DEPUTY HEADTEACHER

Accountable to: Head of School, Executive Headteacher and Governing Board

Grade: Leadership L8 to L12

Contract: Permanent

Main Purpose of the Post

The Job Description should be read alongside the range of duties and responsibilities of Headteachers as set out in the current Teachers' Pay and Conditions Document part 6 and National Standards for Headteachers

This job description may be amended at any time following discussion between the Executive Headteacher and post holder.

Key Responsibilities

In collaboration with the senior Leaders, have a strategic overview of the school, embodying the values of the school.

The Deputy Headteacher will:

- Work in partnership with the Head of School and Executive Headteacher to provide professional leadership and management to the school and build leadership capacity throughout the school.
- Play a significant role in maximising the standards and achievement of pupils regardless of their race gender, stage of English, SEN, ability or impairment.
- Achieve success for all members of the school community within a culture of continuous innovation and rigorous review, the Deputy Headteacher will shape the school's future through vision, leadership and direction and promote excellence, equality and high expectations of all children in both academic and extra-curricular achievements.
- Alongside the Head of School and Executive Headteacher, evaluate the school's performance; identifying areas of improvement and priorities for continuous growth and development for the school and its children.
- In partnership with, or in the absence of, the Executive Headteacher and Head of School, implement decisive leadership to allow a positive impact on the quality of teaching.
- Lead the school in the absence of the Executive Headteacher and Head of School.
- Work in partnership with the Head of School and Executive Headteacher to build a professional learning community, which enables everyone to achieve.
- Work proactively with colleagues to build relationships with the parents/carers of children within the school across all groups but, in particular, working closely with our most vulnerable groups, and to engage these parents/carers in school and community activities.

Strategic Development of the School

- Work collaboratively with the Head of School and Executive Headteacher to develop the shared

vision and strategic plan for the school which inspires and motivates children, staff and all other members of the school community.

- Develop a nurturing environment where every child is supported and challenged to meet their full potential.
- Translate the vision into agreed objectives and operational plans.
- Communicate the shared vision, which expresses core values and moral purpose, moving the school towards excellence.
- Motivate others to create a shared learning culture and positive climate.
- Lead by example: model the values and visions of the school.
- Effectively contribute to the School Self Evaluation and School Development Plan.
- Regularly report to the Governors, Head of School and Executive Headteacher and other colleagues as required.
- Advise on the deployment of the school's delegated budget, interventions and other resources to ensure the school effectively meets the needs of all pupils.
- Work with the Head of School, Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Identify the training needs of teaching and support staff and contribute to the continuing professional development and in-service training of staff.
- Promote an ethos and culture that supports the school's policies and promotes good outcomes for vulnerable groups.

Work alongside the Head of School and Executive Headteacher to secure and sustain effective teaching and learning throughout the school, monitoring and evaluating the quality of provision and using available data to set priorities for improvement.

- Participate in the selection and appointment of staff and be a team leader in the performance management of staff.

Leading the Raising of Attainment

- Ensure a continuous and consistent school-wide focus on pupils' achievement, using monitoring and evaluation outcomes to inform planning and monitor progress.
- Set high expectations and stretching targets for the whole school community.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge under-performance at all levels and ensure corrective action.
- Establish effective measures for progress and achievement in light of Government changes.
- Produce and keep up to date an agreed annual timetable that outlines the timing of the main assessment activities through the year.
- Provide training for staff on all matters relating to assessment and ensure all staff have access to training on the current assessment system.

- Ensure that all deadlines for the return of assessment data to the local authority and the DfE are met in the Foundation Stage as well as within and at the end of Key Stages.
- Ensure that assessment procedures are clear to all staff and class records are kept up to date.
- Co-ordinate the collation and analysis of attainment data and advise on its use for pupil and whole school target setting and school and subject self-review.
- Advise on the implementation of statutory assessment on entry and at the end of Key Stages, including any special arrangements.
- Provide information about training opportunities available on assessment
- Ensure that classroom procedures are coherent, manageable, improve learning and inform teaching.
- Liaise with middle leaders, other schools, outside agencies and support services on matters including transfer of information between year group staff and other schools at points of transition.
- Inform the Leadership and Management Team and the Governing Board of standards and of developments.
- In partnership with the Executive Headteacher and Head of School, coordinate and organise the annual CPD arrangements for all staff, including school-based INSET activities.
- Attend training and development as appropriate and disseminate information to staff.
- Monitor standards of attainment in the Early Years Foundation Stage as well as within and at the end of all Key Stages.
- Monitor the effectiveness of record keeping including curriculum planning, pupil records and reports on pupil achievement.

