

Central Office
Lioncare House
58a Livingstone Road
Hove
East Sussex BN3 3WL

JOB DESCRIPTION

Position	Deputy Head Teacher
Work-Base Location	Primarily The Lioncare School, 87 Payne Avenue, Hove BN3 5HD. In addition, any other resource owned or operated by The Lioncare Group.
Responsible To	The Head Teacher, Assistant Directors, and ultimately The Board of Directors of The Lioncare Group.
Supervisory Responsibilities	Effective day to day running of our agreed Therapeutic Education Model at The Lioncare School including the coordination of statutory paperwork and related meetings.

<p>Primary Task</p> <p>(what the Job exists to do)</p>	<p>Under the Leadership of the Head Teacher, Assistant Directors and Executive Director :</p> <ul style="list-style-type: none"> • Assist in the effective development of The Lioncare School as a centre of learning and therapeutic excellence. • Assist in planning, implementing, developing, assessing, and monitoring provision of a therapeutically informed special curriculum that encourages & promotes the task of small-group and project-based learning & education. • Assist in developing, and monitoring the 'facilitating environment' conducive to promoting therapeutic learning, support, care & nurture. • Promote the welfare of the children, including acting as the Designated/Deputy Designated Safeguarding Lead. • Attend to the emotional, social, behavioural and psychological needs of the children, as well as to their educational & academic progress. • Effectively liaise with all colleagues in the school, the organisation, and wider external system to ensure good communication & promote positive working relationships
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General Tasks & Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the duties of all employees include:

- Carry out tasks & responsibilities professionally at all times whilst employed by The Lioncare Group.
- Working with integrity, honesty, and openness at all times whilst employed by The Lioncare Group.
- Assist, support, and promote The Lioncare Group within the wider market place.
- Work within, uphold, and promote the stated aims and objectives of The Lioncare Group and adhere to all guidance, policies and procedures as stated in the 'Employee Handbook' and in the schools 'Prospectus' or similar document in use, at all times working in the best interests of the children.
- Comply with current legislation, regulation, and guidance relating to the care and education of children looked after by their local authority.
- Liaise in a professional manner at all times with clients, colleagues, and agencies working for and associated with The Lioncare Group.
- Promote effective working relationships and positive links with clients, colleagues, and agencies working for and associated with The Lioncare Group and the wider Community.
- Undertake delegated tasks and instructions from Line Managers and others with relevant authority, to a level of competence expected from the grade of the post.
- Attend meetings and supervision as appropriate and necessary.
- Exercise responsibilities under the Health and Safety at Work Act.
- Implement & develop the Organisation's policy and practice of Equal Opportunity and Diversity.
- Undertake training as required and necessary.
- Adopt a flexible approach to working times in line with the particular demands of the School and organisation, including assisting in an emergency.
- Carry out other tasks as required and in accordance with the competence of the position.

Specific Duties & Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the key responsibilities and duties of the Deputy Head Teacher include the following:

1. Supporting the Company:

- i) Support at all times the Head Teacher, Assistant Directors, and Directors in promoting and developing the quality and range of services offered by The Lioncare Group in line with its stated aims and objectives.
- ii) Support at all times the Head Teacher in carrying out their duties and responsibilities in providing high standards of learning, education, and care to the children attending The Lioncare School.
- iii) Inform the Head Teacher of all issues requiring further attention and act on these where appropriate or where directed to do so, and undertake delegated tasks and instructions from the Head of Teaching to a level of competence expected from the grade of post.
- iv) Ensure positive links are maintained between The Lioncare School and all areas of The Lioncare Group.

2. Leadership & Management:

- i) Personally comply with regulations and guidelines as laid down by relevant government legislation (particularly the Education Act 1996 and 2002, Children's Act 1989 and 2004, Independent Schools Regulations 2010, and current legislation relating to safeguarding and child protection), and ensure the adult team at The Lioncare School work in a way that is compliant with regulation and guidance.
- ii) Comply with all organizational, and school-specific. policies, lead the teaching team in their compliance with these policies, and contribute to the development of new and existing policies as necessary
- iii) Take responsibility for the effective and safe day to day planning for the school within the agreed model of therapeutic education and with regard to our risk assessment policy, including allocation of adults to tasks both in and out of the classroom
- iv) Take a lead on coordinating all statutory processes associated with young people's education as requested by both their placing local authority and by Brighton and Hove as hosting authority are undertaken to the highest possible standard, contribute to the progress of individuals and promote genuine partnerships within the team around each child. This includes, but is not limited to EHC Plans and PEPs.
- v) Lead and supervise the teaching team, with the aim of ensuring consistent application of the agreed models of curriculum and assessment lead to effective progress being made by all learners
- vi) Act as Deputy Designated Safeguarding Lead for the school
- vii) Act as the Examinations and Accreditation Officer for the school

