectively to set clear lesson objectives, weekly objectives and medium-term targets for all pupils within the class.

- Be responsible for leading the class team to ensure accurate and timely assessment, recording and reporting of student progress, including ensuring accurate and appropriate data collection systems are followed and used as an effective assessment for learning tool.

- Participate in effective and timely home-school communication, ensuring that parents and carers are kept informed and updated about their student's progress (and/or any challenges) and about the contribution they can make in supporting their child's learning.

- Support class staff to make accurate and meaningful assessments; track and report on progress - e.g., contribute to Annual and Termly reports of student progress and to target setting ensuring these are written to a high standard and completed to deadline.

- Be accountable for pupils' attainment, progress and outcomes in your class and that in classes that fall under your area of responsibility.

  Encourage pupils to be aware of their targets and how to achieve them.

- Know and understand how to assess different subject and curriculum areas, including statutory assessment requirements.

- Monitor the use of reinforcement and accurate marking – encouraging pupils to respond to the feedback to inform their learning, where possible.

- Ensure that pupils make progress towards their medium-term targets as identified in 'Teaching and Learning Meetings' and 'Student Progress Review Meetings' writing clear and accurate termly and annual reports as required by City of Rochester School policies and procedures.

- Ensure that student views are collected, analysed and reported on to inform' own views of their learning and experience of school.

- Promote and facilitate parental and carer involvement in their child's learning by making every effort to foster good relationships with all parents.

Behaviour and Safety:

- To Lead and or support the Safeguarding team in ensuring all child protection issues are promptly dealt with and cases appropriately referred. This includes the review of school procedures and ensuring the provision of regular staff training in the identification of child protection issues and the requirements of the procedures to protect pupils.

- Contribute to the writing and review of Positive Handling Plans for pupils ensuring that all staff working with pupils in class are aware of and compliant with City of Rochester School policies and guidance around best practice in relation to Positive Handling and Health and Safety.

- Ensure that the school environment is well managed and that resources are used efficiently and safely.

- Ensure that any personal care and/or Health Care Plans needs take account of all relevant City of Rochester School policies.

- Carry out accurate and timely reporting and recording of student attendance and punctuality.

- Ensure that student details are kept updated on the school database.

Spiritual, moral, social, and cultural development:

- Ensure that all pupils in the class access additional learning opportunities including participation in school events and educational visits and school visitors to promote their spiritual, moral, social and cultural development.

- Organise and maintain a classroom environment that promotes pupils spiritual, moral, social, and cultural development: through display; a diverse range of

  teaching materials; well organised morning and afternoon PSHCE lessons; classroom routines, paired and small group work and play opportunities.

- Demonstrate an awareness of the spiritual, moral, social, physical and cultural development of each student and adapt teaching to support pupils' education at different stages of development.

Additional:

- To take part in the life of the school community, to support its distinctive mission, vision, aims and values and to encourage staff and pupils to follow this example.

- Transport pupils between the vocational centre and City of Rochester School.

- Undertake any other appropriate responsibilities and duties that may be requested by the Headteacher.

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE	EVIDENCE
EDUCATION LEVEL AND QUALIFICATIONS			
Qualified Teacher Status and experience of teaching in an autism specific setting or a desire to teach in an autism specific setting.	X		A
Educated to degree level	X		A
NPQML or NPQH or willingness to undertake	X		I
Clean driving licence plus business insurance	X	(D1 licence desirable)	A
Teacher Reference Number (previously referred to as GTC Registration Number)	X		A
SPECIFIC KNOWLEDGE, EXPERIENCE AND SKILLS			
Successful leadership and management experience in a school – at least 3 years	X		A, R, I
Line management experience	X		A, R, I
Experience of contributing to staff development	X		A, R, I
Involvement in school self-evaluation and development planning	X		A, R, I
Knowledge of the National Curriculum and a vocational background	X		
Demonstrable understanding of safeguarding and promoting the welfare of children and young people	X		A, R, I
Experience teaching, learning and assessment of pupils with SEN in KS2 – KS5 age range (within mainstream or specialist settings)	X		A, R, I
Demonstrable knowledge of excellent practice in curriculum planning, development, assessment, and evaluation of pupil progress including preparing pupils for externally accredited awards and qualifications and knowledge of the National Curriculum	X		A, R, I
Experience of managing assessment, recording and reporting	X		A, I

	X		A, I
Good appreciation of health and safety in the workplace, E-Safety and Data Protection Principles and equal opportunities	X		A, I
Good understanding and proven experience of managing health and safety arrangements in the workplace, to include education off-site / beyond the classroom	X		A, I
Knowledge of school inclusion and the SEND Code of Practice	X		I

PERSONAL ATTRIBUTES			
A passionate, outstanding practitioner	X		I
Consistently high expectations for self and others (adults and pupils)			I
Evidence of excellent interpersonal and communication skills (both verbal and written) and appreciation of the importance of positive communication with parents and external professionals	X		I
Excellent organisational skills; able to balance conflicting priorities	X		I
IT literate	X		I
Physically and emotionally resilient with strategies and habits that sustain and develop this resilience	X		I
Flexible, adaptable, and calm under pressure	X		I
Good at planning and organising, with attention to detail	X		I
Good problem solving and decision-making skills	X		I
Understanding of the need for confidentiality and sensitivity	X		I
Understanding of how the role contributes to the overall operation and success of the school	X		I

Key: A = Application
    I = Interview
    R = References