



## JOB DESCRIPTION

### Job Description: Deputy Head of House

**Reporting To:** Head of House

**Pay Scale:** SCP 11

**Hours of Work:** 37 per week

### Job Purpose:

To be responsible to Head of House and Deputy Headteacher (Pastoral & Progress) for the day to day management of efficient and effective Behaviour for Learning procedures, providing a confidential, administrative, and pastoral and community liaison function.

### Key Responsibilities: Specific

- To promote and safeguard the welfare of children and young.
- To assist and carry out the day to day management of the academy's isolation and detention systems, to support teachers and deal with the pupils exhibiting difficult behaviour to minimise disruption to learning. To maintain a high profile around the academy to ensure that appropriate pupil behaviour is maintained and to monitor pupils' behaviour at break and lunchtimes as required around the academy. To monitor and track the wearing of the correct academy uniform by all pupils. To support the Head of House in monitoring pupils' academic progress and developing appropriate intervention strategies where necessary.
- To liaise with Head of House and Heads of Faculty regarding patterns of pupil behaviour suggesting strategies and possible ways forward. To work closely with the Pastoral Team to continue to reduce the number of fixed term and internal exclusions. Conduct pastoral learning walks to monitor and track pupil behaviour across time and intervene where necessary.
- To liaise with the multi-agency team and to assist in identifying provision for pupils for whom an alternative curriculum would be more appropriate.
- To work with the academy's Attendance Officer to ensure maximum levels of attendance are achieved at all times. Ensure there is a rigorous and routine approach to improve punctuality. Deputy Heads of House (Non-teaching) should support pupils to re-integrate and 'catch up' when they return to the academy. Deputy Heads of House (Non-teaching) should ensure work is set during periods of fixed-term exclusion and ensures that pupils who are excluded arrive home safely, and liaises with parents about pupil behaviour and reintegration.
- To ensure the Behaviour for Learning system, including recognition is consistently carried out, and works effectively, efficiently and with rigour and routine. To liaise with parents in relation to the system. To provide input to the Assistant Headteacher (Behaviour & Progress) to identify strengths and weaknesses of the implementation of Behaviour for Learning and to assist with the provision of appropriate training.
- To contact parents as appropriate as a result of investigations regarding threats, violence and bullying and to update ARBOR accordingly. (Accurate records of meetings must be kept.) To pass on information regarding possible tensions within the academy to the Head of House and to meet with parents as required. To conduct investigations, as identified and requested, into breaches of the Academy's Discipline Code by pupils
- To liaise with Heads of Subject and class teachers regarding pupils who are underachieving and assist in designing interventions to match their needs. Where necessary, provide support in lessons and identify causes/incident triggering pupil problems. Also, to help reduce barriers to learning for pupils and closely monitoring Pupil Premium pupils
- To liaise with Heads of House to create a daily isolation room list and ensure all pupils have arrived at allotted times throughout the day and have appropriate and meaningful work to do.
- To take an active role in the reporting of Child Protection issues to the Child Protection Coordinator or Child Protection Officer and lead on any issues which are categorised as pupil welfare issues. To maintain the appropriate level of personal Child Protection training in accordance with academy policy. To collect records and information for children with identified Child Protection issues when they start the academy and to pass on records to the appropriate body when they leave the academy. To liaise with the Deputy Head and Child Protection Governor with regard to policy and procedures.
- To play a full part in the life of the academy community, supporting its agreed mission and ethos actively promoting its policies and practices. To play a part in marketing, parental voice and liaison activities at Open Evenings, Parent's evenings and other similar events as appropriate.
- To work as a member of a designated team and contribute positively to effective working relations within the academy by attending all appropriate meetings e.g. pastoral meetings to exchange information about pupils and review and develop practice. To engage actively in the Performance Management Review process and to participate in the academy's Staff Development Programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review and whole academy training plan.

### Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will be expected to work within TEAL and the schools' policies and procedures and uphold the organisation's values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

**The key competencies and behaviours commensurate with this post are identified overleaf.**



## Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
<b>Trust</b>	<ul style="list-style-type: none"> <li>• Being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>• Managing emotions and helping others to manage their emotions.</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having a genuine interest in others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and real expertise, then sharing knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.</li> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being kind, humble and authentic</li> <li>• Leading with compassion and care, listening and seeing beyond the job role to the person</li> <li>• Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Doing what is right, rather than what is popular or easy.</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>• Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>• Removing barriers and blockers to enable others to do their jobs well</li> <li>• Leaving our egos at the door and putting ourselves in the service of others.</li> <li>• Channel ambition into our schools, not ourselves, and developing our successors</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Looking in the mirror when something goes wrong.</li> <li>• Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>• Give the whole truth, the back-story and the why.</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>• Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>• Believing in the potential of others; helping them be the best they can be.</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> </ul>