Developing Self and Working with Others

- Performance manage middle leaders and teachers, including carrying out appraisals, providing professional development opportunities, and holding staff to account for their performance.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Develop and maintain a culture of high expectations for self and others.
- Ensure effective planning, allocation, support and evaluation of work of teams and individuals.
- Regularly review own practice, set personal targets and take responsibility for own development.

Securing Accountability

- Be accountable and hold others accountable for the standards of teaching and learning.
- Develop a school ethos, which enables everyone to work professionally and collaboratively.
- Ensure individual staff accountabilities are clearly defined, understood and agreed.
- Strengthen partnerships with parents and the local community so that they can support and participate in the school development and future sustainability.
- Create and promote positive strategies for challenging all forms of prejudices.

Communication

- Keep updated and informed about local and national developments relating to teaching, learning and achievement and be able to disseminate information to colleagues as appropriate.
- Foster and maintain positive relationships with staff, pupils and parents and the local community as appropriate.
- Support the Head of School in maintaining good working relationships with the parent/carers, members of the local community, Governing Board and LA.
- Effectively make decisions about the welfare of staff and pupils; consulting with relevant staff and parent/carers as necessary.
- Draw up rotas and timetables as required to secure the smooth day to day management of the school.

Management of Financial and Other Resources

- Effectively use all financial and other resources to raise pupil achievement, paying attention to principles of Best Value.
- Use available resources to raise and maintain standards and provide a positive and stimulating learning environments.

Leading and Teaching

- Plan and teach well-structured lessons.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote the best progress and outcomes for pupils.
- Demonstrate the best subject and curriculum knowledge.
- Adapt teaching and differentiate as required to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure the best and safest learning environment.
- Fulfil wider professional responsibilities.

Strengthening Community

- Build and maintain effective working relationships with parents, carers, other educational institutions, partner organisations and the community in order to enhance the education of the students and develop the wider school community.
- Identify vulnerable parents/carers and, where necessary, advise on practical childcare strategies and parenting skills; including how to meet the emotional needs of young people (e.g. setting boundaries and consistent discipline where appropriate).
- Work in partnership with the Head of School and Executive Headteacher to promote parent/carer liaison for the school and facilitate workshops which promote the active participation of parents/carers in their child's learning.
- Support and advise parents/carers and children in order to overcome barriers to learning.

Child Protection and Safeguarding

- Make significant contributions to the development of an effective Safeguarding Team as either the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as determined by the Head of School and Executive Headteacher.
- Ensure that consistent and effective policies and procedures are implemented and monitored in order to protect and safeguard pupils.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Be a leading professional working in identifying and supporting children with safeguarding needs within the school, to undertake early help assessments and develop action plans, liaising with and co-ordinating the involvement of other agencies and professionals as required, in order to achieve sustained improvement in child and family outcomes.
- Develop, contribute and maintain good behaviour and discipline that contributes to the safety of pupils and secures good teaching, effective learning and high standards of achievement.
- Co-operate and work with relevant agencies to implement safeguarding procedures.
- Keep detailed, accurate and secure written or digital records of concerns and referrals.
- Be alert to, and understand, the specific needs of vulnerable pupils.
- Monitor pupils at risk of harm, or those that have been subject to harm, providing support and ensuring their welfare.
- Ensure that, while some matters are sensitive and require confidentiality, there is effective and clear communication with key adults who may be working with individual pupils.
- Ensure that all staff and volunteers are able to raise concerns about poor or unsafe practice by colleagues in regards to pupils, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed LA whistle blowing policy and procedures.
- Ensure protocols and polices adhere to the statutory guidelines, are fully implemented and followed by all staff and are regularly reviewed and updated as appropriate.
- To undertake appropriate Child Protection Training as required and Prevent awareness training Attend and participate in Child Protection Conferences and planning and review meetings (some of which may take place out of normal working hours) whilst working closely with colleagues in Children's Services as required. This will include negotiating between child, family and commissioning worker to identify the support package required.
- Liaise with the Executive Headteacher and Head of School to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989, and police investigations.

