



## Salary – Group 3: L11-17

### 1. Core purpose

1.1 The Deputy Head Teacher of Colmore Infant and Nursery School will have responsibility for helping to run the school under the leadership of the Head teacher and will support with overall school strategy as a member of the senior leadership team (SLT). The DHT will work with Governors and the wider leadership team to:

1.2 Provide vision, direction and leadership to ensure Colmore Infant and Nursery School maintains high quality teaching and learning, innovative practice and is a center of expertise for education.

### 2. Shaping the future

2.1 Work closely with the Head Teacher and Leadership Team to ensure that the highest priority is given to safeguarding and promoting the welfare of the children and staff as DSL

2.2 Ensure that the resources of the school are fully utilized to best maintain high standards for the pupils

2.3 Support the Head Teacher in line managing the staff on a day to day basis

2.4 Be responsible for the performance management and supervision of those staff who you are identified as having delegated responsibility for (SENCO/HLTAS/complex SEND TAs)

2.5 Ensure the school's vision is clearly articulated, shared and understood. Demonstrate the vision and values each day

2.7 Motivate those working with you by creating a sharing culture and positive atmosphere; leading on initiatives to support staff and pupil well-being

2.8 Support the Head Teacher to ensure that future direction is derived from rigorous self-evaluation

2.10 Keep abreast of the latest research and DFE releases related to quality educational provision

2.11 Support staff within the inclusion team to develop their role (SENCO)

### 3. Learning and teaching

3.1 Have a proven track record of excellent teaching

3.2 Ensure that there is a consistent and continuous focus on pupil achievement, using data and benchmarking to monitor progress across the whole school curriculum (pupil progress)

3.3 Support the Head Teacher in developing a culture of challenge and support in relation to the whole school curriculum so that pupils can achieve success and remain engaged in their learning whilst ensuring standards remain high

3.4 Have a clear overview of the whole school personal development curriculum from EYFS to Y2; whilst supporting the head teacher to embed our whole school ethos, including values and TIAAS approaches

3.6 Have a strategic overview of children with SEND across the whole school, working in partnership with the SENCO to ensure ambition for all

3.7 Present safeguarding, mental health and well-being, LAC/PLAC and PD reports to Governors, ensuring that reports demonstrate the high quality provision and compliance across school

### 4. Communication and relationships

4.1 Support the head teacher in developing a learning culture related to TIAAS and PD approaches which is disseminated within and beyond school.

4.2 Deliver staff briefing and Inset in the Head Teacher's absence

4.3. Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture

4.4 Manage own workload and that of others to allow for appropriate work-life balance

4.5 Support the head teacher to take appropriate action when performance is unsatisfactory

4.6 Develop and maintain effective communications and links with parents, staff and external agencies across the whole school

## 5. Managing the school

- 5.1 In partnership with head teacher produce a clear, evidence based SEF and SIP clearly showing the developments for the school
- 5.2 Manage the workload of staff to achieve the vision of the school
- 5.3 Support the efficient organization, management and supervision of school routines with responsibilities for rotas and timetabling as appropriate across the whole school as required; delegating to Head of Year as required
- 5.4 Manage and organize the school building efficiently and effectively to ensure quality provision for all children through a range of environments to meet their needs.
- 5.9 Effectively lead on the professional development of all staff in relation to PD, mental health and well-being, PLAC/LAC and safeguarding and inclusive practice.
- 5.10 Manage, implement, communicate and support with school strategies for managing behaviour expectations across the school via school assemblies, communication to parents, staff training; modelling best practice.
- 5.11 Effectively support and manage pastoral expectations across school; addressing any concerns from staff as required and in line with school policy

## 6. Safeguarding

- 6.1 As DSL have overall responsibility for the safeguarding and welfare of all pupils and staff on a daily basis
- 6.2 In partnership with Head Teacher, recruit, retain and deploy staff in line with safeguarding practices; ensuring all relevant safeguarding checks are in place for any adults in school
- 6.3 Have responsibility for monitoring the SCR along with HR manager; ensuring that all safer recruitment practice is adhered to
- 6.4 Ensure that all relevant risk assessments are in place for medical and for positive handling as required
- 6.5 Ensure that the DFEs KCSIE documentation and BCC safeguarding policy is adhered to; communicating expectations and changes via annual staff and governor training
- 6.6 Complete an annual safeguarding audit (section 175) to ensure that staff are kept up to date with relevant safeguarding training.
- 6.7 Provide BCC with school's up to date figures via section 175 related to safeguarding within school; providing evidence of school's full compliance with safeguarding.
- 6.8 Have responsibility for the school's CPOMS (safeguarding log) system; responding in a timely manner to safeguarding concerns raised by staff or parents.
- 6.9 Attendance at any CP and CIN meetings - Liaison with external agencies linked to safeguarding to ensure a multi-agency approach to information sharing in the best interests of the child.
- 6.10 Working in partnership with FSW to have a clear overview of our Early Help offer; coordinating our school based early help response
- 6.11 Have responsibility for 'operation encompass' (DA) alerts; ensuring relevant communication and follow up with staff to support the child and family in the best way possible
- 6.12 Responsibility for whole school attendance, meeting with the attendance lead on a weekly basis to have a strategic overview and to review actions
- 6.13 Monitor suspensions with the HT; supporting families and children where this is happening and working in partnership with the SENCO and relevant agencies as required
- 6.14 Have a comprehensive overview of the most vulnerable children in school to have a chronology of appropriate support and intervention to impact positively on their outcomes
- 6.15 To work in cross school partnership with Colmore junior school's DSL to provide appropriate support for identified vulnerable families and to share key information at the point of transition.

