

**Position Title: Primary Deputy Head (Pastoral)**

**Employed by:** NCBIS to support the vision, positive ethos and policies of the school.

**Responsible to:** Head of Primary

**Status:** Member of Primary Leadership Team and Whole School Academic Leadership Team (ACLT)

**Grade:** Leadership Scale (Based on Experience)

**Line Manages:** Primary Mentors and Phase Leaders

**Teaching Commitment:** As required up to 40% of a full teaching load

**Primary Deputy Head (Pastoral):**

**KEY DUTIES OF THE DEPUTY HEAD(PASTORAL) ROLE:**

**A. SAFEGUARDING DUTIES**

- To be fully aware of the principles of safeguarding as they apply to vulnerable children in relation to the role.
- To be the Primary School Designated Safeguarding Lead (whole school DDSL)
- To support the Whole School DSL to ensure that all employees complete child protection training and read all related safeguarding documents
- To ensure that all staff understand their role in safeguarding and child protection
- To advise on Safer Recruitment procedures
- To carry out the DSL safeguarding induction for all new primary staff
- To act upon concerns and keep the CPOMS Platform updated
- To create and monitor the implementation of the duty rota and ensure staff are fulfilling their duty of care
- To organise creche for staff children to ensure their safety
- To monitor student absence and follow up with staff and parents on attendance issues
- To ensure that pastoral and safeguarding policies are up-to-date and relevant to our school.

**B. TEACHING AND LEARNING**



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- To work with the Head Inclusive Learning in the deployment and performance management of learning support assistants
- To ensure that staff address the needs of all learners by suitably differentiated activities
- To monitor the implementation of High-Performance Learning through the quality assurance process
- To work with the Deputy Head (Academic and Administration) to ensure that data is used to inform planning and to assess effectiveness of outcomes
- To ensure that all students, whatever their ability and background, are given the opportunity to fulfill their potential, in close cooperation with Head of Inclusive Learning
- To line manage and appraise PSHE Lead, Primary Mentors and Phase Leaders (shared with DH Academic)

## C. PASTORAL CARE

### Health and Safety Responsibilities

- To play an active part in the Health and Safety Committee driving forward school improvement in Health and Safety.
- To report health and safety concerns to the Health and Safety Committee.
- To liaise frequently with the school doctor, counsellor, and other professionals concerned with the care of children.

### Pastoral Care and Student Wellbeing

- To be responsible with the pastoral team for the well-being of all pupils, including arranging meetings with parents as required.
- To liaise with parents about pastoral needs, completing referrals where needed.
- To lead and develop assessment of pastoral data and analysis.
- To chair regular meetings of the pastoral team and ensure a consistent Primary School approach to behaviour management, attendance, rewards, and sanctions.
- Monitoring and development of recording of pastoral incidents.
- To arrange pastoral INSETs.
- To develop systems and policies to promote and monitor staff well-being, including pastoral check-ins.

### Curriculum and Assemblies

- To support the PSHE Lead in reviewing, developing, and implementing the PSHE curriculum.
- To develop a broad and balanced assembly programme.
- Embed HPL values across the school community and throughout behaviour management systems/policies.

### Communication and Community Engagement

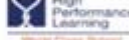
- To be responsible for the Primary school entries to the Yearbook and Primary School newsletters
- To work closely with the House Leader and Student Council Leader to ensure student leadership is actively supported and encouraged.



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- To arrange Welcome Events at the beginning of the school year.
- To be responsible for budgets associated with the role

### Admissions, Assessments and Reporting

- To work with the Deputy Head (Academic and Admin) and the admission teams on entry assessments.
- To conduct admissions interviews on behalf of the Head of Primary School as requested.
- To work with the Deputy Head (Academic and Admin) on the results of student attitudinal questionnaires to set priorities for development and review outcomes.
- To develop the system of student records in cooperation with those responsible for management information systems.
- To work with the Primary Deputy Head (Academic and Admin) in the production of students' reports.
- To monitor attendance and take action with the Phase Leaders.

### Transition and Induction

- To be responsible for transition arrangements between the primary school and the secondary school, ensuring that Phase Leaders at all transition points meet to discuss pastoral issues and specific learning needs before class groups are decided.
- To be responsible for the induction of new pupils.

## D. SCHOOL ORGANISATION

- To organise the production of staff and student planners
- To co-ordinate the Primary school calendar in co-operation with other members of the SLT and the primary school
- To be responsible for budgets associated with the role
- To monitor staff absence and arrange absence cover
- To oversee primary school events
- To organise and manage assemblies across the school
- To assist with accreditation evidence preparation - pastoral and safeguarding
- To conduct yearly roll over and changes of pupils in YouHue, CPOMS and Class Dojo
- To develop and lead relevant areas in the August Induction programme
- To support the day-to-day operational aspects of the school

## E. INTERNATIONAL VALIDATIONS

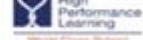
- To prepare relevant documentation for external inspections and accreditations for the Primary School and whole school as necessary.



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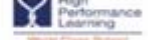
Personal Specification	Essential	Desirable	Demonstrated through
<b>Qualifications and Knowledge</b>			
Have an accredited DSL Level 3 qualification		✓	<b>Application Letter + Interview</b>
Have excellent knowledge and understanding of the English National Curriculum and of the Foundation Stage curriculum	✓		<b>Application Letter + Interview</b>
Have knowledge of the Primary Years Programme		✓	<b>Application Letter + Interview</b>
Thorough knowledge of current educational issues relating to wellbeing and pastoral care in schools	✓		<b>Interview</b>
Have a knowledge of different school initiatives that support pastoral welfare	✓		<b>Application Letter + Interview</b>
Be committed to and show evidence of promotion of equal opportunities and acceptance of responsibility for its practical applications	✓		<b>Application Letter</b>
Knowledge and understanding of SEN and inclusion policy and practice	✓		<b>Application Letter</b>
<b>SKILLS</b>			
Have excellent verbal and written communication skills	✓		<b>Application Letter</b>
Excellent ICT skills	✓		<b>Interview</b>
Excellent analytical and evaluative skills	✓		<b>Application Letter</b>
Excellent communication skills to summarise and articulate complicated information to a <sup>[1]</sup> <sub>[SEP]</sub> wide audience including parents, governors, staff and children	✓		<b>Application Letter</b>
Ability to work on own initiative and to be proactive	✓		<b>Interview</b>



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Ability to be a good team player with a good understanding of teamwork and how it contributes to school improvement	✓		<b>Interview</b>
Ability to work co-operatively and collaboratively with colleagues and to motivate a large team	✓		<b>Interview</b>
<b>Personal Attributes</b>			
To be committed to CPD to further enhance knowledge and understanding	✓		
Drive, energy, enthusiasm	✓		<b>Interview</b>
Engaging, approachable and a sense of humour <sup>[SEP]</sup>	✓		<b>Interview</b>
Ability to challenge and support colleagues <sup>[SEP]</sup>	✓		<b>Interview</b>
Willingness to take decisions within the ethos and structure of the school	✓		<b>Interview</b>
Willingness to be accountable for one's own and school decisions	✓		<b>Interview</b>
Commitment to excellence and of significantly raising the academic and personal achievement of all pupils	✓		<b>Interview</b>
Commitment to developing and maintaining positive relationships with the Board of Governors, parents and other schools	✓		<b>Interview</b>