



**JOB PROFILE**  
**DEPUTY HEAD OF SCHOOL – Manor Mead School Virginia Water**

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| <b><u>Accountable to:</u></b>  | The Executive Headteacher, Head of School and Governing Body  |
| <b><u>Accountable for:</u></b> | All staff within the areas of Key Responsibilities  |
| <b><u>Job purpose:</u></b>     | <p>In partnership with the Executive Headteacher and Head of School to provide vision and leadership for the school, creating, maintaining and developing conditions that enable effective learning.</p> <p>Implement the aims of the school in accordance with the policies of the governing body so that the school's mission, vision and values are fulfilled.</p> |

**Key Accountabilities:**

- A. Strategic Direction/Development**  
Work with the Executive Headteacher, Head of School and Joint Leadership Team (JLT) colleagues to develop a strategic view for the Federation, school and 'satellite' site; analyse and plan for future needs and development within the local, national and international context.
- B. Day to day operation of the school**  
Work with the Executive Headteacher, Head of School and senior staff to manage all operational aspects of the 'satellite' site safely, efficiently and effectively and deputise for the Head of School as appropriate.
- C. Teaching and Learning**  
Work with the Executive Headteacher, Head of School and Joint Leadership Team (JLT) colleagues to secure and sustain effective teaching and learning throughout the 'satellite' site school, monitor and evaluate the quality of teaching and learning and progress of pupils.
- D. Leading and Managing Staff**  
Work with the Executive Headteacher, Head of School and leadership team colleagues in taking responsibility for specific aspects of managing, leading, motivating, supporting, challenging and developing of 'satellite' site staff in order to ensure exceptional provision.
- E. Efficient Deployment of Staff and Resources**  
Take responsibility for managing the day-to-day staffing needs of the 'satellite' site and the deployment of people and resources efficiently and effectively.
- F. Accountability**  
Assist the Executive Headteacher in accounting for the efficiency and effectiveness of the school to the governors and others, including pupils, parents, staff, local employers and the local community.



**Make a significant contribution to the following Key Tasks:**

**Strategic Direction, Development and Evaluation:**

- A1 lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents and carers, the vision, purpose and leadership of the school;
- A2 contribute to an ethos, educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, preparing them for the opportunities, responsibilities and experiences of the next stages in their education; to communicate and secure the commitment of parents and the wider community to the vision and direction of the school;
- A3 contribute to and implement the strategic plan, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- A4 ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets, which secure the educational success of the school.

**Day to day operation of the school**

- B1 managing the daily staffing needs; organising rotas and communicating these with staff, deploying and redeploying staff as necessary based on priorities and needs;
- B2 being available to respond promptly and effectively to a broad range of issues as they arise during the school day;
- B3 Take responsibility for safeguarding by undertaking the on-site DSL role

**Teaching and Learning**

- C1 create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour, respect and discipline, and which enable staff to meet the standards and expectations set out in the Manor Mead Code of Conduct;
- C2 determine, organise, implement and assess the impact of the curriculum and system of assessment; monitor and evaluate them in order to identify and act on areas for improvement;
- C3 ensure that improvements in literacy and numeracy, communication, independence, personal and life skills are priority targets for all pupils;
- C4 ensure that effective, appropriate well-being support is available to pupils;
- C5 monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, in order to set and meet holistic, challenging and realistic progress targets;
- C6 develop effective links with the local community, to further extend the curriculum, broaden experiences for the pupils and enhance teaching and learning;



- C7 create and maintain an effective partnership with parents and carers to support and improve pupils' achievement, personal development and to broaden and enhance experiences.

### **Leading and Managing Staff**

- D1 maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure that positive, respectful and constructive working relationships are formed between staff and pupils;
- D2 plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- D3 implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers;
- D4 motivate and enable all staff in their school to carry out their respective roles to the highest standard, through high quality CPD based on assessment of their development needs;
- D5 lead professional development of staff through example; support and co-ordinate the provision of high quality professional development by methods such as coaching and mentoring, drawing on other sources of expertise where appropriate, for example, specialist teachers across the Federation and in other schools, LAs and confederations / associations;
- D6 ensure that new to SEN, trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status and standards for induction;
- D7 safeguard their own well-being and sustain their own motivation and that of other staff;

### **Efficient Deployment of Staff and Resources at the Virginia Water 'satellite' site**

- E1 work with the Executive Headteacher, Head of School, other senior staff and governors to recruit staff of the highest quality;
- E2 manage and organise the learning environment efficiently and effectively to ensure that it meets the needs of the curriculum and adheres to health and safety regulations;
- E5 manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements and support their development, ensure efficiency and secure value for money.

### **Accountability**

- F1 provide information, objective advice and support to the governing body as appropriate to enable it to meet its responsibilities for securing effective safeguarding, teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- F2 contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school;



## **The Federation of Manor Mead and Walton Leigh Schools**



- F3 contribute to the presentation of a coherent and accurate account of the school's performance in forms appropriate to a range of audiences, including governors, the LA, the SIIP, the local community, OFSTED and Peer to Peer evaluation partners to enable them to play their part effectively;
- F4 contribute to ensuring that parents and carers and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve the school's targets for improvement.



