



Diocese of  
**Hallam**

**DEPUTY HEADTEACHER JOB  
DESCRIPTION and PERSON  
SPECIFICATION**

**Name of School:  
St Thomas of Canterbury School**

## Diocese of Hallam School's Department

### DEPUTY HEADTEACHER JOB DESCRIPTION

#### INTRODUCTION

*The term school is used throughout this document to mean all Catholic schools including maintained schools and academies.*

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by the governing body of the school and is subject to the terms of the Catholic Education Service contract signed with the governors as employers; the current conditions of service for Deputy Headteacher contained in the School Teachers' Pay and Conditions document as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards for Headteacher (2020). These standards are in turn built upon the Teaching Standards (2011) which apply to all teachers, including Deputy Headteacher.

The governing body and the diocese acknowledge the importance of the role of the Catholic Deputy Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

**The governing body is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.**

#### **A. The Core Purpose of the Deputy Headteacher**

The core purpose of the Deputy Headteacher is to provide professional leadership and management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, a Deputy Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Deputy Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

The Deputy Headteacher, working alongside the Headteacher and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Deputy Headteacher is a leading professional in the school. Accountable to the governing body, the Deputy Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Deputy Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Deputy Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, parishes, the diocese, the local authority, higher education institutions and employers. Through such partnerships and other activities, the Deputy Headteacher plays a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

Drawing on the support provided by members of the school community, the Deputy Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

## **B. The Headteacher Standards 2020**

### **Culture and Ethos**

The strategic direction and development of the school stem from the educational mission of the Church. The Deputy Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all area of this work.

Critical to the role of deputy headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

*The Deputy Headteacher will:*

1. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
2. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Curriculum and Teaching**

In a Catholic school, the Deputy Headteacher, alongside the Headteacher, leads a learning community rooted in Catholic belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Deputy Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Deputy Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning. *In accordance with the school's Catholic ethos, the Deputy Headteacher will:*

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church. Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Catholic foundation.
3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

### **Organisational effectiveness**

In the Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement.

Working alongside the Headteacher, the Deputy Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Deputy Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money.

The Deputy Headteacher should manage themselves and their relationships well. Leadership is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Deputy Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them. The Deputy Headteacher should be committed to their own continuing professional development.

The Deputy Headteacher should work in partnership with others in a Catholic school. The Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Deputy Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Deputy Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Deputy Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the wellbeing of all children. The Deputy Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

*In accordance with the school's Catholic ethos, the Deputy Headteacher working with the Headteacher will:*

1. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the leadership to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

*Working in a spirit of collaboration to secure Catholic principles of equity and entitlement, the Deputy Headteacher will:*

7. Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.

8. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
9. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
10. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
11. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
12. Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to the Deputy Headteacher.*

# Person Specification/Selection Criteria for Deputy Headteacher

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

## [A] Faith Commitment

		Essential	Desirable	Source
1.	Practising Catholic	E		A/I/R
2.	Involvement in their parish community		D	A/I/R

To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.

		Essential	Desirable	Source
3.	Leading school worship	E		A/I
4.	Ways of developing religious education and worship	E		A/I
5.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school.	E		A/I
6.	How relationships should be fostered and developed between the school, parish and its community and Diocese of Hallam.	E		A/I

## [B] Qualifications

		Essential	Desirable	Source
7.	Qualified teacher status	E		A/CC
8.	Degree		D	A/CC
9.	NPQH / NPQSL / Chartered Leadership Status		D	CC
10.	CCRS (Catholic Certificate in Religious Studies) or the equivalent or a commitment to obtain it if appointed. Primary		D	CC

## [C] Professional Development

		Essential	Desirable	Source
11.	Evidence of recent leadership and management professional development	E		A
12.	Up to date safeguarding training and knowledge of legislation for the protection of young people	E		A/I/CC
13.	Has successfully undertaken Designated Safeguarding Lead training		D	A/I/CC

## [D] School leadership and management experience

		<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
14.	Recent successful leadership experience (Middle Leadership or Assistant Headteacher)	<b>E</b>		A/I/R
15.	Evidence of successfully leading school improvement	<b>E</b>		A/I/
16.	Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching	<b>E</b>		A/I/R
17.	Experience of curriculum leadership and development	<b>E</b>		A/I/R
18.	Experience of working constructively with parents	<b>E</b>		
19.	Experience of monitoring staff performance	<b>E</b>		A/I/R
20.	Experience of effective budget management and financial analysis		<b>D</b>	A/I/R
21.	The ability to provide advice and support to the Governing Body to enable it to meet its responsibilities	<b>E</b>		A/I/R
22.	An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement		<b>D</b>	A/I/R
23.	To have experience of guiding, coaching, mentoring or training individuals or teams	<b>E</b>		A/I/R
24.	Is able to demonstrate a good awareness of current national education policy and strategy	<b>E</b>		A/I/R

**[E] Experience and knowledge of teaching**

		<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
25.	Successful teaching of pupils/students in the primary phase	<b>E</b>		A/I/R
26.	Experience of teaching in more than one school		<b>D</b>	A/I/R
27.	To have a working and current knowledge and understanding of the Key Stages in the primary phase	<b>E</b>		A/I/R
28.	Displays commitment to the protection and safeguarding of children and young people	<b>E</b>		A/I/R
29.	Experience of providing professional challenge and support to others through the performance management process	<b>E</b>		A/I/R
30.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	<b>E</b>		A/I/R
31.	Will co-operate and work with relevant agencies to protect young people	<b>E</b>		A/I/R
32.	To be able to effectively use data and assessment to raise standards/address weaknesses	<b>E</b>		A/I/R

33.	To be able to exemplify how the needs of all pupils (SEND, AEN, AGT, EAL, GRT) have been met through high quality teaching	E		A/I/R
34.	To be able to work effectively with the Governing Body	E		A/I/R

#### **[F] Professional Attributes**

		Essential	Desirable	Source
35.	Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met	E		A/I/R
36.	Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		A/I/R
37.	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I
38.	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R
39.	Show a good commitment to sustained attendance at work	E		A/I/R

#### **[G] Professional Skills**

(Based on the National Standards for Headteachers 2020)

The Deputy Headteacher is expected to have a good knowledge of the National Standards for Headteachers (2020) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Deputy Headteacher will be expected to work with the Headteacher to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

***Candidates are therefore asked to structure their supporting statement under the above headings***

#### **[H] Personal Qualities**

**All of the following are considered essential for the post and will be assessed through interview and reference:**

- Continue to promote the school's strong educational philosophy and values

- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity, including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan and organise themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour
- Uphold the 7 Nolan principles of public life

### **What is the objective definition of a ‘practising Catholic’ for appointments to key posts in Catholic Schools?**

To objectively define what a ‘practising Catholic’ is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute ‘practice’ of the faith in the teaching of the Catholic Church.

The Church’s general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church’s mission to make Christ known to all peoples, by upholding privately and publicly the Church’s moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the ‘practice’ of the Catholic faith in its widest and all encompassing sense. At the heart of these general obligations though, there are essential components for “*full communion*” with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and ‘practising Catholic’.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see ‘Christ at the Centre’ by Mgr Marcus Stock, CTS Publications ISBN 978-1-86082-843-0