**The role of a Deputy Headteacher at Brighter Futures Educational Trust**

**Our Aim:** Create an inclusive and supportive environment where students with SEMH thrive. Students achieve personal excellence as they overcome obstacles, develop resilience and become successful learners. Students leave as responsible citizens who lead happy, safe, healthy and fulfilling lives.

**Leadership and Management:**

Provide leadership and management support to the Headteacher in overseeing the day-to-day operations of the school. They help establish a clear vision and direction for the school's SEN provision, ensuring that it aligns with the overall school vision, ethos, values, and strategic priorities.

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| Involved: Headteacher, SLT, Trustees | Evidence/ outcomes: Leadership impact reports, school vision alignment, SLT meetings |

**Strategic Planning and Development:**

Contribute to the development and implementation of strategic plans, policies, and initiatives aimed at improving the social, emotional, and mental health outcomes of students. They collaborate with the senior leadership team to set goals, monitor progress, and evaluate the effectiveness of provision.

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| Involved: SLT, Trust Leadership | Evidence/ outcomes: Strategic development plans, policy implementation reviews |

**Staff Guidance and Support:**

Take on the role of SENCO or work closely with the designated SENCO to oversee the provision of support for students with SEN challenges. Ensure that individualised support plans are in place, coordinate assessments and interventions, and liaise with external agencies and stakeholders to meet students' needs. Supervise and support staff members involved in support roles, pastoral leads, and behaviour specialists. Provide guidance, training, and professional development opportunities to ensure that staff are equipped with the knowledge, skills, and resources needed to effectively support students. Conduct regular supervision meetings, offer guidance and feedback, and promote staff well-being and resilience in supporting students with complex needs.

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| Involved: Teachers, Support Staff, Pastoral Team | Evidence/ outcomes: Staff supervision logs, CPD records, intervention log tracking |

**Behaviour Management and intervention:**

Oversee the implementation of positive behaviour systems, conduct behavioural assessments, and provide guidance on crisis intervention and de-escalation techniques. Respond effectively to crisis situations and emergencies involving high profile students. Oversee the implementation of crisis management protocols, coordinate communication with stakeholders, and provide leadership and support to staff in managing crisis situations with sensitivity and professionalism. Provide guidance and support to staff in de-escalating situations, implementing behaviour strategies, and ensuring the safety of students and staff in line with out behaviour management system- STEPS.

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| Involved: Behaviour Lead, Pastoral Team, Class Teachers | Evidence/ outcomes: Behaviour tracking reports, incident logs, student engagement data |

**School Improvement and Quality Assurances**

Contribute to school improvement initiatives and quality assurance processes aimed at enhancing the overall effectiveness of SEN provision. Participate in self-evaluation, external reviews, and inspections, and take proactive steps to address areas for development and ensure compliance with regulatory requirements, demonstrating intent, implementation, and impact. Ensure school improvement data is readily available and forms the foundation of the School Development Plan (SDP). Demonstrate progress and outcomes through self-evaluation (SEF) and ongoing review, based on evidence and start and end points.

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| Involved: Headteacher, SLT | Evidence/ outcomes: SEF reports, school improvement plan updates |

**Multi-agency Collaboration:**

Work in partnership with external agencies and organisations, such as mental health services, social services, and local authorities, to access additional support and resources for students with SEMH needs. Establish partnerships, facilitate referrals, and coordinate multi-agency meetings to ensure a coordinated and holistic approach to supporting students' well-being.

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| Involved: SS, CAMHS, LA | Evidence/ outcomes: Referral logs, external agency reports |

**Curriculum Adaptation:**

Collaborate with curriculum leaders, teachers, and specialists to develop and adapt a curriculum that addresses the social, emotional, and mental health needs of students with SEMH challenges. Ensure that curriculum content, pedagogy, and assessment practices are tailored to meet the individual needs, diverse learning styles, abilities, and interests of students with SEN needs.