|  | <b>Deputy Head of School Person Specification</b><br>E= Essential / D=Desirable   |
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| <b>Qualifications and experience</b>                   | <ul style="list-style-type: none"><li>• First degree or Certificate of Education (E)</li><li>• Teaching Qualification (E)</li><li>• Record of successful class teaching with at least three year' teaching experience in a specialist school (E)</li><li>• A broad range of relevant recent professional development that prepares the applicant for this post (E)</li><li>• An understanding of working with a diverse group of stakeholders, staff, pupils, parents etc. (E)</li><li>• Holder of National Professional Qualifications or working towards (D)</li></ul>  |
| <b>Strategic direction, development and evaluation</b> | <ul style="list-style-type: none"><li>• Experience of writing, implementing, monitoring and reporting on actions plans related to whole school initiatives (E)</li><li>• Clear understanding of effective school evaluation and action planning systems and processes (E)</li><li>• Experience of writing, monitoring and reviewing specialist school curricula including long, medium and short term planning (E)</li><li>• Experience of contributing to the review and development of whole school policies (D)</li><li>• Experience of using a range of information and evidence to support pupil wellbeing and progress (D)</li><li>• Experience of contributing to and reviewing strategic development plans (D)</li><li>• Experience of contributing to strategic self-evaluation documents (i.e. SEF) (D)</li><li>• Working knowledge of Ofsted framework, current legislation and guidance for SEND, National Curriculum and specialist education pedagogy (D)</li></ul> |
| <b>Day to day operation of the school</b>              | <ul style="list-style-type: none"><li>• Experience of allocating, directing, supporting and monitoring work of class-based staff (E)</li><li>• Experience of using a wide range of specialist strategies to support engagement and learning for pupils with autism (E)</li><li>• Experience of monitoring of Teaching and Learning (observations, Learning Walks and 'drop-ins') (E)</li><li>• Experience of working as part of a specialist school senior leadership team; taking an active role in senior meetings both formal and informal (E)</li><li>• Commitment to support and promote the safeguarding and wellbeing of all stakeholders and promote inclusive practice (E)</li><li>• Demonstrates good judgment and ability to manage work life balance for self and staff team (E)</li></ul>  |



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| Teaching and Learning                       | <ul style="list-style-type: none"><li>• Excellent class teacher with experience of teaching (and adapting) a broad and balanced specialist curriculum (E)</li><li>• Ability to ensure curriculum coverage, continuity and progression in class planning and when setting individual pupil targets (E)</li><li>• Clear understanding of what represents outstanding teaching and learning including sensitive and empathic approach to managing behaviour (E)</li><li>• Relentless focus on achieving, through teaching of the curriculum, the best outcomes for pupils and the highest professional standards for all staff (E)</li><li>• Knowledge and understanding of Intent, Implementation and Impact in terms of the curriculum (E)</li><li>• Experience of interpreting person centred outcomes from Education Health and Care Plans (EHCPs) through individual planning documents such as IEPs (E)</li><li>• Experience of working to the timeframes of an annual assessment cycle within a specialist setting (E)</li><li>• Experience of using class based recording and assessment systems within a specialist setting (E)</li><li>• Knowledge and experience of systems and frameworks used for the assessment of pupils with complex needs and autism (e.g. P scales, Routes for Learning, Engagement profile etc.) (E)</li><li>• Evidence of using data, benchmarks and feedback strategically to monitor progress in pupil's learning (E)</li></ul> |
| Leading and managing staff                  | <ul style="list-style-type: none"><li>• A collaborative and inclusive style with well-developed interpersonal and personal management skills (E)</li><li>• Ability to support, inspire and motivate staff and set example of high personal and professional standards (E)</li><li>• Accomplished communicator with excellent listening skills and good understanding of what and when to inform senior leaders (E)</li><li>• Experience of organising and delivering staff training (E)</li><li>• Experience of working directly with a range of stakeholders and professional partners including SIPs and peer to peer groups (D)</li><li>• Experience of appraising staff as per school Performance Management policies (D)</li></ul>  |
| Efficient deployment of staff and resources | <ul style="list-style-type: none"><li>• Experience of maintaining and supporting a skilled and knowledgeable class based staff team, identifying training needs and planning, implementing related CPD as appropriate (E)</li><li>• Experience of maintaining a safe, stimulating, engaging and effective learning environment (E)</li><li>• Experience of allocating, directing, supporting and monitoring work of class-based staff (E)</li><li>• Experience of managing a specific resource allocation, monitoring spend and managing all aspects of the budget (D)</li></ul>   |



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| Accountability                              | <ul style="list-style-type: none"><li>• Ability to put in place effective communication mechanisms to ensure that leadership colleagues, improvement partners and Governors are provided with the information they need to meet their responsibilities (D)</li><li>• Contribute to the writing, implementing, monitoring and reporting on actions plans related to whole school initiatives (E)</li><li>• Experience of monitoring delivery of a specialist curriculum (E)</li><li>• Contribute to effective school evaluation and action planning systems and processes (E)</li><li>• Experience of contributing to the review and development of whole school policies (D)</li><li>• Experience of using a range of information and evidence to support pupil wellbeing and progress (D)</li><li>• Commitment to working directly with a range of stakeholders and professional partners including SIPs and peer to peer evaluation groups (D)</li><li>• High expectations for their own personal and professional behaviour and that of others</li><li>• A commitment to the safeguarding of all pupils</li><li>• A willingness to commit to the Federation mission, vision and values</li></ul> |
| Professional Skills and personal attributes | <ul style="list-style-type: none"><li>• Experience of leading 'difficult conversations' and demonstrates an ability to challenge and support others in order to achieve specific targets at a federation, whole school, team and individual level (D)</li><li>• Strong professional values that reflect those of the federation (E)</li><li>• <b>A commitment to</b></li><li>• Good understanding of, and commitment to, their own work-life balance and that of others (E)</li><li>• Demonstrates commitment, reliability and integrity (E)</li><li>• Experience of providing a collaborative style of leadership (E)</li><li>• Resilient, empathic with a good sense of humour and demonstrates the ability to be robust, calm and good humoured under pressure (E)</li></ul>   |