

**Deputy Head Teacher**

**Job Description**

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| **Post** | **Deputy Head Teacher** |
| **Grade** | Leadership Group (Group 7) |
| **Responsible to** | Head Teacher |
| **Responsible for** | The development of excellence at Plumstead Manor School |
| **Working hours** | As indicated by STPCD |

This senior post will lead responsibility for raising achievement and standards of academic excellence and outstanding pastoral care at Plumstead Manor School. The post holder will take responsibility for whole school strategy which secures ongoing improvement in the outcomes and quality of provision for our young people. This will include responsibility for line leading a range of staff including senior and middle leaders, as well as taking specific responsibility for a range of whole school issues.

The Governing Body expect that exceptional leaders such as a Deputy Head Teacher would be flexible and multi-skilled and able to take on any portfolio or area of responsibility. The leadership challenges and demands in a school mean that specific responsibilities have to change from time to time, and this role is one in which adaptability and creativity are paramount.

**Purpose:**

1. Lead the development and provision of the highest quality of education at Plumstead Manor School.
2. Play a leading role in cultivating a school ethos founded on success and harmony, promoting excellence and equality for all in a diverse community.
3. Lead the strategic development of key aspects of school life, and embed change which impacts positively on standards across the school over time, and builds support among the wider community for such change.
4. Promote a climate which enables staff to develop their own practice, while maintaining a passion for their own subject.
5. Develop the capacity for leadership across the school and in other people.
6. Line lead staff through a combination of challenge, accountability and support.
7. Develop collaboration between the school, the individual student and home to encourage and promote learning and social development
8. Develop partnership with outside organisations and agencies which positively influence the provision in the school and its reputation and ‘brand’ within the wider community.
9. Promote a positive ethos across the school based on the school vision and the motto ‘success and harmony’.
10. Deputise for the Head Teacher in the event of his/her absence.

Teachers with TLR or Leadership posts at any level must demonstrate these **11 Qualities of Leadership.**

We expect that members of our community who have leadership roles should

1. Show vision, conviction and authority and lead by example.

2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.

3. Understand what needs to be done, do it right, and on time.

4. Be very, very organised.

5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan

6. Know your subject and keep up to date.

7. Lead learning by demonstrating high quality work with excellent outcomes.

8. Develop colleagues through encouragement, performance management and providing opportunities.

9. Support young people by maintaining good discipline and helping them meet high targets.

10. Work with others by building good links with KS2, other schools, FE and HE.

11. Reflect critically and rigorously on their own work, and the work of others.

In the **Leadership Group** we should also abide by the *Principles of Public Life:*

* *Selflessness* – to act for the greater good, not for our own power, status or relationships
* *Honesty* – to reflect issues as they are and to be honest with each other
* *Openness* – to explain our actions and respond to criticism, not just to demand compliance
* *Integrity* – to do what is right, and what builds up a solid and reliable education system
* *Objectivity* – to make decisions on merit, not because they make life easier
* *Accountability* – to take responsibility for our actions,as public servants
* *Leadership* – to act according to these six principles and to enable others to do so too

In our school context, we add the following practical demands. We should be:

1. **Highly visible** so we lead and support our colleagues and reassure our young people. We need to be systematic about visibility and hold others to account.
2. **Collaborative** so that decisions are understood and gather general assent. We need to explain and explain again why an action or procedure is needed then ensure it happens.
3. Able to see a **broad picture** and link it to the school plan, resisting fashions and gimmicks.
4. **Resisting short cuts** or easy answers: ensuring colleagues do their jobs, not doing it for them.
5. Able to **investigate**, **research**, **analyse**, **plan**, **implement** and **evaluate**
6. Concerned for the **work-life balance** of our profession and the future of school leadership by making sustainable choices, not modelling, promoting or expecting a damaging long hours culture. Wherever possible, **reducing demands and encouraging professional freedom while monitoring success**.
7. **United**, so that all members of the team support one another but having difficult conversations when necessary.

The purpose of these qualities is to provide us with a common foundation on which our authority as leaders stems, but also to which we are accountable. Some of them are very hard and we will have to ensure we support and develop leaders at all levels of the school in meeting these expectations.

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| **Raising Aspirations, Securing Success** |

1. Lead the implementation and realisation of the School Plan setting the highest possible expectations in all aspects of school life.
2. Develop, support and maintain excellent standards at Plumstead Manor School, reflecting our shared values as expressed in the School Vision and the School Plan.
3. Develop the highest quality of curriculum and pastoral provision which secures the academic, social and emotional development of young people based on a deep understanding of their individual needs and requirements.
4. Develop high quality programmes of support and intervention to ensure that the potential of each student is maximized.
5. Lead the development of a culture of high expectations and deep engagement within the school community.
6. Secure high levels of accountability for other leaders, and teams of staff working across the school based on rigorous and intelligent self-evaluation.
7. Maximise student progress and achievement and enable all students at Plumstead Manor School to progress successfully onto the next phase of their education, training and employment.
8. Act as a Raising Standards Leader responsible for securing improvements in outcomes and performance at a whole school level.

