

### Job Description

<b>Job Title</b>	Deputy Headteacher (Primary)
<b>Grade/Salary</b>	L10 - L14
<b>Reporting to</b>	Headteacher

#### **Job Purpose**

- Together with the School Performance Review Board (SPRB), Executive Leadership Team (ELT) and local stakeholders the Deputy Headteacher of School (DHT) should further develop and sustain the school's ethos and strategic direction;
- The Deputy Headteacher would deputise for the Headteacher in their absence;
- As a member of the senior leadership team the DHT should be prepared to lead on standards and expectations, curriculum enhancement, staff professional development, tracking and analysis of results/data, behaviour management, inclusion, timetabling, external relations and community links, budgeting and finance and wider stakeholder engagement including secondary colleagues within the Trust;
- They successful candidate will be integral to the overall leadership and management of the school, helping to build on a school culture that is both nurturing and rigorous.

#### **Key Responsibilities and Accountabilities**

The post holder will:

- Establish and oversee systems, processes and policies so the school can operate effectively;
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care;
- Manage staff well with due attention to workload;
- Ensure rigorous approaches to identifying, managing and mitigating risk;
- Allocate financial resources appropriately, efficiently and effectively;
- Identify problems and barriers to school overall effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- Make sure these school improvement strategies are effectively implemented;
- To lead, develop and support outstanding quality first inclusive teaching and learning practice, whereby all pupils, including those with particular learning needs, make the required progress and realise their potential;
- To support and contribute to the process of writing, implementing, evaluating and reviewing the annual School Improvement Plan, with understanding of its position and relevance in the cycle of school improvement and long-term planning and resourcing;
- Take responsibility for day to day management of the school in conjunction with the rest of the leadership team.

#### **Leadership and Management**

- With the Headteacher, monitor and lead reviews of school systems to ensure statutory requirements are being met and improved on where appropriate;

- Ensure the effective dissemination of information and maintenance of ongoing school improvement;
- Work with the Headteacher to undertake key activities related to professional and personnel issues;
- In the absence of the Headteacher, take day to day responsibility (leadership and management) of the school;
- To share responsibility for the management of the school and to contribute to the consultative and decision-making processes alongside the Headteacher and be able to share aims and decisions to the other senior leaders;
- To fully support whole school policy decisions, contribute to their initiation and sustain their implementation and review;
- To actively promote the school and liaise with outside agencies as necessary, representing the Headteacher, the school or the Trust as appropriate;
- To contribute to and where appropriate, lead discussions and decisions at leadership team meetings;
- To take an active role in the School Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improve standards of learning and achievement for all children;
- To offer information, advice and perspective to the School Performance Review Board and to any legitimate external enquiry/evaluation;
- To communicate and consult with staff, pupils, parents and members of the local community as necessary;
- To support the Headteacher in managing the review cycle of school policies and act as a role model in the implementation of these policies;
- To support the Headteacher in the responsibility for the implementation of performance management for all staff;
- To share the same high expectations as the rest of the Leadership Team in the high expectation of behaviour and promote the consistent approaches within school.

### **School, ethos and culture**

- In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school;
- Maintain a strong school community, characterised by consistent, orderly behaviour, caring and respectful relationships;
- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;
- To maintain a high visible presence around the school ensuring that the highest standards of behaviour are upheld; contributing to the overview and review of pupil behaviour as required;
- To be active in issues of staff and pupil welfare and support;
- To demonstrate a commitment to equality of opportunity for all members of the school community.
- Maintain the school culture and ethos that is utterly committed to achievement for all;
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

### **Teaching and Learning**

- To have a small classroom commitment and be able to model and demonstrate outstanding practice.
- Coach and mentor staff where applicable promoting high expectations for all members of the school.

