

Role Profile: Deputy Head of School

Internal Job Title:	DEPUTY HEAD OF SCHOOL
Advertised Role:	Deputy Head of School
Reporting to:	Head of School

Job Purpose

Together with the Head of School, to secure outstanding outcomes for all pupils in Glebe House (The Trust) by providing the day to day leadership of Glebe House School. The Deputy Head of School will promote and support the vision and direction of the Trust.

The duties outlined within this job description are in addition to those covered by the [Headteachers' Standards 2020](#). It may be modified by the Trust in consultation with the post holder to reflect or anticipate changes in the job.

Nature and Scope

To work within Glebe House's staff team taking responsibility for the provision and support of specialist treatment and intervention for young males in the area of sexual dysfunction, specifically addressing issues of sexual abuse. The key objective is, within the framework of a residential, therapeutic community, to reduce the risk of offending and to promote resilience in order to diminish such risks in the long term.

As part of this role there is an expectation for the individual to undertake Head Teacher training with the plan for career progression within the service.

Due to the nature of this role an enhanced DBS is required.

Main Responsibilities

LEADERSHIP

- To work initially alongside the Head of School to ensure the vision of the Trust is implemented and embedded effectively within the school.
- To work initially alongside the Head of School to support the effective day to day leadership, management and internal organisation of the school.
- Effectively complete the requirements for performance management of staff.
- Oversee the work and integrity of the examinations officer and internal verifiers in the role of Head of Centre.

Role Profile: Deputy Head of School

- Coach, mentor and motivate staff to build a culture of high commitment, standards and drive for success.
- Ensure that the specialism (Learners with SEMH) of Glebe House School underpins and shapes all strategic leadership responsibilities
- Work with the Head of School to support school improvement.
- Work with the Head of School to ensure the organisation is consistently meeting the [Independent School Standards](#).
- Ensure the effective and efficient use of existing resources, and the securing of additional resources for Glebe House School.
- Represent Glebe House School at relevant panels, working groups and meetings, as required by the Trustees.
- To work with the Head of School to create an outward-facing Glebe House School to work with other organisations and partners to champion best practice.
- Ensure all school policies and procedures (including safeguarding policies and procedures) are rigorously followed by staff and learners.
- Ensuring that all school policies are regularly reviewed and updated.
- Undertake any relevant professional duties delegated by the Head of School.

LEADING TEACHING AND LEARNING

- Accountable alongside the Head of School for leading on teaching and learning across the school, promoting high-quality learning opportunities and the highest possible outcomes for learners.
- Ensure that statutory requirements are met and that all learners are enabled to access a broad, balanced and relevant curriculum.
- Ensure that all learners make optimal progress even where there are barriers to learning, through excellent systems and provision for all.
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place.
- Ensure that there is an effective and rigorous system for assessing, recording and reporting of learner's progress towards targets and outcomes.
- Effectively implement and frequently review the school behaviour policy to ensure a safe and harmonious learning environment.
- Translate the curriculum plan into an effective Glebe House School timetable.
- Coordinate the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.
- Review and refine schedules, schemes of work and syllabi to ensure that they meet the needs of pupils of all ages and abilities, ensuring that they are all able to progress to their potential.
- Ensure that the teachers produce informative and constructive written reports for parents/guardians that identify how each pupil is performing, and how they can improve within the classroom.
- Look to get feedback from both staff and pupils on the teaching and learning experience and act on the information accordingly.
- Assess and evaluate the support and interventions provided to pupils to ensure they are having a positive impact on outcomes.
- To have teaching responsibility within an identified subject area

Role Profile: Deputy Head of School

GENERAL DUTIES

- Understands, accepts and follows the Trust's Safeguarding/Child Protection procedures in order to protect the safety of all children and vulnerable adults.
- To abide by the Trust's Policy on health and safety as laid down in the Staff Handbook and to comply with obligations under the Health and Safety at Work Act 1974, section 7.
- To report all matters of concern in line with the School's and Trust's procedures.
- To undertake a teaching commitment at a level consistent with the needs of Glebe House School and the demands of the post.

Role Profile: Deputy Head of School

T C Practitioner Competencies Framework

		COMPETENCY HEADING	DEFINITION – The TC Practitioner tries to...
Role related competencies	1	Understanding of the role	<ul style="list-style-type: none"> Better understand the boundaries of their role, the place this has within the wider organisation and the outcomes it is designed to achieve
	2	Understanding of client group	<ul style="list-style-type: none"> Provide responses of understanding to the particularity of the client within the context of the community Shows developing insight into the clinical issues extent within the client group Relates to others as human beings not as diagnoses or labels
	3	Clinical observation	<ul style="list-style-type: none"> Able to accept 'not knowing' and allow time for understanding to emerge Capacity to observe behaviour / mood / interactions and notice the internal and external dynamics involved Capacity to formulate a hypothesis
	4	Capacity to acknowledge and use the boundaries of the TC	<ul style="list-style-type: none"> Developing awareness and capacity to regulate boundaries Ability to share authority with all members of the community – 'dispersed authority' Capacity to own and use their own authority Recognises the significance of space and time and how therapeutic structures are established Creative / flexible use of TC structures
Therapeutic practice related competencies	5	Understanding of TC methodologies	<ul style="list-style-type: none"> Shows a willingness to learn and engage with 'methods' Emotionally open within a 'culture of enquiry' Developing knowledge and understanding of psychodynamic ideas Desire to acquire both academic and experiential knowledge in a 'living-learning environment' Desire to be a part of a containing matrix of relationships and use the community to address and solve problems
	6	Communication skills	<ul style="list-style-type: none"> Openness to both conscious and unconscious communication and recognises behaviours and affects are communication Communicates in a clear direct manner and actively listens and engages with others to further their understanding Can adapt the mode of communication appropriate to the audience Avoids telling others what to think but provides/creates opportunities for understanding to grow/develop/emerge
	7	Use of self	<ul style="list-style-type: none"> Sensitivity - attuned and receptive - can takes things in Capacity to use one's interactions with others therapeutically Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client Genuineness - congruence - authenticity - not hiding behind professional status/role
	8	Capacity to work both reflectively and using reflexively	<ul style="list-style-type: none"> Can think about one's own capacities and deficits in relation to the work Can work by continually being aware of one's responses to others and one's self Self-reflection / awareness - desire to know why one is drawn to this work Has self-knowledge - able to self-talk - adopt a third position

Role Profile: Deputy Head of School

Organisational related competencies	9	Capacity to contain anxiety	<ul style="list-style-type: none"> Ability to tolerate 'not knowing' An ability to tolerate stress and recognize personal limits Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action Self-contained - can contain their own anxiety Owns their mistakes Capacity to retain ones one identity - strength of character
	10	Recognises importance of the environmental setting & external environment	<ul style="list-style-type: none"> Uses 'daily living' as opportunities for learning - 'opportunity-led work' Acknowledges the symbolic nature of the environment Understands 'corrective emotional experience', primary care and therapeutic adaptation Political / social awareness - can challenge status quo
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> Can understand and acknowledge issues of authority, power, leadership Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this Aware of own valency - the tendency to take up a familiar defensive role in a group context
	12	Participant observer	<ul style="list-style-type: none"> Can observe self and others without being compelled to act before reflecting Can wait, think, talk with others before acting Capacity to learn from direct experience - capacity to explore and be vulnerable - not defensive / avoidant
	13	Recognises the primary task	<ul style="list-style-type: none"> Boundaries - able to acknowledge one's own place in the organizational structure Clarity about one's role - engages directly in the key tasks defined in their job description and its relation with the primary task of the community