



## JOB DESCRIPTION – DEPUTY HEADTEACHER (DSL)

**Job Description:** Deputy Headteacher: Designated Safeguarding Lead, Pastoral Team

**Reporting To:** *Headteacher*

### Job Purpose

To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”

To facilitate and encourage learning which enables pupils to achieve high standards: to share in our responsibility for the well-being, behaviour and personal development of all pupils.

To support the strategic leadership and management of Malet Lambert School under the overall direction of the Headteacher, creating and maintaining a productive learning environment which is engaging and fulfilling for all pupils and fosters continuous improvement in the quality of education offered by the school. The postholder will deputise in the absence of the Headteacher and be a confident and experienced Designated Safeguarding Lead (DSL) who will strive to provide a safe learning environment for pupils and vulnerable people.

### Key Responsibilities: Specific

The specific duties of the Deputy Headteacher will be reviewed on a regular basis and will change as the aims and objectives of the School change, and as and when the Headteacher deems it appropriate. Initial areas of responsibility will include:

- Effectively discharge the role of the Designated Safeguarding Lead (DSL) for the school, ensuring that safeguarding permeates all aspects of the school’s work whilst overseeing their own training and ensuring that of others is at an appropriate level.
- Ensure safeguarding and child protection policies are compliant with Keeping Children Safe in Education (KCSIE) and other statutory guidance and are regularly reviewed and implemented effectively.
- Take a lead on the school single central record (SCR).
- Ensure the successful and consistent implementation of key policies that help provide a safe, calm and well-ordered environment for all pupils and staff, safeguard the welfare of pupils, and develop and maintain a positive and respectful culture across the organisation.
- Lead and manage aspects of an effective Pastoral and Safeguarding Team that responds to and supports pupils’ needs, mental health and wellbeing; fosters excellent attitudes to learning; and promotes good behaviour that supports teachers - and therefore teaching - across the school.
- Lead on all safeguarding concerns, making timely and appropriate referrals to Children’s Social Care, Early Help, the LADO, and other external agencies as required.
- Maintain accurate, secure, and up-to-date safeguarding records, ensuring confidentiality and information sharing protocols are followed.
- Provide professional advice, guidance, and support to staff on safeguarding matters, ensuring a vigilant and proactive safeguarding culture.
- Lead and coordinate safeguarding training for all staff, governors, volunteers, and pupils as appropriate.
- Monitor attendance, behaviour and pastoral data to identify vulnerable pupils and ensure early intervention.
- Work closely with the trust safeguarding lead, parents/carers and external agencies to support pupils at risk and promote positive outcomes.
- Support the Headteacher to respond to a variety of complaints.
- Support the Headteacher in managing serious incidents and allegations against staff

- Oversee the work and development of Deputy DSLs, ensuring effective cover and shared responsibility.
- Designated Teacher, undertaking the responsibility to promote and lead on the educational achievement of Looked After and Previously Looked After Children.
- In addition to the above, the Deputy Headteacher will lead on other elements of the school development plan; however, the Headteacher will bring this together, by looking at skillset when the SLT is finalised.
- Lead in the formulation of the School's aims, objectives and development plan, playing a major role in driving the school, its staff and pupils towards these goals thereby raising pupil achievement.
- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils you serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, parents, governors and the wider community.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue CPD.
- Demand ambitious standards for all pupils, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Establishing policies which support the strategic direction of the school and achievement of its aims and objectives.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity.
- Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Take part in whole school duties such as those at lunch, break, start and finish times.
- Provide support and challenge to ensure the raising of standards of teaching and learning across the school through leading by example, mentoring, training and the coaching of colleagues where appropriate.
- Encourage staff to foster a nurturing culture and to take an active part in the safeguarding of pupils in particular by ensuring it is given the highest priority and is firmly embedded within the School's practices.
- Make management and organisational decisions commensurate with the role, referring as appropriate to the Headteacher.
- Accountable for budget expenditure for those areas that fall within the remit of the post-holder.
- Engage effectively with parents and other members of the community to skilfully manage and resolve complaints at all appropriate stages of the complaints policy and develop constructive relationships that support the school in realising its aims and objectives.
- Support the Headteacher in leading and supporting the Senior Leadership team.
- Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.
- Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the Trust and the wider community.
- Attend Senior Leadership Team, Governors and other meetings commensurate with the role, preparing and presenting reports to a variety of audiences as necessary.
- Lead and support elements of HR, including but not limited to, safer recruitment, policies, record keeping and staff conduct issues.
- Deputise for the Headteacher when they are not in school.
- Undertake any other reasonable tasks or duties assigned by the Headteacher.

### Key Responsibilities: General

- *The responsibilities outlined are a broad indication of the main duties and responsibilities of the post and employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*
- *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.*
- *TEAL/The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of themselves and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The postholder must work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018 and to ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records).*



## ETHICAL BEHAVIOURS CHARTER

Competency	We do this by
<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 do the same</li> <li>• Keeping promises and doing what we say we will</li> <li>• Having genuine compassion for others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and expertise, then sharing that knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they fail in that</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being patient, respectful, generous and forgiving</li> <li>• Acting with compassion and care, listening and seeing the person behind the role</li> <li>• Focusing on relational practice; building trust and rapport with others by empowering and elevating them</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 our sense of purpose and values in the way we behave, make decisions and communicate</li> <li>• Applying rules 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 and with moral purpose</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Putting ourselves in the service of others</li> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful way, demonstrating humility and self-control</li> <li>• Removing barriers to enable others to do their jobs well</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Holding ourselves to account when something goes wrong</li> <li>• Remaining calm, optimistic and positive in the face of adversity and change</li> <li>• Speaking honestly, openly and with empathy</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, cynicism and dishonesty</li> <li>• Remaining positive and encouraging, helping others to overcome challenges and celebrating their success</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and embracing it. Thinking strategically, analysing and assessing information to deliver organisational growth</li> <li>• Reading, researching, networking and sharing learning with others</li> <li>• Believing in the potential of others; helping them be the best they can be</li> </ul>