

Reach South Academy Trust - Job Profile & Person Specification

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| Position | Deputy Headteacher |
| Location | Reach South Academy Trust Academies |
| Grade | Leadership |
| Accountable to | Headteacher |
| Reporting to | Headteacher |

Job Purpose

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governing board.

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Key Responsibilities

Qualities and Knowledge

Under the direction of the Headteacher, the Deputy Headteacher will:

- Support with the day-to-day management of the school.
- Communicate the school's vision compellingly and support strategic leadership.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.
- Work with political and financial astuteness, translating policy into the school's context.
- Seek training and continuing professional development to meet own needs.

Pupils and Staff

Under the direction of the Headteacher, the Deputy Headteacher will:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Ensure excellent teaching in the school, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Identify emerging talents, coaching current and aspiring leaders.
- Hold all staff to account for their professional conduct and practice.

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Systems and Processes

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behavior.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution of leadership throughout the school.

The Self-Improving School System

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model entrepreneurial and innovative approaches to school improvement and leadership.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Additional Duties

The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out.

The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Staff Development

To take part in the school's staff development programme by participating in arrangements for further training and professional development.

To continue personal development in the relevant areas including subject knowledge and teaching methods.

To engage actively in the Performance Management Review process.

To work as a member of a designated team and contribute positively to effective working relations within the school.

Communications

To communicate effectively with the parents of students as appropriate.

Where appropriate, to communicate and co-operate with persons or bodies outside the school.

To follow agreed policies for communications in the school.

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| Corporate Accountabilities |
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| Sharing the school's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day-to-day work. |
| Performing your role, as part of a highly committed team and delivering your service in a way that helps the school achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. |
| Contribute to the evaluation and development of services across the school as part of the school's ongoing self-assessment cycle. |

| Professional |
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| Ensure the maintenance of standards of practice according to the employer and any regulating bodies, and keep up-to-date on new recommendations/guidelines set by the relevant departments. |
| Ensure that confidentiality is protected at all times. |
| Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development. |
| Participate in individual performance review and respond to agreed objectives. |
| Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintain up-to-date specialist knowledge of latest theoretical and service delivery models/developments. |
| Attend relevant conferences/workshops in line with identified professional objectives. |
| Support and encourage harmonious internal and external working relationships. |
| Raise the profile of the Academy by making positive contributions. |

| General |
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| Contribute to the development of best practice within the service. |
| Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice. |
| All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (2018) and Security and Confidentiality Policies. |
| It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties. |
| This Job Profile does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development. |

| Values, Behaviours, Curriculum Principles |
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| <p>Performing your role in alignment with the Trust's values, behaviours and curriculum principles:</p> <p>Values</p> <ul style="list-style-type: none"> • Inclusivity • Promoting social mobility • Serving local communities • Believing in the potential of our young people • Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development <p>Behaviours</p> <ul style="list-style-type: none"> • Encouraging professional freedoms within consistent boundaries • Championing young people rather than institutions • Collaborating rather than competing where it delivers positive impacts on learning • Acting with the highest levels of integrity and engendering trust • Continually developing the skills and capacities of our people and our organisation |

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Curriculum Principles

- Delivering high standards of education for all pupils
- Providing a broad, rich and experiential curriculum to develop rounded young people
- Providing pathways that are relevant to the needs of our young people and the wider community
- Basing our approach on verifiable research evidence where it exists
- Teaching young people how to be effective learners

Impact

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations, or in the qualifications obtained.

Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Leadership and Management

Lead a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.

Focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.

Aim to ensure that all learners complete their programmes of study. Provide the support for staff to make this possible and do not allow gaming or off-rolling

Engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.

Engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.

Protect their staff from bullying and harassment.

Ensure a clear vision and strategy and that resources are managed well. Hold staff to account for the quality of education or training.

Ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners.

Lead a culture of safeguarding that supports effective arrangements to:

- Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.
- Help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.
- Manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

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Person Specification

The person specification allows an understanding of who we are looking for within this role and the skills knowledge or experience that we would expect.

| | Essential | Desirable |
|---|-----------|-----------|
| Qualifications & Training | | |
| Qualified Teacher Status. | X | |
| Qualified to degree level. | X | |
| Evidence of relevant further professional development. | X | |
| Knowledge | | |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve. | X | |
| Understanding of school finances and financial management. | | X |
| Experience | | |
| Successful leadership and management experience in a school. | X | |
| Teaching experience. | X | |
| Involvement in school self-evaluation and development planning. | X | |
| Experience of contributing to staff development. | X | |
| Successful experience of working with students with social, emotional and behavioural challenges. | X | |
| Skills | | |
| Ability to demonstrate, understand and apply the Trust's values, behaviours and curriculum principles. | X | |
| Proven leadership and management skills with a clear vision and strategy for providing high quality, inclusive education and training to all. | X | |
| This is realised through strong, shared values, policies and practice, engaging effectively with others, whereby the practice and subject knowledge of staff grow and staff are supported to ensure that all learners complete their programmes of study. | | |
| Data analysis skills, and the ability to use data to set targets and identify weaknesses. | X | |
| Effective communication and interpersonal skills. | X | |
| Ability to communicate a vision and inspire others. | X | |
| Ability to build effective working relationships. | X | |
| Personal Qualities / Attributes | | |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. | X | |
| Ability to work under pressure. | X | |
| Commitment to maintaining confidentiality at all times. | X | |
| Commitment to safeguarding and equality. | X | |
| Excellent attendance and punctuality. | X | |