Operational Responsibilities

- Provide support to the Head of School and Executive Headteacher on effective organisation and management of the school and identify ways of improving organisational structures and functions based on school self-evaluation.
- Ensure compliance with education statute and employment legislation.
- Assist with the implementation of a student support (pastoral care) system that focuses on each

learner and supports school improvement.

- Lead the development of playtime/lunchtime initiatives and routines and ensure clear expectations for lunch time provision to provide a structured, safe and enjoyable experience.

Other

- Deputise for the Head of School in his/her absence.
- Clapham Manor Primary School expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.
- The Deputy Headteacher may be required to teach as directed by the Head of School / Executive Headteacher in order to meet the needs of the school.
- Maintain professional standards at all times.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the council's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Data Protection (where necessary please refer to Data Protection Act)

It is essential when working with computerised systems that you are completely aware of responsibilities at all times under the Data protection Act 2018 for the security, accuracy, and significance of personal data held on such systems.

Equal Opportunities

To implement the Council's Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status in the Council's service.

To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010.

Health and Safety

Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.

In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules and procedures and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the school and nursery's community.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training

instruction and supervision as necessary to accomplish those goals.

Safeguarding

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

To remain vigilant and do everything possible to protect children, families and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to follow all associated child protection and safeguarding policies and procedures adopted by the School.

Note

The duties of the job description may be reviewed and subject to amendment annually in consultation with the jobholder. This is to ensure that the role continues to change in line with the needs of the School. The job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post-holder's responsibilities and duties.'

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school and nursery organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder _____ **Date** _ _ / _ _ / _ _

Signature of Headteacher _____ **Date** _ _ / _ _ / _ _

Clapham Manor Primary School & Nursery

Growing Brighter Futures

Job Description
Deputy Headteacher

Person Specification

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria below (six areas) and how your examples demonstrate impact.

Qualifications

1	Qualified teacher status [requirement under the STPCD]	**E**
2	Evidence of relevant further professional development/ leadership qualification within the last two years (e.g. NPQSL)	**E**
3	Obtained or willingness to immediately enrol on and complete Designated Safeguarding training	**D**

Experience [show evidence of]

3	Proven success at middle or senior leadership level	**E**
4	Experience of managing whole school change at middle or senior leadership level	**E**
5	Significant experience of improving standards through the use of pupil performance data, target setting and other strategies	**E**
6	Successful teaching experience with an evaluation of good or outstanding	**E**
7	Responsibility for leading a core subject or significant area across the school resulting in continued improvement	**E**
8	Experience of leading teams to achieve specific outcomes for children	**E**

Professional Knowledge & Understanding

9	Understand the features of outstanding teaching and learning	**E**
10	A working knowledge of effective inclusive practice	**E**
11	Excellent knowledge and understanding of school improvement at whole school, key stage, year group and class level	**E**
12	Knowledge, understanding and experience of the practical application of whole-school self-evaluation processes	**E**
13	Up to date knowledge of safeguarding and child protection policy and practices	**E**
14	Knowledge of current developments, national priorities and statutory frameworks in education	**E**
15	Up to date knowledge of statutory regulations and guidance relating to the post	**E**

Professional Skills

16	An understanding of how to use data to raise standards	**E**
17	Ability to use data to evaluate performance of pupil groups and progress and, plan an appropriate course of action for whole school improvement	**E**
18	An understanding of the skills and attributes involved in effective leadership	**E**
19	An ability to support, motivate and inspire both colleagues and pupils by leading through example	**E**
20	Ability to analyse, prioritise and meet deadlines	**E**
21	An ability to successfully develop and deliver effective professional development for staff	**E**

Commitment to:

22	Whole school improvement and securing engagement of all stakeholders	**E**
23	Demonstrate high standards of personal integrity, loyalty, discretion and professionalism	**E**
24	The school's vision and ethos	**E**
25	Ensure a high quality, stimulating learning environment	**E**
26	Professional development for self and others	**E**
27	Safeguarding and child protection	**E**

Other

28	Good attendance and punctuality record	**E**