



## **Job Description and Person Specification – Deputy Headteacher (Behaviour, Attitudes and Personal Development)**

<b>Job Title</b>	Deputy Headteacher (Behaviour, Attitudes and Personal Development)
<b>Grade</b>	L8 – L12
<b>Location of Work</b>	Arbour Academy
<b>Responsible to</b>	Headteacher

### **Scope of the Role**

As a Deputy Headteacher at Arbour Academy you will play a vital role in improving the life chances of vulnerable young people with social, emotional and mental health needs. As part of the Kings Academy Trust, they lead within a small, nurturing school environment, supporting up to 65 learners to re-engage with education.

They are visible, values-driven leaders who champion a trauma-informed and therapeutic approach. Through strong relationships and high expectations, they create a calm, structured environment where pupils feel safe, supported, and able to succeed.

Deputy Headteachers have a direct impact on the quality of teaching, pastoral care, and pupil outcomes. They ensure a broad and balanced curriculum is delivered effectively, alongside a strong personal development offer that builds confidence, resilience, and essential life skills.

They lead the integration of academic and pastoral provision, including therapeutic interventions and counselling, ensuring a holistic approach that meets the complex needs of all learners.

Committed to continuous improvement, Deputy Headteachers develop staff expertise through high-quality professional development while maintaining a strong focus on staff wellbeing and sustainable workload.

Working closely with families, external agencies, and governors, they ensure safeguarding, inclusion, and high expectations underpin all aspects of the academy's work, preparing pupils for successful futures beyond the classroom.

### **Core Purpose**

The post holder will provide strategic and operational leadership to secure consistently high standards of behaviour, attendance, personal development and safeguarding, in line with the Ofsted Education Inspection Framework (EIF). The role will contribute to ensuring that all pupils benefit from a safe, inclusive and ambitious school culture in which they can thrive academically, socially and emotionally.

Key elements of the role include leadership of behaviour and attitudes, attendance, personal development, alternative provision, safeguarding and pastoral systems, while supporting high-quality teaching, staff development and effective day-to-day school operations.

Help ensure smooth operational running of the school. To ensure that children are regulated and calm and when children become dysregulated, the systems are in place to help them manage their emotions.

## **Main responsibilities**

### **Behaviour, Attitudes and Attendance (Behaviour and Attitudes)**

- Provide strategic leadership to ensure consistently high standards of behaviour, conduct and attitudes to learning across the school.
- Lead the development, implementation and evaluation of whole-school behaviour and attendance policies, ensuring they are applied consistently and fairly.
- Monitor behaviour and attendance data to identify trends, address barriers to engagement and inform targeted intervention.
- Ensure calm, orderly and purposeful learning environments, including during unstructured times such as break and lunchtime.
- Promote positive relationships, mutual respect and a culture of high expectations for all pupils.
- Lead the pastoral Team including Inclusion Manager and Learning Mentor.
- To significantly improve attendance so it is at least in line with national average.

### **Personal Development (Personal Development)**

- Lead on the planning and delivery of high-quality personal development provision, ensuring pupils develop resilience, confidence, independence and emotional wellbeing.
- Oversee PSHE, SMSC, enrichment and wider curriculum opportunities so that pupils are well prepared for life in modern Britain.
- Lead and develop pupil voice opportunities, including the School Council, ensuring pupils' views inform school improvement.
- Develop enrichment days and experiences across the school year to enhance pupils' cultural capital.

### **Careers Education, Information, Advice and Guidance (CEIAG)**

- Lead on CEIAG in line with statutory guidance, ensuring pupils receive high-quality, impartial careers education that supports informed next-step choices.
- Work closely with the Careers Lead, teaching staff and external partners to enhance pupils' readiness for future education, employment or training.
- Co-ordinate alternative Provision.
- Lead on the strategic use and quality assurance of alternative provision, ensuring placements are appropriate, safe, and meet pupils' academic and personal development needs.
- Ensure robust systems are in place to monitor progress, attendance, behaviour and safeguarding for pupils accessing alternative provision.
- Work collaboratively with external agencies, support services and families to secure positive outcomes for vulnerable pupils, including those with SEND and SEMH needs.

### **Safeguarding (Leadership and Management)**

- Ensure safeguarding and child protection arrangements are effective, compliant with statutory guidance and consistently implemented.
- Promote a strong safeguarding culture where pupils feel safe, staff are vigilant and concerns are acted upon promptly.
- Work closely with the Designated Safeguarding Lead and senior leaders to ensure safeguarding practice is continuously reviewed and strengthened.
- To be a designated Deputy DSL and lead on key meetings.

## **Teaching, Learning and Professional Development (Quality of Education)**

- The teaching commitment for this role includes the delivery of Outdoor Education and other personal development curriculum areas.
- Contribute to the school's teaching and learning cycle, including lesson observations, learning walks and professional dialogue.
- Model excellent classroom practice and maintain high expectations for teaching and learning.
- Support and challenge staff through effective line management, coaching and performance management.
- Contribute to the planning and delivery of high-quality CPD aligned to whole-school priorities.

