



JOB DESCRIPTION – DEPUTY HEAD

- DSL with responsibility for Safeguarding and Pastoral Care
- Language learning lead

As a Deputy Head of the school, you will be expected to work closely with the Head on all matters related to your duties, to advise, inform, report, initiate and lead according to the legal framework and strategic choices of the school, with regards to direct accountability to the Head, in the following areas of responsibilities:

Designated Safeguarding Lead (DSL) Overview

- legal responsibility for dealing with safeguarding issues
- providing advice and support to staff on welfare issues, keeping careful logs
- liaising with the Local Authority, and working with a range of other agencies as necessary to the case
- managing referrals
- undergoing regular personal training and keeping others up to date with safeguarding training

The Designated Safeguarding Lead is expected 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 head teacher to inform him/her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- interview pupils and staff as necessary to investigate a concern/child protection report
- as required, liaise with the LADO "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; and
- act as a source of support, advice and expertise for all staff
- liaise closely with the school's Independent Safeguarding Lead
- ensure parity between policies (for example the LADO policy, KCSiE and the GDPR Policy at Jacques Prévert); cross checking for consistency and addressing inconsistencies
- communicate sensitively and according to protocol in the event of a safeguarding case

Training

The Designated Safeguarding Lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 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 or college'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 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
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- Delivering tailored staff safeguarding awareness training, particularly for the supervisors, to ensure all staff are aware of early indicators of abuse, can report them appropriately and know what to do in the event of a concern
- Working with Supervision Coordinator on these deliverables to ensure a professional, co-ordinated and sustainable approach to safeguarding at Jacques Prevert
- 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
- access the fortnightly updates from the school's Safeguarding Network, which are emailed for the attention of the DSL and Deputy DSLs, disseminating relevant information to staff and governors

Raising Awareness

The Designated Safeguarding Lead should:

- ensure the school's child protection policies are known, understood and used appropriately by all staff
- 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 the Governing Board and Ofsted Consultant regarding this
- ensure the child protection policy is available publicly on the school website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- 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 file

Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- The Designated Safeguarding Lead should always be available for staff to discuss any safeguarding concerns, either in person, via phone, email or Skype/facetime/zoom (during school hours)

Pastoral Lead Overview

The pastoral leader is a key point of contact, along with the Head teacher, for pastoral matters relating to pupils. The post holder is responsible for administration of the systems and procedures relating to student welfare and well-being, for example incident reporting. The post holder works under the supervision of and reports directly to the Head teacher.

Responsibilities include:

Direction Setting

- Aware of the EMC (Education Morale et Civique) curriculum and any updates in order to support the French teachers in this upon request
- Grow Change Champions among the staff in order to positively impact pastoral care at Jacques Prevert
- Attend regular meetings with the Head teacher and Supervision Coordinator to work together on school-wide projects
- Work toward Rights Respecting Silver and Gold award accreditation
- Embed our newly-created Learning Super Powers of Safe and Sound, Autonomy, Benevolence, Respect and Effort
- Rolling out school projects such as Poetry week and World Book Day along with the Head of English and school librarians

Team Management and External Liaison

- Address concerns according to the Behaviour Policy; ensure all staff are aware of expectations, strive for excellence and have a shared language and framework for dealing with behaviour incidents
- Establish positive, professional relationships with parents/carers and outside agencies, in order to promote the well-being of all pupils
- Work with other colleagues and outside agencies to contribute to and attend meetings and planning process for individual pupils, who require it and work with the Head teacher
- Co-ordinating supervising staff with differing working schedules to ensure open communication (important information is reported and all members of the team made aware) and consistency (supervisors have a unified approach to behaviour, safeguarding and supervision)
- Organise external observations and CPD for staff to foster best practice

