**JOB DESCRIPTION**

**Job Title: Deputy Headteacher**

**Grade: Leadership Group**

**Point: 13 - 18**

**Reporting to: Headteacher**

**Responsible for: Teaching Staff**

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**Job Purpose**

To carry out duties of a Deputy Headteacher, as set out in the School Teachers Pay & Conditions and undertake any other reasonable duties that the Headteacher may request commensurate with the post.

**Key External Contacts**

* Governors
* Parents/Carers
* External services

**Key Internal Contacts**

* Pupils
* Staff

**Major Tasks**, **Duties and Responsibilities - Teaching and Learning**

To provide strategic leadership and development of the following aspects of the

school:

* Establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
* Ensure a culture of high staff professionalism
* Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* Support the Headteacher in developing and maintaining high morale and confidence amongst all staff and to set an example of high professional standards and leadership
* Strategic leadership of inclusion/personalisation
* Support the Headteacher in self-evaluation of teaching and learning across all key stages.
* Be a role model for best practice in teaching and learning
* Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* To create and maintain an environment of high standards of behaviour and discipline
* Support the Headteacher in fostering good relations with parents and the community, ensuring as far as possible, the involvement of all in the life and ethos of the school
* Be a performance management team leader, coaching and mentoring others

**Resource Management**

* ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
* To play a central role in maintaining good channels of communication between the school and outside agencies
* To contribute to effective management of the school’s finances

**Confidentiality, Health and Safety & Data Protection**

* To treat all information acquired through employment, both formally and informally, in strict confidence.
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person.
* Be aware of all documents produced during the time at the school remaining the commercial documents of the school.
* To uphold and comply with the provision of the Health and Safety at Work Act 1974 and any other relevant Council Policies relating to Health and Safety at work.
* Ensure identification and familiarisation with all policies that cover procedures and processes for data protection;
* To understand data breaches, the reporting procedures and timescales for reporting;
* Ensure that data protection and risk management is an important and regular part of behaviour in school.
* To effectively crisis manage as part of the Critical Incident Team.

**Equality of Opportunity**

* As a member of school staff to take individual and collective professional responsibility for enforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
* Ensure the development and progression of equality within the sphere of responsibility to this post and the fair and equal treatment of all colleagues, children, parents and visitors.
* To understand and comply with the Local Authority’s Equal Opportunities Policy.

**Other requirements:**

* To participate in training and performance management as required.
* To have an up-to-date Enhanced DBS Disclosure.
* This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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| **Person Specification – Deputy Headteacher KEY: I – Interview, A – Application, R - References** | | |
|  | **Essential/Desirable** | **How assessed** |
| **Qualifications** | | |
| Qualified Teacher Status | **E** | **A** |
| Evidence of continuing professional development | **E** | **A** |
| Further qualifications of CPD | **E** | **A** |
| **Experience** | | |
| Recent, significant and successful experience as a teacher in the primary phase | **E** | **A/I/R** |
| A proven track record in leading and developing a curriculum area | **E** | **A/I** |
| Evidence of being a highly effective member of a school’s leadership team | **E** | **A/I** |
| Experience of managing a budget | **E** | **A/I** |
| Experience f monitoring and evaluating classroom practice in order to improve teaching and learning and therefore raise standards of achievement | **E** | **A/I** |
| Experience of whole school self-evaluation | **D** | **A/I** |
| Experience of dealing with outside agencies such as health, social work | **D** | **A/I** |
| Experience of working with statutory processes and legislation, such as statementing of SEN | **D** | **A/I** |
| **Knowledge/Understanding** | | |
| Through knowledge of the primary curriculum 4 – 11 | **E** | **A/I** |
| Through knowledge and understanding of successful primary practice | **E** | **A/I** |
| Understanding of how to raise standards within a primary school | **E** | **A/I** |
| Knowledge of recent legislation and current educational developments | **E** | **A/I** |
| Has a clear understanding of the expectation in the OFSTED Framework regarding teaching and learning, leadership and management | **E** | **A/I** |
| Has a clear knowledge and understanding of safeguarding an promoting the welfare of children and young people | **E** | **A/I** |
| Has a good understanding of the principle of race, gender and disability and equality of opportunity | **E** | **A/I** |
| Understands what constitutes good practice and support for bilingual learners | **E** | **A/I** |
| Has a very good working knowledge of ICT for teaching and administrative purposes | **E** | **A/I** |
| Has a thorough understanding of inclusion/personalisation | **E** | **A/I** |
| Has an excellent understanding of assessment and AFL strategies | **E** | **A/I** |
| An understanding of role in ensuring health and safety is adhered to at all times | **E** | **A/I** |
| **Leadership and Management** | | |
| A highly motivated, energetic and enthusiastic team member and leader who is approachable and promotes positive relationships | **E** | **A/I** |
| Ability to communicate orally and in writing to a wide range of audiences | **E** | **A/I** |
| Is able to think strategically and have a wider version for the school | **E** | **A/I//R** |
| Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care | **E** | **A/I/R** |
| Can demonstrate an ability to monitor, evaluate and measure impact of teaching and learning across the school | **E** | **A/I/R** |
| Commitment to the development and maintenance of positive partnerships between the school, parents and the community | **E** | **A/I/R** |
| Proven ability to plan, deliver and organise high quality and effective INSET for all staff | **E** | **A/I/R** |
| Ability to analyse data effectively, develop strategic plans for school improvement, set targets and monitor and evaluate progress towards them | **E** | **A/I/R** |
| **Personal Characteristics** | | |
| Enthusiastic in their approach to raising standards and developing the “whole child” | **E** | **A/I/R** |
| Ability to cope with the pressure of a demanding management | **E** | **A/I/R** |
| Commitment to promoting the “voice of the child” and valuing their contribution to the development of the school | **E** | **A/I/R** |
| Commitment to equality of opportunity and social inclusion | **E** | **A/I/R** |
| Creative, innovative and proactive, keen to embrace change, new ideas and challenges | **E** | **A/I/R** |
| Can inspire trust and confidence in others | **E** | **A/I/R** |
| Well organised and able to manage time well | **E** | **A/I/R** |