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**Bracken Hill School**

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| **POSITION:** | **Deputy Head Teacher** |
| **REPORTS TO:** | **Head Teacher** |
| **KEY****RESPONSIBILITIES** | **Strategic Planning, Safeguarding, Appraisal, Assessment & Outcomes, Interventions and Support Strategies, Vulnerable Groups including LAC & Pupil Premium, Policy Implementation Development & Review, Cover & Staff Absence, Coaching & Mentoring including ECT, Educational Visits Coordinator and additional funding streams.****The responsibilities may be negotiated and amended over time through consultation.****0.40 FTE Teaching Commitment** |
| **LEADERSHIP** **PAY RANGE**  | **14-18** |

**Key Purpose of the Job**

To carry out professional duties of a teacher other than a head teacher, as described in Part X11 of the school Teacher’s Pay and Conditions Document, including those duties particularly assigned to him/her by the Head Teacher.

**Main Activities:**

1. To assist the Head Teacher in the leadership and management of the school and in all aspects of school improvement, including taking full responsibility for the school in the absence of the Head Teacher.
2. To take full responsibility for the leading and managing significant aspects of the school, under the overall direction of the Head Teacher.
3. To carry out teaching duties, as required, in accordance with the school’s schemes of work and the National Curriculum.

**Specific Responsibilities**

**LEADERSHIP AND MANAGEMENT**

1. To assist the Head Teacher in the shaping and delivering a vision and a direction for the school, setting out very high expectations and with a clear focus on pupil achievement.
2. To play a significant role in setting aims and objectives for the School Improvement Plan along with the Head Teacher, Governors and other Senior Staff. To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the Head Teacher.
3. To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
4. To provide an excellent role model for all members of staff and pupils in all aspects of school life. To be an exemplar of all school policies and practices. To actively promote the aims of the school. To offer guidance and support to colleagues.
5. To play a significant role in improving the involvement of parents, carers and the community in the life of the school.
6. To provide effective leadership and management to a team/teams of staff as agreed with the Head Teacher.
7. To be part of the schools Safeguarding Team, dealing with child protection issues to ensure that concerns are promptly dealt with and cases appropriately referred. This includes the review of policies, procedures and training.
8. To take full responsibility for leading and managing one or more major aspects of the school’s curriculum provision, as agreed with the Head Teacher and governing body.
9. To make a significant contribution to the school’s continuing professional development programme, including delivering INSET training and working with individuals and teams in a variety of professional development and mentoring activities.
10. To lead assessment in school, the management of the school database of individual pupil’s attainment and progress and identifying priorities and areas for development.
11. To assist the Head Teacher in school self-review and evaluation and in the effective planning and management of school resources to secure improvements.
12. To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils’ work and teachers’ planning and teaching.
13. To provide guidance and support to Phase Leaders and other staff in order to improve the quality of teaching and learning.
14. To actively promote equality of opportunity by assisting the Head Teacher in ensuring the school’s curriculum provides the best possible education for all its pupils.
15. To assist the Head Teacher in all aspects of the day to day administration and organisation of the school, as agreed with the Head Teacher, including taking responsibility for agreed areas.
16. To a take significant role in the implementation of the school’s performance management policy, to secure school improvement and individual professional development.
17. To participate in recruitment and selection, as agreed with the Head Teacher.
18. To deputise for the Head Teacher in the event of absence or unavailability, by carrying out leadership and management tasks in accordance with school policy and procedure.
19. Manage additional funding streams with school by identifying areas that require funding, evaluating impact and reporting to the Head Teacher and Governors
20. To carry out HR procedures as required.

**TEACHING AND LEARNING**

1.To carry out teaching duties, as agreed with the Head Teacher, providing a model of excellence for colleagues. This may include, as required:

* A specific teaching timetable;
* Providing cover for absent colleagues or those released or professional development;
* Providing in class support for colleagues through demonstration lessons;

2. To provide leadership and support for colleagues (Phase Leaders, Teachers and Teaching Assistants) with regard to teaching and learning and the curriculum, including:

* Managing the planning and delivery of the curriculum across the school, including developing schemes of work and medium-term plans;
* Supporting subject leaders in developing their role, in particular in relation to raising standards;
* Supporting teams and individuals with short term planning;
* Organising and delivering training, as needed, to groups of school staff;
* Supporting staff in use of assessment information to inform teaching and learning;
* Supporting Early Career teachers or those identified as requiring support.
* Providing in-class support to staff, through demonstration lessons, team teaching, observation and feedback.