3. As a Special Needs Class Teacher:

- i) Act as a class teacher to groups across the school in accordance with the needs of the school as they arise, including subject teaching, regular interventions, tutoring and cover sessions
- ii) Contribute to the recording , monitoring, reporting of both academic and pastoral progress in school and the design of effective, measurable interventions where necessary
- iii) Accurately and effectively assess the needs of the children and deliver services within a framework of good professional practice.
- iv) Act as the lead for one subject area within our curriculum
- v) Responsibility for effectively guiding, managing, and working collaboratively with Learning Support Assistants and Adults in School to ensure all are working in partnership and understand their task and role in the classroom and wider learning environment.
- vi) Record activities, progress, and behaviour of all children in appropriate formats and in a timely manner and including written feedback for children.

- vii) Act as a class teacher on offsite activities, including, as necessary filling in risk assessment paperwork, acting as trip leader and monitoring and reporting on learning and behaviour
- viii) Practice in accordance with the Teacher Standards for those with QTS.
- ix) Maintain records of lessons planned and taught using relevant plans and logging systems.
- x) Organising summative records and logs so they are easily accessible to colleagues.
- xi) Maintain records of learning outcomes achieved and factors helping / hindering attainment.
- xii) Monitoring children's progress through the use of baseline assessments, and other systems for assessment in operation in the school and wider organisation.
- xiii) Actively participate and engage in the process of information collection and assessment of need and progress taking place in the school and wider organisation.
- xiv) Assist in compiling relevant reports detailing assessment information and results.

4. As a Therapeutic Practitioner:

- i) Actively develop your understanding of therapeutic theory and provision through training and peer-support and integrate this in your teaching practice.
- ii) Take steps to gain a working knowledge and understanding of the standards for therapeutic communities and integrate these in your every interaction with children and colleagues.
- iii) Actively participate in developing the living-learning environment and culture of the school and wider therapeutic community that is The Lioncare Group.

5. As a Key Adult in School:

- i) Responsibility for meeting individually with up to but no more than two children once a week for 30 minutes for the purpose of holding a Key Session. These are designed to allow the Key Adult and Key Child regular protected informal 1:1 time in which issues arising from school can be discussed, including encouraging the child to review and discuss their IEP. These meetings are minuted and filed accordingly.
- ii) Responsibility for actively striving to develop a positive and meaningful (real) working relationship with your allocated Key Child / Children attending The Lioncare School

6. Specific Duty as Deputy Designated Safeguarding Lead:

The Board of Directors of The Lioncare Group has deemed the Deputy Head Teacher to be the appropriate senior member of school leadership team to take up the role of Deputy Designated Safeguarding Lead (DSL).

As DDSL you will take **responsibility** for safeguarding and child protection in the absence of the Designated Safeguarding Lead. This is hereby made explicit in this job description for the post of Deputy Head Teacher.

As Deputy Head Teacher you have the appropriate status and authority within the school to carry out the duties of the role of DDSL.

You will be given the time, funding, training, resources and support 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.

Whilst the activities of the DSL can be delegated to you as DDSL, the ultimate lead responsibility for child protection, as set out above, remains with the Head Teacher in role as DSL; this lead responsibility should not be delegated.

In role as DDSL, you will be expected, where necessary and appropriate to:

- 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; and
- refer cases where a crime may have been committed to the Police as required.
- liaise with the Board of Directors and School Governors to inform 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 (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

In role as DDSL you (along with the DSL) will be expected to undergo relevant and necessary training to provide you with the knowledge and skills required to carry out the role. This training will need to be updated at least every two years. In particular you and DSL will be expected to undertake Prevent awareness training.

In addition to the formal training set out above, your knowledge and skills will need to be refreshed (this might be via online-bulletins, meeting other DDSL's, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role (and DSL's role) so you:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 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;¹
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- obtain access to resources and attend any relevant or refresher training courses; and
- 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.

In role as DDSL you will:

- ensure the school's child protection policies are known, understood and used appropriately;
- 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;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals

¹ 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.

about suspected abuse or neglect may be made and the role of the school in this; and

- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Where children leave the school you will be responsible for ensuring their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

As DDSL you will need to be always "available" (during term time and school hours) for staff in the school to discuss any safeguarding concerns. You would be expected to be available in person but a definition will be needed of what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. This will be decided in consultation with you as DDSL, the DSL, the Board of Directors, School Governors, and Consultants to the school. You will be responsible for arranging adequate and appropriate Deputy DSL cover arrangements for any out of hours/out of term activities.

