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| <b>Tiverton School:</b> A Coventry Local authority School   | <b>Chair of Governors:</b> Helen Morris  |
| <b>Headteacher:</b> Alison Neale<br><b>SBM:</b> Aysha Patel | Context: Tiverton School is a growing 112 place primary special school which meets the needs of a broad spectrum of cognitive learning disabilities; SLD, PMLD, ASC, social and communication disorders, physical, medical and sensory needs |

| Category of need (based upon first Primary need on EHCP) |     | Statutory school Age |    | Totals: Prime Need |
|--|-----|----------------------|----|--------------------|
|  |     | M                    | F  |                    |
| <b>Cognition &amp; Learning</b>                          |     |                      |    |                    |
| Severe Learning Difficulty                               | SEN | 12                   | 11 | 23                 |
|  | MSP |                      |    |                    |
| Mild/Moderate Learning                                   | SEN | 1                    |    | 1                  |
|  | MSP |                      |    |                    |
| Profound and Multiple Learning Difficulty (PMLD)         | SEN | 4                    | 4  | 8                  |
|  | MSP |                      |    |                    |
| SEMH   | SEN | 1                    |    | 1                  |
|  | MSP |                      |    |                    |
| <b>Communication &amp; Interaction</b>                   |     |                      |    |                    |
| Speech, Language & Communication                         | SEN | 17                   | 4  | 21                 |
|  | MSP |                      |    |                    |
| Autistic Spectrum Condition                              | SEN | 46                   | 12 | 57                 |
|  | MSP |                      |    |                    |
| <b>Physical/Sensory Impairment</b>                       |     |                      |    |                    |
| Visual/Hearing Impairment                                | SEN | 1                    |    | 1                  |
|  | MSP |                      |    |                    |
| Multi-Sensory Impairment                                 | SEN | See PMLD             |    |                    |
|  | MSP |                      |    |                    |
| Physical   | SEN |                      |    |                    |
|  | MSP |                      |    |                    |
| Totals:  |     | 82                   | 31 | 113                |



## IDENTIFIED GROUPS OF PUPILS

| Need  | Total number in school   |  |
|---|--------------------------|--|
| Pupil Premium (disadvantaged)   | 36                       |  |
| LAC (Looked After Children)   | 1                        |  |
| CP register (Child Protection register)                                 | 1                        |  |
| Children in Need (CIN)  | 7                        |  |
| EAL (English as an Additional Language)                                 | 46                       |  |
| Ethnic Minorities Traveller   | 0                        |  |
| Pupils out of Year group  |                          | Ability and need based pathways and class groups |
| Gifted, Able & Talented pupils  | 0                        | Streamed phonics<br>Maths intervention group     |
| Persistent Absentees below 90%  | 35                       |  |
| Number of pupils with medical needs (Health Care Plans/Toileting Plans) | EHCP: 113<br>Care Plans: |  |
| Service Children  | 0                        |  |



## School Development Plan Summary document

| Quality of Education: Curriculum   |  |
|--|--|
| <p>1. To make sure that the subjects taught within each Curriculum Pathway are sufficiently challenging for the pupils they serve. To ensure that there is sequence and progression in every curriculum pathway and subject area and that impact is measured by ongoing pupil progress systems and summative assessment outcomes and achievement coherently mapped to the curriculum</p> | <p>2. To extend particular talents, strengths and skills in individuals through flexible targeted intervention and enrichment opportunities in order to maximise individual achievement</p>  |
| Teaching, Learning and Assessment  |  |
| <p>3. To ensure that the newly planned and implemented curriculum is taught effectively and demonstrates that pupils learn, develop, remember and apply knowledge and skills</p>   | <p>4. To ensure that the quality of teaching in Reading, Writing, Numeracy and PSHE is outstanding through rigorous quality assurance</p>  |
| Outcomes and Personal Development  |  |
| <p>5. To broaden the offer to enable all pupils to have opportunities to access a wider range of enrichment and special interest activities /events beyond their pathway and subject specific learning to extend individual skills and knowledge further</p>   | <p>6. To embed pupil voice by developing a programme of opportunities which pupils want, ask for and extend which their special talents and interests so that they can apply their knowledge and skills across the school community</p>                |
| Behaviour and Attitudes  |  |
| <p>7. To use the behaviour data and monitoring systems to identify and support pupils whose learning is hindered by their SEMH needs in order to give THRIVE intervention support and ensure that this is effective in impacting upon their learning and progress</p>  | <p>8. To celebrate and share SMSC provision across the school so that all pupils can show and celebrate their positive contribution in the community</p> <p>9. To embed Attendance expectations post covid and reduce unauthorised absence numbers</p> |
| Leadership, Staff Development and Welfare  |  |
| <p>10. Refine CPD processes to closely match staff training to PD, SDP foci and individual need so that it establishes staff ownership and has a greater impact upon staff and pupils' teaching and learning</p>   | <p>11. To develop a school community which proactively promotes positive mental wellbeing for staff, pupils and parents</p>  |



