



JOB DESCRIPTION

DEPUTY HEAD TEACHER - DAY SCHOOLS

Job Title	Welfare Lead
Responsible to	Senior Leadership Team
Responsible for	Education Staff within the School
Key Internal Contacts	Other staff within the education team Staff in other departments within the centre Staff in other Centres in the Region Central Office Staff
Key External Contacts	Service user relatives, advocates and others Placing Authorities and Service Providers Registration, Regulatory and Inspection bodies Local Services – Statutory, voluntary and Community Neighbours

Job Purpose

- The Welfare Lead will work under the instruction/guidance of the SLT team and will be responsible for developing and implementing strategies to promote positive behaviour across the school and to support the welfare, development, and behaviour of all pupils and staff, enabling access to learning for pupils.
- They will work closely with students, staff, and parents to ensure a safe and respectful learning environment, modelling a high standard of intervention when supporting pupils and staff, addressing behavioural challenges and supporting students in making positive choices.

Knowledge and Understanding:

The position holder is to have knowledge and understanding of:

- The school's aims, priorities, targets, curriculum policies, and local offers.
- The requirements for assessment, recording, and reporting of pupils.
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of practice and achievement for all pupils.
- The implications of the code of practice of special educational needs for teaching and learning, to reduce students' barriers to learning and education and psychological, physical, sensory, social communication and interaction development leading to all pupils achieving their full potential.
- The CPI Safety Interventions approaches and interventions.
- The Restraint Reduction Network (RRN) core values and their implementation across the school to drive down the use of Restrictive Interventions at the School
- The OFG's Code of Conduct
- AAD and TIP Approaches

Key Responsibilities:

Behaviour Management & Support:

- Lead on the implementation and monitoring of the school's behaviour policy.
- Develop and apply behaviour intervention strategies to support students who presents and face regulation and behaviour challenges.
- Work closely with teachers to implement classroom strategies for managing behaviour effectively.
- Provide one-to-one and group support for students with behavioural challenges.
- Promote a restorative approach to behaviour management, encouraging positive relationships and conflict resolution.
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Safeguarding & Student Well-being:

- Work closely with the Designated Safeguarding Lead (DSL) to ensure that behaviour concerns are managed in line with safeguarding policies.
- Identify students whose placements are at risk and implement early intervention strategies to support them.
- Support students in developing emotional regulation skills and resilience.
- Liaise with multidisciplinary team and external agencies.

Staff Training & Development:

- Provide training and guidance for staff on effective behaviour management techniques.
- Support staff in handling challenging behaviour and de-escalation strategies.
- Assist in the development of school-wide initiatives to foster a positive behaviour culture.

Parental & Community Engagement:

- Work collaboratively with parents and carers to address behaviour concerns and implement support plans.
- Communicate effectively with families to ensure a consistent approach to behaviour management.
- Engage with community organisations and external support services to provide additional support for students.

Data Monitoring & Reporting:

- Monitor and analyse behaviour trends to inform interventions and policy updates.
- Maintain accurate records of behaviour incidents and interventions, including Sleuth, Behaviour analysis and behaviour folders.
- Report on behaviour patterns and outcomes to the Senior Leadership Team and Governors as required.

Daily Welfare Lead duties:

- Attend Briefing and Debrief
- To support pupils with their specific needs throughout the school day, enabling them to access and engage in the curriculum
- To support staff in the implementation of all school policy
- Complete duties as determined and deployed by the Senior Leadership Team
- Attend weekly WST or other meetings to support positive behaviour.
- Support the whole school morning routines to settle students and staff into the school.

Restrictive Physical Intervention Duties:

- Assist in the application, development, and compliance of the school RPI Policy
- Ensuring appropriate actions are completed and effectively logged on Sleuth
- Work in collaboration with SLT to quality Assurance of whole school practice and identification of Training Need
- Work in collaboration with SLT to quality Assurance of Restrictive Physical Interventions on Sleuth and identify staff training and support through the process.
- Ensure the standards of RRN are met within the school and that RRP is in place and updated when required.
- Debrief of staff following an incident within appropriate time frames.
- Model/scaffold restorative practices with students and staff as required.
- Monitoring of RPI across schools and reduction of hotspots using relevant strategies for staff and students.
- Assist in the record keeping, planning, and delivery of CPI Safety Interventions for staff.
- Demonstrate best practices across the school in de-escalation, crisis management, and the use of RPI for all staff.

**PERSON SPECIFICATION
DEPUTY HEAD TEACHER**

Experience	Essential	Desirable
Relevant experience in the specialist area of service i.e relevant experience of working with young people/young adults with Autistic spectrum disorders and/or challenging behaviours	✓	
Experience of Estyn/Ofsted procedures/inspections	✓	
Experience of working within a residential school		✓
Experience of Managing staff	✓	
Managing budgets effectively and ensuring cost of efficiency		✓
Skills, Knowledge and Aptitudes		
Good Knowledge of people management practises	✓	
Effective Leadership skill	✓	
Ability to motivate a team and individuals	✓	
Effective communication skills, verbal and written	✓	
Good IT skills	✓	
Good Organisation and time management skills	✓	
Excellent decision making skills	✓	
Change management skills	✓	
Ability to work independently and a part of a team	✓	
Good knowledge of safeguarding procedures	✓	
Good knowledge of the relevant Regulatory Boy Legislations	✓	
Qualifications and Training		
Nationally recognised degree and school based teaching qualifications	✓	
Relevant qualifications for the specific service/sector	✓	
Willingness to work towards further qualifications as required, group induction training on commencement	✓	
Other		
Commitment to the company values	✓	
Driving Licence	✓	