3.To undertake a significant role in maintaining a high standard of pupil’s behaviour and discipline, within the framework of the school policy and supporting other staff as necessary.

4.To liaise effectively with parents and carers and to ensure good relationships between school and home in order to improve teaching, learning and behaviour.

5. To take a leading role in the management of the school database of individual pupil’s attainment and progress.

**OTHER DUTIES AND RESPONSIBILITIES**

1. To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
2. To take whole school assemblies and to support other staff with assemblies.
3. To prepare and present reports, as required to, e.g. governors, LEA officers, parents, outside agencies.
4. To attend occasional meetings during evening hours, at weekends or in school holidays, as required.
5. To comply with the schools Health and Safety policy and undertake risk assessments as appropriate.
6. To undertake any other duties which are reasonably assigned to you commensurate wit the level of the post.

**KEY ORGANISATIONAL OBJECTIVES**

The Post holder will contribute to the school’s objectives in service delivery by:

* Ensuring compliance with Data Protection legislation
* At all times operating within the school’s Equal Opportunities framework.
* Commitment and contribution to improving standards for pupils as appropriate.
* Acknowledging Customer Care and Quality initiatives
* Contributing to the maintenance of a caring and stimulating environment for pupils

 **Equal opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the County Council’s Equal Opportunities policies.

Date of issue: ………………………………………

Signature of Post Holder: …………………………….………..

Signature of Head Teacher: ………………………….……..….

**Bracken Hill School**

**PERSON SPECIFICATION: DEPUTY HEAD TEACHER**

**QUALIFICATIONS AND TRAINING**

1. To hold a teaching certificate in Education which is recognised by the DfES
2. A graduate
3. To have evidence of continuing and recent professional development relevant to the post.

**KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB**

1. Knowledge of equality of opportunity issues and how they can be addressed in schools.
2. An excellent understanding of current theory and practice of best practice in teaching and learning.
3. A good understanding of effective leadership and management in relation to raising pupils’ attainment and school improvement.
4. An understanding of the importance of the culture and ethos of a school securing high standards and of strategies for improving these.
5. Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level, in accordance with the school’s policy.
6. Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils.
7. Good up to date understanding of safeguarding issues and procedures.
8. Good understanding of statutory requirements upon special schools.
9. An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.

**EXPERIENCE RELEVANT TO THE JOB**

1. A proven track record of raising attainment.
2. Significant and successful experience of leading aspects of the curriculum at whole school level, e.g. as a subject or team leader.
3. Experience of contributing to school improvement, as a member of a leadership team.
4. Experience of supporting/mentoring colleagues in order to secure school improvement.
5. Successful experience of improving the quality of teaching and learning, through processes of monitoring and support.
6. Experience of managing and using pupil attainment, tracking data and assessment procedures.
7. Experience of developing and leading staff development programmes for teachers and other staff.
8. Experience of initiating and implementing strategies to improve parental involvement in their children’s learning.

**APTITUDE AND SKILLS**

1. To be an understanding teacher.
2. Ability to provide a model of best practices, through teaching in own or others classrooms.
3. To demonstrate leadership qualities, including energy, resilience and the ability to enthuse and motivate others.
4. To be able to articulate a clear vision for high quality education.
5. To have a good personal presence, good communication skills and a sense of humour.
6. To be able to communicate clearly both orally and in writing with a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies.
7. To relate well to children to be responsive to their needs.
8. To be able to develop and maintain effective relationships with all members of the school community and outside agencies.
9. To be approachable, accessible and flexible.
10. To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.
11. To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.
12. To be able to understand, interpret and present school performance and financial data.