



## Mayfield Preparatory School

*Believe it! Achieve it!*

### Job Description: Deputy Head (Academic)

**Responsible to:** Headmaster of Mayfield Preparatory School

**Job Purpose:** To assist the Headmaster in carrying out the management and organisation of tasks involved in the running of the School.

**Relationships:** the post holder is responsible to the Headmaster in all matters and works in partnership with the Headmaster and the Senior Management Team. The post holder will interact on a professional level with colleagues and implement the school aims, objectives and ethos, establishing the policies through which these will be achieved and monitoring progress towards their achievement.

**Duties:** the duties outlined in this job description may be modified by the Headmaster, with the post holder's agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

#### **Requirements of an SMT member:**

- ❖ Support the vision, ethos and policies of the school and promote high levels of learning.
- ❖ Support the creation and implementation of the school's strategic plan.
- ❖ Support the evaluation of the effectiveness of the school's policies and development.
- ❖ To be visibly present and fully involved in the smooth running of the school.
- ❖ Set a good example in terms of dress, punctuality and attendance.
- ❖ To attend and support school and pupil events and performances wherever possible.
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#### **Key Tasks and Responsibilities:**

- ❖ Work in partnership with the Headmaster (including regular consultation).
- ❖ Be a member of the Senior Management Team.
- ❖ To deputise for the Headmaster in his absence carrying out the full professional duties that are required of Headship.
- ❖ To assist in the development of the academic curriculum (EYFS, Key Stages 1 & 2).
- ❖ To assist in the development of the school curriculum in conjunction with Heads of Department and Subject Coordinators.
- ❖ To lead regular Subject Coordinator/HoD meetings, assist the Headmaster in all staff meetings, weekly staff briefings and attend Departmental meetings.
- ❖ To prepare regular reports for Staff, SMT, Headmaster and Governors
- ❖ To teach an assigned timetable; run and coordinate extra-curricular activities, including Study Skills; lead school assemblies.

These key tasks are not intended to be exhaustive, but they highlight a number of major tasks that the post-holder may be reasonably expected to undertake.

- ❖ To liaise with the Headmaster in producing the lesson and extra-curricular timetables.
- ❖ To work alongside the Headmaster to organise the continuing professional development of staff, in line with the school's appraisal system; to be an Appraiser of staff in the Staff Appraisal system.
- ❖ To work alongside the Headmaster to control the budget for continuing professional development of staff.
- ❖ To review and update the Curriculum Development Plan annually ensuring that appropriate implementation and updating of policies and schemes of work takes place.
- ❖ To organise the timetable and administering of internal and external assessments. (e.g. GL Assessment, NFER & SATs) and keep up-to-date with current practice and new initiatives.
- ❖ To assist the Headmaster with testing and pupil admission.
- ❖ To have a clear overview of special needs procedure and, in consultation with the SENDCo (Special Educational Needs/Disabilities Coordinator), ensure effective learning for those with specific learning needs, including teaching individuals or groups to support pupils with Special Needs/Disabilities and challenge all pupils.
- ❖ To oversee and monitor the school's arrangements for assessment, recording and reporting to parents.
- ❖ To read through, check and arrange corrections of end-of-year reports in partnership with the SMT.
- ❖ To assist in all areas of the curriculum and accept responsibility in one of them if required.
- ❖ To assist the Headmaster with the budget for curriculum areas, identifying budgeting needs within the planning framework of the CDP.
- ❖ To work with the Headmaster and the Senior Management Team in the selection and recruitment of staff.
- ❖ To assist the Headmaster in the financial management of the school and become familiar with school financial procedures.
- ❖ To ensure effective communication and organise and implement systems and procedures for the daily running of the school e.g. duty rotas, assembly timetables, cover lessons, lesson observations.
- ❖ To play a prominent part in establishing a purposeful learning environment in the school and to assist the Headmaster with certain disciplinary actions in line with the school's code of conduct.
- ❖ To assist the Headmaster in the pastoral care of the pupils.
- ❖ To maintain positive relations with parents and communicate with them about their children's behaviour, progress and achievements.
- ❖ Be a member of the school's PTA Committee.
- ❖ Attend the school's Governors' meetings when required.
- ❖ Support and advise other members of staff, particularly those newly appointed to the school; keep Staff Handbook up-to-date; oversee induction of new staff.
- ❖ Be responsible for the deployment of staff on a day-to-day basis, including provision of cover for absent staff.
- ❖ Share responsibility with the Headmaster and the school secretary for the school calendar.
- ❖ Organise, in conjunction with the Headmaster, the School's Open Days.
- ❖ Assist the Headmaster in marketing/promotion of the school and in showing prospective parents around.
- ❖ Assist the Headmaster in the organisation of Speech Day.
- ❖ To cover Heads of Department and subject coordinators where necessary in performing their management tasks.
- ❖ To carry out any other reasonable tasks requested by the Headmaster.
- ❖ Be the Deputy Designated Safeguarding Lead to cover in the Head's absence.

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## **Role of the Deputy Designated Safeguarding Lead:**

The broad areas of responsibility for the deputy designated safeguarding lead, in the absence of the DSL, are:

### **Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Training**

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
- 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 or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raising Awareness**

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection policy is reviewed annually 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 about suspected abuse or neglect may be made and the role of the school or college in this.
- 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 or college ensure 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.

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