## **Leadership, Management and Operational Effectiveness (Leadership and Management)**

- Support the Headteacher in the smooth and effective operational running of the school, particularly at the start and end of the school day.
- To performance manage the Inclusion Manager and support with the line management of the Pastoral Team.
- Attend and contribute to weekly Senior Leadership Team meetings.
- Chair staff meetings as required and contribute to strategic decision-making.
- Prepare and contribute to reports for governors relating to staff and pupil welfare, behaviour, attendance, personal development, staff and pupil wellbeing.
- Contribute to key performance indicators (KPIs) and school improvement planning.
- Manage budgets and resources effectively within areas of responsibility.
- Provide school-to-school support where required, contributing to system leadership and improvement beyond the school.
- To further support the climate for learning, improve the Academy's ethos and develop further the merging culture of achievement and high expectation.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

## **General Responsibilities**

- Carry out the professional duties of a teacher in accordance with the School Teachers' Pay and Conditions Document and under the reasonable direction of the Headteacher
- Actively engage in ongoing professional development and reflective practice.
- Serve as a role model for pupils and staff, demonstrating high standards of professionalism, conduct and integrity.
- Support, advise and guide staff to promote wellbeing and professional effectiveness.
- Undertake such additional duties as may reasonably be assigned by the Headteacher.
- To be able to deputise for the Headteacher as and when required.

## **Self-improving system**

- To support the continued development of the Academy to work with other schools and organisations to champion best practice and secure excellent achievements for all pupils.
- To develop effective relationships with other professionals and colleagues in other public services to improve academic and social outcomes for pupils.
- Supported by the Trust Central Team to use well evidenced research to frame self-regulating and self-improving schools and by challenging current ways of working.
- To ensure that all staff are able to carry out their respective roles to the highest standard, through high quality continuing professional development.
- To promote the modelling of entrepreneurial and innovative approaches to school improvement, leadership and governance.

## Deputy Headteacher Person Specification

Attributes	Essential	Desirable	Application	Interview
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree or equivalent qualification</li> <li>• Evidence of ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Driving (minibus) license</li> <li>• First Aid training</li> <li>• NPQSL, NPQH or equivalent leadership qualification</li> <li>• Safeguarding / DSL training</li> </ul>	√	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience in a secondary or specialist setting</li> <li>• Experience of working with pupils with SEMH needs or vulnerable learners</li> <li>• Proven impact on improving behaviour, attendance or pastoral outcomes</li> <li>• Experience of leading staff or teams</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in an alternative provision or PRU setting</li> <li>• Experience of working with external agencies and multi-agency teams</li> <li>• Experience as a DSL or Deputy DSL</li> </ul>	√	√
<b>Professional Understanding, Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Strong understanding of safeguarding and statutory requirements</li> <li>• Knowledge of behaviour, attendance and personal development within the Ofsted EIF</li> <li>• Understanding of trauma-informed and relational practice</li> <li>• Ability to analyse data to inform improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of alternative provision systems</li> </ul>	√	√
<b>Specific Knowledge, Understanding and Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of effective behaviour systems and pastoral structures</li> <li>• Understanding of SEMH needs and barriers to learning</li> <li>• Ability to implement and evaluate whole-school systems</li> <li>• Strong communication and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of therapeutic interventions and counselling approaches</li> <li>• Understanding of CEIAG and statutory guidance</li> </ul>	√	√
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Evidence of consistently strong classroom practice</li> <li>• Ability to support and improve teaching through coaching and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Prior delivery of outdoor/physical education and other personal development curricula</li> </ul>	√	√

	<ul style="list-style-type: none"> <li>• Understanding of adaptive teaching to meet diverse needs</li> <li>• Commitment to high expectations for all learners</li> </ul>			
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Proven ability to lead and manage teams effectively</li> <li>• Experience of strategic planning and school improvement</li> <li>• Ability to drive high standards and hold others to account</li> <li>• Experience of performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience at senior leadership level</li> <li>• Experience contributing to governance or trust-wide work</li> </ul>	√	√
<b>Professional Values, Qualities and Skills</b>	<ul style="list-style-type: none"> <li>• Strong commitment to inclusion and improving life chances</li> <li>• High levels of resilience, integrity and professionalism</li> <li>• Ability to build strong, trusting relationships with pupils and staff</li> <li>• Commitment to staff wellbeing and sustainable workload</li> <li>• Alignment with the values and vision of Arbour Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within a multi-academy trust</li> </ul>	√	√

### Equal Opportunities

- Promote equal opportunities within the school and to seek to ensure the implementation of the academy's Equal Opportunities policy.

### Other duties

- Job descriptions are expected to give candidates clear guidance on what they are expected to achieve; however, they rarely capture all tasks and responsibilities. All members of staff are expected occasionally to undertake other duties not detailed above, but within the scope of the job.