

JOB DESCRIPTION

Job Title:	Deputy Headteacher	Job Ref:	DHT-IBSEN
Service:	Foundry College	Section:	KS1 - KS4
Reports To:	Headteacher	Location:	Foundry College
Grade:	L10-14	Salary:	£64,691 – £71,330
College Vision: Foundry College is committed to:- • Excellence that inspires learning, achievement and enjoyment for all. • Supporting all learners to thrive in a challenging and safe environment. • Promoting respect, nurturing the positive and developing skills for life.			
Job Purpose • Inclusion and Special Educational Needs (SEN) Leadership • Designated Safeguarding Lead (DSL) • Behaviour Leadership (Therapeutic Thinking Focus)			

Foundry College is an ambitious Pupil Referral Unit (PRU) committed to providing bespoke educational and support packages for pupils (aged 5-16) who have been permanently excluded, are at risk of exclusion, or have medical needs preventing regular school attendance. Our unique ethos focuses on re-engagement with learning pathways, fostering independence, resilience, and self-regulation. We are a Therapeutic Thinking Setting, and this philosophy underpins all our interactions and provisions. We are seeking an exceptional and resilient leader to join our Senior Leadership Team as Deputy Headteacher, taking primary responsibility for Inclusion, Safeguarding, and Behaviour.

Key Areas of Responsibility

The Deputy Headteacher will play a crucial role in the strategic leadership and operational management of the College, ensuring the highest standards of provision for all pupils.

1. Inclusion and Special Educational Needs (SEND) Leadership

- **Strategic Direction:** Lead the vision, strategy, and continuous improvement of the College's provision for pupils with Special Educational Needs (SEN), including complex Social, Emotional, and Mental Health (SEMH) needs.
- **SENCo Oversight:** Act as the Senior Leader Link for SEN (and be the designated SENCo), ensuring the effective implementation and review of the SEN policy and provision in line with the SEN Code of Practice.
- **Provision Management:** Oversee the identification, assessment, and provision of support for pupils with an Education, Health and Care Plan (EHCP) and those on SEN Support.
- **Staff Development:** Lead and coach staff on best practices in inclusive teaching, differentiation, and effective support strategies for pupils with complex needs.
- **External Liaison:** Build strong relationships with external agencies, local authority teams, and feeder/receiving schools to ensure seamless transition and effective multi-agency support.

2. Designated Safeguarding Lead (DSL)

- **Safeguarding Leadership:** Serve as the College's Designated Safeguarding Lead (DSL), taking overall responsibility for all safeguarding and child protection matters across the PRU and any associated outreach services.
- **Team Leadership:** Lead, manage, and coordinate the safeguarding team (including Deputy DSLs), ensuring clear roles, effective communication, and robust supervision to maintain vigilance and rapid response across the College.

- Policy and Compliance: Ensure the College's safeguarding policies and procedures are rigorously implemented, up-to-date, and fully compliant with statutory guidance (Keeping Children Safe in Education, Prevent, FGM).
- Case Management: Manage and monitor safeguarding referrals, liaise with Children's Services, and maintain accurate, confidential records.
- Training and Culture: Champion a strong, proactive culture of safeguarding, ensuring all staff receive timely and effective training and understand their roles and responsibilities.

3. Behaviour Leadership (Therapeutic Thinking Focus)

- Behaviour Strategy: Drive the development and implementation of a positive, Therapeutic Thinking and restorative Behaviour Policy (Relationships Policy) that fosters a safe, respectful, and nurturing learning environment.
- Therapeutic Implementation: Be the champion for the Therapeutic Thinking framework, ensuring consistent and skilled application of its principles (e.g., Behaviour as Communication, The Therapeutic Spiral) by all staff members.
- Intervention Oversight: Oversee the delivery and impact of behaviour and therapeutic intervention programmes, ensuring bespoke provision meets the acute needs of individual pupils, focusing on long-term behaviour change and re-integration.
- Serious Incidents: Take a lead role in managing and resolving complex and high-risk behavioural incidents, modelling the use of Therapeutic Thinking strategies when working closely with staff, pupils, parents, and external professionals.

All college staff are expected to

- Work towards and support the college vision and current college objectives as outlined in the College Improvement Plan
- Support and contribute to the college's responsibility for safeguarding pupils
- Work within the college's Health & Safety policy to ensure a safe working environment for staff, pupils and visitors
- Work within the Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues
- Engage actively in the performance review process
- Undertake other reasonable duties related to the job purpose required from time to time

This job description should be seen as enabling rather than restrictive and will be subject to regular review. It is not necessarily a comprehensive definition of the post. It may be subject to amendments from time to time, including on appointment, after consultation with the postholder and without changing the level of responsibility of the post.

Additional Information

- Foundry College is committed to safeguarding children and promoting the welfare of children and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
- CVs will not be accepted.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

E = Essential to carry out role to minimum

D = Desirable but not essential to carry out the role

	Essential	Desirable
Qualifications:		
Qualified Teacher Status (QTS) and a relevant degree.	√	
National Award for SEN Coordination (NASENCo) or equivalent.	√	
Experience:		
Substantial senior leadership experience, preferably within a PRU, SEMH setting, or alternative provision.	√	
Proven track record of leading Inclusion/SEN and successfully improving outcomes for pupils with complex needs.	√	
Experience as a Designated Safeguarding Lead (DSL) or Deputy DSL, including line managing a safeguarding team.		√
Demonstrable success in leading attendance strategies for vulnerable or hard-to-reach pupils.	√	
Personal and Professional Skills and Attributes:		
Expert knowledge of the SEN Code of Practice, statutory safeguarding duties (KCSIE), and current best practice in behaviour management.	√	
Proven, deep knowledge and experience of leading and implementing the Therapeutic Thinking model/strategy.		√
Ability to relate to young people and adults positively, both as individuals and in groups, encouraging participations and empowerment	√	
Proven strategic planning, resource management, and accountability skills.	√	
Exceptional communication and interpersonal skills, with the ability to build rapport with challenging pupils, staff, parents, and external agencies.	√	
Ability to be self motivated and have good time management skills	√	
Ability to work within a team as a constructive team member	√	
Confident user of MS Word and Outlook	√	
An unwavering commitment to the ethos and values of Foundry College, to the highest standards of child protection and pupil welfare, and to the Therapeutic Thinking philosophy.	√	
Personal Qualities:		
The ability to motivate children / young people who may have previous negative educational experiences and act with integrity	√	
The ability to remain calm in stressful situations	√	
Resilience, emotional intelligence, and the ability to remain calm and decisive under pressure.	√	
A sense of humour	√	
Special Factors:		
The post holder must possess a driving licence and have access to a vehicle for which mileages allowances will be paid.	√	

*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.