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| **Challenge and Creativity** |

1. To consistently be a good teacher.
2. Lead the provision of learning experiences across the school which are inspirational and memorable.
3. Monitor, track and address gaps in achievement across Key Stages 3 to 5.
4. Develop effective whole school strategies for overcoming barriers to learning and achievement.
5. Lead staff in working towards challenge targets which fit the school’s vision and commitment to high expectations and excellence.
6. Monitor the quality of teaching and learning in all aspects of the school’s work.
7. Lead the process of embedding the qualities that are central to cultivating success and high achievement at Plumstead Manor: creativity, collaboration, resilience, discipline, imagination, and curiosity.
8. Establish and implement a variety of systems and processes which provide accurate and reliable information about the quality of provision in the school.
9. Ensure that this information and data is useful transparently and intelligently to support self-evaluation and accountability across all aspects of the school’s work.
10. Participate in self-evaluation and development planning and update the School SEF were appropriate.
11. Report to the appropriate Governors’ Committees and attend Full Governors’ meetings, participating where required.

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| **Cultivating Harmony and Respect** |

1. Lead the development of a school culture built on success and harmony, which provides all students an entitlement to learn and flourish in a safe, friendly and disciplined environment.
2. In collaboration with other senior and middle leaders promote and develop high standards in behaviour for learning across the school, which ensure all our young people are respected, nurtured, and included.
3. Develop sustainable and meaningful means of engagement with students, parents and carers and ensure there is impact of listening to their voice.
4. Develop and implement policies and practices which reflect the school’s commitment to excellence and social justice, to success and harmony, by maximising expectations and aspirations for all.
5. Line lead the work of other senior and middle leaders, and apply the school’s procedures for appraisal and performance management effectively and equitably.
6. Maintain efficient and effective management of learning resources, by developing or identifying new resources including ICT applications suitable to meet the needs of our students.
7. Ensure the school’s resources are deployed efficiently and effectively and that best value and financial probity are prioritised.
8. Carry out on-call, break and lunch duties and contribute to the daily management of the school.
9. Actively develop and maintain partnerships with outside organisations and providers, recognising the role the school plays in the community and promoting its good name at all times.
10. Ensure the guidance of Children Act are fulfilled including any supplementary Safeguarding and Child Protection guidance in line with school policies and procedures, including the PREVENT duty.
11. Complete any additional responsibilities commensurate with the level of this job description, as required by the Head Teacher.

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**Deputy Head Teacher**

**Person Specification**

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| **Post** | **Deputy Head Teacher** |
| **Grade** | Leadership Group |
| **Responsible to** | Head Teacher |
| **Responsible for** | The development of excellence at Plumstead Manor School |
| **Working hours** | As indicated by STPCD |

All teachers at Plumstead Manor are bound by the School Vision and Plan, and the shared expectations in the job description. This person specification shows what we require in order to be shortlisted for a post here. It shows the qualifications, experience, knowledge, understanding, qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in the application form and supporting statement and at interview that they meet these requirements.

**Selection Criteria**

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| **Training Qualifications and Experience** | Candidates must demonstrate that they have:   * a good degree and evidence of further study * QTS * evidence of sustained professional development; * at least 3 years’ experience in a senior leadership post |
| **Leadership Standards and Qualities** | Candidates must demonstrate that they are able to:   * show vision, conviction and authority and lead by example. * build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff. * understand what needs to be done, do it right, and on time. * be very, very organised. * fulfil a role in whole school leadership by positively upholding our procedures and Plan * know your subject and keep up-to-date. * lead learning by demonstrating high quality work with excellent outcomes. * develop colleagues through encouragement, performance management and providing opportunities. * support young people by maintaining good discipline and helping them meet high targets. * work with others by building good links with KS2, other schools, FE and HE. * Reflect critically and rigorously on their own work, and the work of others. |
| **Further Management and Leadership Skills** | Candidates should also have   * an informed understanding of strategies to improve student progress and performance, including high standards in behaviour for learning. * an understanding of the requirements of the current Ofsted framework. * experience of leading and implementing school wide change with clear evidence of positive impact on raising standards and realising high expectations. * a high level of data management, analysis and target setting skills which leads to sustained school improvement. * adept skills in information management. * excellent communication skills. * ability to use evidence-based information for school improvement. * evidence that they can manage school resources effectively and efficiently and are able to take difficult decisions when they face tight constraints. |
| **Personal, Professional Qualities and Attributes** | Candidates should demonstrate that they   * can support the Head Teacher in fulfilling and clearly articulating the School Vision and Plan. * have the ability to work in partnership with governors, Head and leadership team. * through personal commitment, contribute to maintaining and developing our ethos based around excellence, justice, success and harmony. * can communicate clearly and precisely. * have the critical intelligence to assess and judge the value of educational fashion. * inspire, motivate and empower staff and students. * can work collaboratively with others, delegating appropriately; * seek and act on feedback from others. * communicate effectively with, and command the confidence and respect of students, parents, colleagues and governors; * maintain and extend good relationships with RBG, partner schools, children’s services, parents and the local community. * have resilience and tenacity, combined with a high level of integrity. |
| **Professional Knowledge and Understanding** | Candidates should demonstrate that they know   * current educational issues, including national policies, priorities and legislation; * effective strategies for maintaining and developing high standards of attainment, behaviour and attendance; * best pedagogical practice. * current trends in curriculum change and development. * principles and practice of educational inclusion, diversity and access; * quality assurance systems, including school review, self-evaluation and appraisal * legal issues relating to managing a school including safeguarding procedures, equal opportunities, race relations, disability, human rights, employment, health and safety legislation. |

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