7. Additional Duties & Responsibilities:

- i) Confidently manage children's behaviour in the classroom and around the school and when engaged in activities away from the school environment using agreed therapeutic strategies and interventions, agreed and permissible reward and sanction systems in place, and your own professional and informed judgement and initiative.
- ii) Liaise in a professional manner with, and promote good relationships between, the school, children, the local community, and all personnel and agencies associated with the school and wider organisation.
- iii) Act as a positive role model for the children both within the school and when supporting them within the local community.
- iv) Undertake break and lunch time supervisory duties and responsibilities.
- v) Encourage and be actively involved with the various pursuits followed by children both within the school, the wider organisation, and the local community.
- vi) Attend and facilitate meetings when appropriate and / or when asked to do so including but not limited to daily community meetings, weekly staff meetings, and compulsory attendance at monthly process meetings.
- vii) Exercise responsibilities under the Health and Safety at Work Act.
- viii) Ensure compliance with equal opportunity's policy in relation to the adults, children, visitors and all others associated with the school and wider organisation.
- ix) In every interaction actively encourage, promote and respect the rights of individuals including matters relating to ethnicity, cultural and religious beliefs, and personal values and practices, and confront prejudice.
- x) Attend, effectively contribute, and actively participate in consultancy, Personal Performance Reviews, supervision and all other relevant meetings, forums, and gatherings.
- xi) Undertake further training as required.
- xii) Adopt a flexible approach to the working hours required of the post, including emergency situations.
- xiii) Carry out such duties that may be required from time to time in accordance with the competence of the position.

Selection Specification: The criteria below indicate qualities needed to do the job well. Candidates will be selected according to the extent to which they satisfy these criteria. Evidence of potential will also be considered. Most of the criteria must normally be met in order to qualify for selection.

Essential Criteria

Knowledge and Experience

- DFE recognised teaching qualification.
- Experience of working / teaching in a primary or SEBD school or learning environment or setting.
- Understanding the real fear of learning and of 'going to school' felt by our children.
- Experience of encouraging children to develop their full potential.
- Experience of delivering quality learning, education, and nurture to vulnerable children.
- A good standard of education and general knowledge.
- Knowledge of theory & practice in providing child centred education provision (e.g. classroom organisation, project based learning, integrated day).
- Knowledge of strategies to promote purposeful learning & progress for children with emotional & behavioural difficulties, and experience of implementing them.
- Good written & oral communication skills, and able to record accurately, objectively, and with clarity.
- IT skills including Word, Excel, Email/Internet, and able to operate basic IT appliances including telephone system, fax machines, scanners, and photocopiers
- Knowledge on, and experience in, the task of managing a small staff team.
- Understanding the importance of confidentiality, privacy, and discretion.
- Experience of the stressful and emotionally and physically challenging nature of the task and role.
- Understanding of the importance of practicing equality & diversity and confronting discrimination.
- Understanding of requirements of OFSTED.

Skills and Abilities

- Ability to lead and manage when required a small school for children with social – emotional - behavioural difficulties, trauma, and complex needs.
- Ability to manage and supervise a staff team.
- Ability to work as part of a team of managers responsible for the larger organisation.
- Ability to guide others in the development of a special curriculum and the therapeutic task.
- Ability to be assertive yet supportive, exercise sanctioned authority, have good interpersonal skills, and able to function as part of a wider team and organisation.
- Ability to take on board instruction, to use own initiative when appropriate, and accept personal authority and responsibility.
- Ability to effectively prioritise self and workload within agreed timescales.
- Good organisational skills.
- Able to work under pressure.
- Ability to assess the need of individual children, to create plans for meeting these needs, and to maintain appropriate records of progress and achievement.
- Ability to relate to and communicate with difficult to reach children.
- Ability to relate to and communicate with carers and encourage their participation in education.

Personal Qualities

- A leader of people
- A manager of people and situations
- Honesty
- Openness
- Integrity
- Organised
- Confidence
- A stable, balanced, and rounded personality
- Robust and resilient
- Capable of both thinking and doing
- Belief in the value of difficult to reach children
- Commitment to training and self-development

Desired Criteria

- Understanding of cost awareness and efficiency.
- Familiarity with using interactive white-board technology.
- Relevant qualification in, or working knowledge of, therapeutic child care & education provision.
- Willingness to work flexible hours when necessary.
- Self-aware, confident, motivated, sense of humour, creativity, conscientious work-ethic.
- Full clean driving licence

Statement of Variation

This job description sets out the details of the post at the time it was drawn up. These details may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variation is a common occurrence and cannot itself justify reconsideration of the grading of the post.