Pupil Pastoral Champion

- Being an enthusiastic champion of the pupils and their achievements along with the Supervision Coordinator, in order to promote the vision, sense of purpose and pride in the school; involve pupils in rule making for the collective areas (for example, the Green, playground and stairs)
- Facilitate small group work sessions, e.g. anger management, esteem building and conflict resolution as necessary; these may be a finite number of planned sessions or on an ad hoc basis
- Deliver on a small number of pastoral initiatives each year to raise awareness of some of the issues pupils face, for example Anti Bullying Week
- Participate actively in the pupils' School Council

Compliance

- Ensure French Values are effectively promoted within the school
- Ensure British Values are effectively promoted within the school
- Promote the Cultural Capital within the school
- Reviewing the Behaviour Policy in conjunction with the staff and Head teacher, consulting others in the process and implementing changes collaboratively and with a shared purpose; acting as a champion for this
- Keep clear records of all support and intervention given
- Implement the school's Equal Opportunities and Anti-Bullying policies

Language learning Lead Overview

Promotion of excellence in language learning is an essential strategic element of our school. The Deputy Head in charge of Language learning will oversee various important aspects of its development within the school: promoting and developing English learning to high standards of achievement for all pupils, promoting and developing bilingualism as part of the school culture, developing and supporting the language learning of non-native speakers, promoting the access to various cultures and languages through events, links and activities. The post holder works closely with all the teaching team and supervises the Head of English to ensure that strategic and curriculum choices are implemented and meet standards and works under the supervision of and reports directly to the Head teacher:

Responsibilities include:

Direction Setting

- Aware of the standards of English to promote and support the implementation of the curriculum to high standards of achievement
- Aware of the European standards for language learning and assessment
- Make sure English in particular and languages in general are perceived in a positive way by all pupils
- Attend regular meetings with the Head of English to assess the quality of teaching and compliance to school language learning objectives and guidelines.
- Alongside the Head teacher facilitate and supervise the direction of assessment and accreditation for language learning
- Create various cultural and educational partnerships to promote plurilingualism and multiculturalism
- Rolling out school projects with all teachers to promote and support a language learning culture, making sure activities are set out in several languages to allow pupils to develop a plurilingual and multicultural approach to their learning.
- Alongside Head of English and Head teacher, create and roll out a policy to inform best practice in language learning in line with the school development plan (Projet d'école)
- Collaborating on creating and reviewing the school development plan (Projet d'école)

Team Management and External Liaison

- As an SLT member, promote and represent language learning excellence within the school, the French AEF network and beyond
- Communicating initiatives to parents and fostering their support
- Work with other colleagues, the Head of English and outside agencies to support achievement and plan assessment
- Conduct appropriate levels of supervision across the staff to ensure implementation of the school development plan
- Initiate and support professional best practice through tailored CPD and internal and external observations
- Liaise with the AEF pedagogical network to promote language learning excellence and best practice within the school

Pupils' academic achievement

- Fostering a lifelong love of language learning in children and encouraging children to discover other cultures
- Fully preparing children for their language learning in secondary education regarding proficiency and self confidence
- Ensuring the adequate assessment of pupils to demonstrate progress, implementing standardised assessment tools

This role will include some English teaching. It is essential that the successful candidate is an outstanding practitioner, who can inspire others through their pedagogical approach, delivering a creative and robust curriculum with strong progression. On a daily basis, the Head of English will support and coordinate the work of the whole English team in their teaching duties and tasks.

Responsibilities and duties

- Implementing a variety of teaching styles within the classroom
- Planning and preparing lessons and resources, in conjunction with other members of the department
- Setting and marking class and homework, appropriate to the needs, abilities and skills of the pupils and the demands of the school
- Using assessment to stream the pupils at the beginning of the year
- Teaching a differentiated curriculum, creating links with what is being taught in French
- Marking assessments throughout the year, using these as a tool to drive pupil progress, and communicating to parents
- Ensuring high standards of teaching, including partaking in observations overseen by the Head of English
- Supporting pupils with behaviour or learning issues to optimise their progress
- Involvement in different school projects such as open art day and the end of the year shows
- Using ICT including ipads to enrich the English curriculum and enhance learning
- Contributing toward meeting the aims of the School's English Improvement Plan and other school priorities