

## **Job Title and Level**

### **Deputy Head Teacher (Behaviour and Attitudes)**

## **Main Purpose of the Role**

The Deputy Head Teacher (Behaviour and Attitudes) at The Holden School plays a pivotal leadership role within this Special School setting, which caters to pupils with social, emotional, and mental health (SEMH) difficulties. This role is critical in shaping and sustaining a positive, safe, and predictable environment that supports pupils' social, emotional, and academic development. The Deputy Head Teacher will lead strategically on behaviour and attitudes, ensuring these align with the school's vision of enabling pupils who have previously struggled to succeed academically, socially, and emotionally.

Working closely with the Head Teacher, Senior Leadership Team (SLT), clinical staff, and wider school community, the Deputy Head will promote high expectations, implement innovative behaviour support strategies, and maintain strong safeguarding practises. The role demands a commitment to collaboration, inclusivity, and continuous improvement, consistent with The Holden School's values of holistic pupil development, therapeutic integration, and family engagement.

## **Key Responsibilities and Duties**

### **Leadership and Strategic Development**

- Lead strategically on behaviour and attitudes under the direction of the Head Teacher, ensuring alignment with the school's vision and ethos.
- Contribute actively to SLT discussions, including broader educational developments beyond immediate school concerns.
- Set and uphold high expectations for pupils, staff, and parents, challenging any low expectations and promoting a culture of excellence.
- Develop and embed a school ethos that fosters collaboration, knowledge-sharing, accountability, and celebration of success.

### **Behaviour Management and Pupil Support**

- Maintain a visible presence around the school through learning walks, observations, and direct engagement with pupils and staff.
- Oversee the school's behaviour policy, ensuring it promotes positive relationships, clear rules, and consistent sanctions in line with the school's inclusive approach.
- Collaborate with clinical staff (e.g., senior psychotherapist) and middle leaders to enhance pupils' progress in self-regulation and behavioural development.
- Analyse behavioural data, including incident de-briefs and safeguarding information, to identify trends and develop targeted intervention plans.
- Oversee communication between school and home regarding behaviour, ensuring clarity, consistency, and partnership with families.

- Lead and support staff training and INSET related to behaviour management and safeguarding best practises.

### **Safeguarding and Wellbeing**

- Act as a designated safeguarding officer, working closely with the Designated Safeguarding Lead (DSL) and safeguarding team.
- Ensure all safeguarding practises are up to date, relevant, and embedded within school culture, with a clear understanding of the link between behaviour and safeguarding.
- Manage and line manage safeguarding staff, supporting professional development and compliance with statutory guidance.

### **Staff Management and Development**

- Line manage relevant staff.
- Assist with recruitment, performance management, appraisal, and professional development of teaching and support staff.
- Model outstanding teaching practice and professional conduct, inspiring and supporting colleagues to improve their practice.
- Foster a positive working environment that motivates staff and promotes well-being.

### **Systems, Processes, and Reporting**

- Lead the creation and implementation of innovative behaviour support systems tailored to pupils with SEMH needs.
- Oversee the accuracy and quality of behaviour and safeguarding data, contributing to the school's Self-Evaluation Form (SEF), School Improvement Plan (SIP), and termly reports.
- Manage delegated budgets, resources, and stock related to behaviour and pastoral care efficiently and transparently.
- Ensure all school systems and processes are efficient, fit for purpose, and support the school's safeguarding and behaviour aims.
- Support the distribution of leadership responsibilities throughout the school to build capacity and sustainability.

### **Additional Responsibilities**

- Contribute to whole school events, projects, and initiatives that promote pupil personal development, enrichment, and wellbeing.

### **Skills and Competencies**

#### **Qualifications and Experience**

- Qualified Teacher Status and Degree.
- Professional development in preparation for a senior leadership role.

- Proven leadership and management experience within a school, preferably with experience in Special Schools or SEMH settings.
- Experience in school self-evaluation, development planning, and line management.
- Strong understanding of behaviour management, safeguarding, attendance, and pastoral care best practises.

### **Skills and Knowledge**

- Excellent data analysis skills to identify behavioural and academic trends, set targets, and drive school improvement.
- Deep understanding of high-quality teaching and the ability to model and support others to improve.
- Competence in school financial management and resource allocation.
- Strong communication and interpersonal skills, with the ability to inspire, influence, and build effective relationships across the school community.
- Ability to develop and articulate a clear, ambitious vision for pupil outcomes and school culture.
- Proficient in managing complex safeguarding cases and linking behaviour with child protection.

### **Personal Qualities**

- Commitment to achieving the best outcomes for all pupils, upholding the ethos and values of The Holden School.
- Ability to work effectively under pressure, prioritise tasks, and manage time efficiently.
- High level of integrity, confidentiality, and professionalism.
- Dedication to equality, inclusion, and safeguarding for all pupils.
- Resilience, adaptability, and a collaborative leadership style.

### **Professional Development**

The Holden is committed to continuous professional growth, particularly within its Special School environment. The Deputy Head Teacher (Behaviour and Attitudes) will have access to:

- Ongoing leadership training and development opportunities tailored to SEMH and Special School contexts.
- Collaboration with clinical staff and access to therapeutic expertise to deepen understanding of pupil needs.
- Opportunities to lead and participate in school improvement projects, INSET sessions, and external partnerships.
- Support for engagement with national leadership qualifications and professional networks.

- A culture that encourages reflection, learning from best practice, and innovation aligned with the school's vision of holistic pupil development.

### **Safeguarding**

Safeguarding is a paramount responsibility at The Holden, particularly given the complex needs of its pupils. The Deputy Head Teacher (Behaviour and Attitudes) will:

- Act as a designated safeguarding officer, working closely with the DSL and safeguarding team to ensure rigorous child protection procedures are implemented and monitored.
- Maintain a thorough understanding of statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and embed these within school practice.
- Involved in safeguarding training and awareness for staff, ensuring that behaviour management practises are trauma-informed and protective of pupil wellbeing.
- Oversee safeguarding data analysis and reporting, contributing to the school's safeguarding audits and external inspections.
- Promote a culture where pupils feel safe, supported, and empowered to engage positively with learning and social development.

### **Responsible for:**

Staffing secondary

Staff Wellbeing

Rewards and Celebrations

Restraint Reduction Lead

Analysing behaviour & Sleuth

Behaviour policy implementation

End of day debrief

Reintegration meetings

TiP Champion

Thrive

Pastoral oversight

Behaviour & Attitudes CPD (CPi)

Pupil risk assessments

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This job description reflects the unique context and needs of The Holden, emphasising the Deputy Head Teacher's critical role in shaping behaviour and attitudes to support pupils with SEMH difficulties. The role demands a dynamic, strategic leader committed to fostering a safe, inclusive, and high-expectation learning environment.