- Work with other Senior Leaders, lead the development and delivery of training and support for staff as directed by the Headteacher.
- To identify strategies for raising the attainment of pupils, irrespective of their background, and to work towards agreed goals.
- Use regular assessments to monitor progress and set targets, and respond accordingly to the results of such monitoring.
- To support the Headteacher in leading whole school planning and assessment through accurate record keeping and sophisticated data analysis.
- Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level.
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school.
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.

### **Other duties and responsibilities**

- Promote high standards of personal professional conduct and integrity in accordance with the Trust Employee Code of Conduct;
- Secure accountability to improve standards of pupils' attainment and achievement across the school;
- Work with the Headteacher to collaborate with other schools to share expertise and bring positive benefits to their own and other schools;
- Work alongside the Headteacher to identify and pursue leadership and management development opportunities;
- Be aware of and comply with Trust policies and procedures including child protection, financial regulations, health, safety and security, confidentiality and data protection;
- Contribute to the overall vision and values of the Trust;
- Attend and participate in relevant meetings as required;
- Flexible and willing to work between different sites as required;
- Undertaking such duties as reasonably correspond to the general character of the post and commensurate with being a member of the school's senior leadership team.

### **Performance Management and Review**

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

### **Core responsibilities and duties**

#### **All postholders are required to:**

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding

procedures;

- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

### Person Specification

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
<b>Qualifications</b>				
1.	Qualified to teach and work in the UK;	E	✓	
2.	Qualified to degree level/PGCE or equivalent qualifications;	E	✓	
<b>Experience and Knowledge</b>				
3.	Experience of prior successful leadership at senior level;	E	✓	✓
4.	Experience of having worked successfully in at least one school in an urban setting, teaching pupils from backgrounds of socio-economic disadvantage would be desirable;	D	✓	✓
5.	Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results;	E	✓	✓
6.	Experience of having improved and sustained an effective behaviour management policy;	D	✓	✓
<b>Leadership</b>				
7.	Effective management style that encourages participation, innovation and confidence;	E	✓	✓
8.	Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance;	D	✓	✓
9.	Ability to develop the leadership skills of others and nurture potential identified amongst the staff;	D	✓	✓
10.	Strong interpersonal, written and oral communication skills;	E	✓	✓
11.	Takes personal responsibility for their own actions;	E	✓	✓
12.	Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction;	E	✓	✓
13.	Genuine passion and a belief in the potential of every pupil;	E	✓	✓
14.	Commitment to the safeguarding and welfare of all pupils;	E	✓	✓
<b>Vision and Strategy</b>				
15.	Vision aligned with the Trust's high aspirations and high expectations of self and others;	E	✓	✓
16.	Understands how to set high aspirations and effective strategies for the school. Including, delivery and prioritisation of school leadership and management that faces all aspects of curriculum, teaching and learning, inclusion and communication;	E	✓	✓

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
17.	Clear understanding of the strategies to establish consistently high standards of behaviour and commitment to relentlessly instilling these strategies;	E	✓	✓
18.	High expectations for self and others and a strong commitment to raising achievements;	E	✓	✓
19.	Strong organisation skills and the ability to delegate;	E	✓	✓
20.	Use of data to inform and diagnose weaknesses that need addressing;	E	✓	✓
<b>Leading the Learning</b>				
21.	Understands what outstanding inclusive teaching practice looks like, and how to diagnose and implement effective strategies to raise learning standards;	E	✓	✓
22.	Be able to offer teaching to demonstration level and through this, offer coaching opportunities to be able to improve the teaching of others;	D	✓	✓
23	Have experience of learning and evaluating INSET which impacts on standards;	D	✓	✓
<b>Leading External Relationships</b>				
24.	Can skilfully manage and maintain effective working relationships with parents and other stakeholders;	E	✓	✓
<b>Other</b>				
25.	Commitment to equality of opportunity and the safeguarding and welfare of all pupils;	E	✓	✓
26.	Desire to be come a Headteacher and show willingness to be reflective and undertake development opportunities.	D	✓	✓