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| Involved: Curriculum Leads | Evidence/ outcomes: Curriculum adaptation plans, differentiated lesson observations |

**Policy Development and Implementation:**

Contribute to the development and implementation of school policies and procedures related to provision, including policies on behaviour management, anti-bullying, mental health support, and well-being. Ensure that policies are aligned with statutory requirements, best practices, and the unique needs of the school community.

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| Involved: Headteacher, SLT | Evidence/ outcomes: Updated policy documents, compliance reports |

**Inclusive Practices:**

Promote inclusive practices within the school community to create a supportive and welcoming environment for all students and advocate the inclusion of students in activities and be actively involved in developing new, focused activities that will improve outcomes for all learners. Focus on trauma-informed practices to create a compassionate and understanding classroom environment for students who have experienced trauma. Recognise the impact of trauma on students' behaviours and learning, and implement strategies to promote safety, trust, and healing.

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| Involved: SENCO and Teachers | Evidence/ outcomes: Student engagement tracking, classroom inclusion observations |

**Data-Informed Decision Making and progress:**

Use data to inform decision-making and resource allocation. Analyse data on student outcomes, attendance, behaviour incidents, and support interventions to identify trends, patterns, and areas for improvement, and use evidence-based practices to guide strategic planning and resource allocation. Regularly monitor students' progress towards their academic, skills and social-emotional goals, using a variety of assessment methods and track student performance, collect data on outcomes, and adjust teaching strategies and interventions based on ongoing assessment results to ensure that students are making meaningful progress.

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| Involved: Data Analysts, SLT | Evidence/ outcomes: Progress data, intervention success rates |

**Promotion of Positive School Culture:**

Promote a positive school culture that values diversity, respect, and well-being. Lead by example, model positive attitudes and behaviours, and foster a sense of belonging and community among students and staff, creating a supportive and nurturing environment where everyone can thrive. Uphold the highest standards of professional integrity, ethics, and accountability.

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| Involved: All Staff, School Council | Evidence/ outcomes: Staff well-being surveys, student feedback, cultural initiatives |

**Safeguarding and Child Protection:**

Ensure that safeguarding policies and procedures are effectively implemented throughout the school, with particular attention to students with SEN needs. Provide oversight and guidance to staff members involved in safeguarding, ensuring that all concerns are appropriately addressed and reported in accordance with statutory requirements and school policies. Identify and manage safeguarding risks and conduct regular risk assessments, particularly for vulnerable students, and implement measures to mitigate risks and ensure the safety and welfare of all students. Ensure that all staff members receive appropriate training and development in safeguarding procedures and practices, including recognition of signs of abuse, neglect, or exploitation. Organise safeguarding training sessions, workshops, and refresher courses to equip staff with the knowledge and skills needed to safeguard students effectively.

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| Involved: Pastoral Team, DSLs | Evidence/ outcomes: Safeguarding training logs, case review studies and reports |

**Training and Development:**

Design and develop training programs and workshops tailored to the specific needs of staff members working in SEMH settings. They collaborate with internal and external experts, curriculum leaders, and external providers to create engaging and relevant training experiences that address topics such as behaviour management, mental health awareness, mental health-informed practice, and therapeutic interventions and lead and facilitate training sessions, workshops, and professional development activities for staff members. Deliver presentations, lead discussions, and provide hands-on learning experiences to help staff members deepen their understanding of SEN issues, learn new strategies and approaches, and build their capacity to support students with SEMH needs effectively.

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| Involved: SLT, CPD Coordinator/s | Evidence/ outcomes: CPD attendance records, professional development evaluations |

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| **SLT -** Senior Leadership Team | **SLT BL –** Senior Leadership Team Behaviour Lead |
| **MHL -** Trust Mental Health Lead | **CCC –** Children Causing Concern |
| **BW -** Behaviour watch | **SEMH –** Social Emotional Mental Health |
| **BST –** Behaviour Support Team | **BSP –** Behaviour Support Plan |
| **BSTL –** Behaviour Support Team Lead | **MHST –** Mental Health Support Team |
| **FSW –** Family Support Worker | **CPOMS –** Child Protection Online Management System |
| **ELT –** Executive Leadership Team | **EHT –** Executive Headteacher |