## Tiverton School Values

- We believe that we should foster links with the wider community in order to enhance awareness, understanding and positive attitudes.
- We believe that Tiverton School promotes lifelong learning for all within the school community in an atmosphere of support, security and respect
- We believe that everyone has a right to feel safe, valued and confident in a learning environment which promotes health and well-being
- We believe that all children are entitled to a dynamic curriculum which provides excitement, relevance and stimulation for learning
- We believe that our pupils are entitled to a safe, ordered and attractive learning environment both inside and out which facilitates security, challenge and high expectation
- We believe that a valued multi-disciplinary team working collaboratively and in a spirit of mutual respect will enable the best outcomes for the pupils we serve

These value statements are supported by detailed aims and are instrumental in driving school improvement in our school community.



## Job Description

Post title: Deputy Headteacher  
School: Tiverton School  
Pay range: L13-L17  
Line manager: The Headteacher and governing body  
Purpose of Role: Whole school key leadership, deputising for the Headteacher as required, shaping the future  
Liaising with: Pupils, Parents, Governors, School Business Manager and Admin, Staff

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### **Main purposes of the job**

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* including the conditions of employment for deputy Headteachers and the school's own policy
  - **Under the overall direction of the Headteacher lead the Quality of Education: Curriculum, Teaching, Learning and Assessment across the whole school.**
  - Strategic planning
    - Formulating the aims, objectives of the schools and establishing the policies and procedures through which they are to be achieved
    - School Improvement and Self Evaluation
    - CPD
  - Take full responsibility for the school in the absence of the Headteacher
  - Quality Assurance monitoring systems of Teaching, Learning and Assessment
    - Data Recording and Analysis and Reporting of Pupil Progress
    - Quality of teaching, learning and curriculum for all pupils
    - Performance Appraisal of allocated teachers and others
  - Operational Management
    - Proactively lead and manage staff and resources
    - Key Stage 2
    - School CPD inset
    - EHCP / Multi Disciplinary Team / LAC
  - Carry out the professional duties of a teacher as required
  - Take responsibility for child protection, as part of the lead Safeguarding team
  - Take responsibility for promoting and safeguarding the welfare of children and young people within the community
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### Duties and Responsibilities

#### **Shaping the future**

- In partnership with the Headteacher and governors establish and implement an ambitious vision and ethos for the future of the school
- Play a leading role in the school improvement and school self-evaluation planning process
- In partnership with the Headteacher and Business Manager manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others
- In partnership with the Headteacher; Lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken into account

#### **Leading teaching and learning**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the Headteacher to raise standards through staff performance management
- Lead the development and delivery of training and support for staff
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
- Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure through leading by example the active involvement of pupils and staff in their own learning

#### **Developing self and others**

- Support the development of collaborative approaches to learning within the school and beyond
- Organise and support the induction of staff new to the school and those being trained within the school
- Act as an induction co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management
- Lead the annual appraisal process for all identified support and teaching staff



#### **Managing the organisation**

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the Headteacher, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the Headteacher