## Securing accountability

7.1 Work with the wider leadership team and Governing body to ensure that its responsibilities are met

7.2 Support the head teacher to ensure that staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation

7.3 Develop and present a coherent, understandable and accurate account of the performance of the school (section 175) with the audience in mind. These accounts will be accessible to governors, parents and staff

7.4 Reflect on personal contribution to school achievement and take account of feedback from others

## Strengthening the community

8.1 Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families

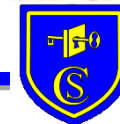
8.2 Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development

8.3 Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community

8.4 Contribute to the development of the education system by, for example, sharing effective practice, working in partnerships with other schools and promoting innovative initiatives

8.5 Co-operate and work with relevant agencies to protect and safeguard the welfare of children

8.6 Lead on safeguarding transition of pupils from KS1 to KS2 working in partnership with Colmore junior school staff.



	Essential	Desirable
<b>Professional Qualifications</b>	<ul style="list-style-type: none"> <li>Is a qualified teacher (e.g.Cert.Ed., B.Ed. or other 1<sup>st</sup> degree with PGCE or QTS)</li> <li>Shows evidence of significant and relevant continued professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Has completed training in preparation for a senior leadership and management position</li> <li>Has direct experience of leading a school</li> </ul>
<b>Shaping the future</b>	<ul style="list-style-type: none"> <li>Is able to articulate a strong, clear vision for high quality primary education which maximises the potential of the school</li> <li>Can articulate ways of building, communicating and implementing a shared vision</li> <li>Has experience of school self-evaluation and can describe effective strategies for undertaking this</li> <li>Demonstrates understanding of the strategic planning processes</li> <li>Has experience of leading significant change which has impacted upon pupil outcomes (e.g. through a subject leader role)</li> </ul>	<ul style="list-style-type: none"> <li>Has first-hand experience and involvement in school improvement planning</li> </ul>
<b>Learning and teaching</b>	<ul style="list-style-type: none"> <li>Demonstrates personal enthusiasm for teaching and learning</li> <li>Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard</li> <li>Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress</li> <li>Can articulate strategies for improving the quality of teaching of colleagues</li> <li>Has day to day working knowledge of the National Curriculum in KS1 and the FS curriculum</li> <li>Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of curriculum design and management</li> <li>Has experience of using research evidence to inform teaching and learning</li> <li>Has experience of coaching with adults or young learners</li> <li>Familiar with the work of a SENCo or is a trained SENCo.</li> <li>Has experience of or leads the TIAAS approach</li> </ul>
<b>Developing self and working with others</b>	<ul style="list-style-type: none"> <li>Understands the importance of working in partnership with colleagues</li> <li>Demonstrates commitment to shared leadership and effective team work</li> <li>Has experience of working alongside colleagues to improve their classroom practice</li> <li>Understands the relationship between managing performance, professional development and school improvement</li> <li>Can articulate strategies to develop professional learning of individuals and teams</li> <li>Acts on feedback or self-evaluation in order to improve own performance</li> <li>Demonstrates high expectations for self and others</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of giving effective feedback and acting to improve the performance of others</li> <li>Has experience of dealing with conflict and managing challenging situations</li> </ul>
<b>Managing the organisation</b>	<ul style="list-style-type: none"> <li>Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment</li> <li>Able to prioritise, plan and organise own workload and that of others</li> <li>Able to identify, establish and sustain appropriate management structures and systems</li> <li>Displays the ability to think creatively to anticipate and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of project management for planning and implementing change</li> <li>Has successfully developed, implemented, monitored and evaluated school policies</li> <li>Has experience of implementing the performance management process</li> </ul>

# Colmore Infant & Nursery School Deputy Head of School: Person Specification



	Essential	Desirable
<b>Strengthening the community</b>	<ul style="list-style-type: none"> <li>Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision</li> <li>Shows a commitment to a multi-agency approach for the well-being of pupils and their families</li> <li>Has the capacity to build partnerships and community consensus on values, beliefs and shared responsibilities</li> <li>Is able to listen to, reflect, and act on feedback from stakeholders as appropriate</li> <li>Shows a commitment to the wider school curriculum beyond school and the opportunities it provides for pupils and the school community</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of working collaboratively with other schools or communities to improve outcomes</li> </ul>
<b>Personal skills and attributes</b>	<ul style="list-style-type: none"> <li>Demonstrates a genuine empathy with children</li> <li>Is able to communicate effectively and concisely</li> <li>Is a good listener</li> <li>Is flexible and consistent with strength of character</li> <li>Is capable of making reasoned judgements</li> <li>Is approachable and has integrity</li> <li>Has a presence that inspires confidence and trust</li> <li>Is able to motivate and inspire</li> <li>Is able and willing to delegate appropriate responsibilities</li> <li>Has confidence in others to take a leadership role</li> </ul>	
<b>Securing accountability</b>	<ul style="list-style-type: none"> <li>Has a good understanding of the role of the governing body and can explain how the Head Teacher will assist governors to discharge their responsibilities effectively</li> <li>Has a good understanding of the role of the Local Authority and external bodies such as OFSTED</li> <li>Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school</li> <li>Has previous experience of challenging and supporting others in order to achieve specific targets</li> <li>Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes</li> <li>Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of reporting progress to a range of audiences (e.g. a subject leader's report to governors)</li> <li>Has experience of leading a school</li> <li>Has experience of leading a school through an OFSTED inspection</li> <li>Has an understanding of school financial management</li> </ul>