#### **Securing accountability**

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards
- Support the Headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

#### **Strengthening community**

- Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

#### **Notes**

- Any other duties and responsibilities within the salary grade
- There may be a requirement to carry out particular duties as the Headteacher may reasonably direct from time to time,

#### **Other**

**Post holders will be accountable for carrying out all duties and responsibilities with regard to the Coventry City Council Policies and guidelines:**

- **Equal Opportunities**
- **Health and Safety**
- **GDPR**
- **Safeguarding and Child Protection**



**Person Specification:** Post title: Deputy Headteacher

**School:** Tiverton school

**Pay range:** L13-L17

|                        | Essential   | Desirable  |
|------------------------|---|--|
| Qualifications         | <ul style="list-style-type: none"> <li>Qualified Teaching Status</li> <li>Leadership Qualification or similar</li> </ul>  | <ul style="list-style-type: none"> <li>Specialist SEND qualification</li> </ul>  |
| Experience             | <ul style="list-style-type: none"> <li>Relevant teaching experience</li> <li>Relevant leadership and management experience</li> <li>Evidence of whole school responsibility of embedding school policy into effective and successful practice</li> <li>Leadership of a significant area of school improvement</li> </ul>  | <ul style="list-style-type: none"> <li>Safeguarding training</li> <li>Experience of working with pupils with ASD, MLD, SEMH and associated behaviours</li> <li>Experience of working with a wide range of professionals</li> </ul> |
| Professional Knowledge | <ul style="list-style-type: none"> <li>A clear understanding of the essential qualities necessary for highly effective teaching, learning and assessment for pupils with SEND</li> <li>Working knowledge of policy, practices and pupils in schools</li> <li>Understanding of Child Protection and safeguarding processes</li> </ul>  | <ul style="list-style-type: none"> <li>Working knowledge of school assessment processes, data analysis and reporting</li> <li>Understanding of primary pedagogy</li> </ul>   |
| Professional Skills    | <p>Ability to:</p> <ul style="list-style-type: none"> <li>Lead the school objectives with clear intent through strategic implementation and quality impact</li> <li>Deputise in the absence of the Headteacher</li> <li>Significantly contribute to the cycles of school improvement with the senior leadership team</li> <li>Quality Assure: monitor, evaluate and review teaching and learning</li> <li>Analyse data and evaluate the performance of pupil groups, progress and plan for improvement with Pathway Leaders</li> <li>Develop systems of improvement, action and evaluation for school performance</li> <li>Report to stakeholders and community</li> <li>Ability to build, lead and manage teams and support Professional Development, Appraisal and succession planning of colleagues</li> <li>Be an effective team player, working collaboratively and effectively with others</li> <li>Deliver and develop effective professional development for staff</li> <li>Communicate with a range of audiences in a variety of ways</li> <li>Demonstrate and model high quality teaching strategies</li> <li>Support and motivate pupils and parents</li> <li>Deal with situations that may include difficult conversations and conflict resolution</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of Team Teach practices</li> <li>Knowledge of Manual Handling procedures</li> </ul>   |
| Personal Qualities     | <ul style="list-style-type: none"> <li>Approachable and adaptable</li> <li>Ability to demonstrate initiative</li> <li>Ability to work effectively under pressure and meet deadlines</li> <li>Organisational and communication skills</li> <li>Sense of humour</li> </ul>  | <ul style="list-style-type: none"> <li>Good level of physical fitness</li> </ul>   |



|                               |  |   |
|-------------------------------|--|---|
| <p>Working<br/>Commitment</p> | <p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> <li>• Equalities</li> <li>• Promoting the school's vision and ethos</li> <li>• High quality stimulating learning environment</li> <li>• Positivity and respect for all members of the school community</li> <li>• Ongoing relevant professional development</li> <li>• Safeguarding and child protection</li> </ul> | <ul style="list-style-type: none"> <li>• Available for training outside working hours</li> <li>• Available for relevant meetings outside of working hours</li> <li>• Work/Life balance</li> </ul> |
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