



## Anglesey Primary School Job Description

<b>NAME:</b>	
<b>Title Of Post:</b>	<b>Deputy Head Teacher</b>
<b>Salary:</b>	<b>LPS 15-19</b>
<b>Working Hours:</b>	<b>Full Time 195 Days Per Year + Additional Reasonable Days &amp; Times.</b>
<b>Responsible to</b>	<b>Head Teacher</b>
<b>Overall Responsibility.</b>	<b>Responsibility for Infant or Junior Building and whole school Responsibility for agreed OFSTED areas of focus.</b>

### **Terms and conditions**

- The terms and conditions as set out in the current Teachers Pay and Standards Documents and any orders made under it.
- The other terms and conditions set out in the various national collective agreements in force from time to time.
- The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.
- The school's Instrument and Articles of Government as appropriate
- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body. Uphold the School's policy in respect of child protection matters.
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document, including all of the conditions of employment of teachers other than Headteachers, set out in Part 12 of Section 2 of the same.
- Particular attention is drawn to Section 66 of the above document – 'teachers with leadership or management responsibilities shall be entitled so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities'.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed annually and it may be subject to modification at any time after consultation with the post holder.

### **SCHOOL SPECIFIC**

- Support, deputise and assist the Headteacher by providing dynamic leadership and management in support of the School's vision and values in everyday work and practice
- Develop and motivate staff, set high expectations, embed learning and teaching strategies and raise achievement
- Contribute to rigorous and on-going self-evaluation and take responsibility for leading specific areas/initiatives to secure further school-wide improvements.
- Specific responsibilities will be based on the skills and experience of the successful candidate.

### **DUTIES AND RESPONSIBILITIES:**

#### **Operational Responsibilities:**

- Undertake the full range of duties and responsibilities, as required by the Headteacher, set out in The School Teachers Pay and Conditions of Service
- Model the leadership and management approach expected of all within the School. A commitment to the School, its pupils, staff, parents, carers and community
- Remain focused on securing strong outcomes for all groups of learners.
- Develop a culture that enables all staff to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Contribute to the shaping of the School's three-year strategic vision, the annual Improvement Plan and Self Evaluation process
- Oversee and lead specific elements of the school improvement strategy as defined by the Headteacher
- Effectively line manage leaders and teams as identified by the Headteacher, embed ambition, drive improvement, quality assure work and share accountability for their effectiveness
- Lead specific initiatives and co-ordinate development programmes to ensure the School promotes and achieves the highest standards of learning and teaching

- Support the Headteacher in leading the School through all external reviews and inspections
- Communicate effectively with all stakeholders within the School and work very closely alongside the Headteacher, other Senior Leaders and school colleagues
- Monitor, analyse and evaluate the effectiveness of the School's policies
- Deputise for the Headteacher in their absence.

### **Teaching and Learning**

- Ability to teach all age groups
- Plan work in accordance with Pastoral and Curriculum Area Programmes of Study
- Take account of all students' prior levels of attainment and use them to plan challenging lessons and set future targets
- Monitor and identify underachieving students from performance data
- Address underachievement through contributing to whole-school strategies
- Establish a purposeful working atmosphere during all learning activities following School policies
- Actively support extra-curricular activities to enhance students' experiences
- Encourage the development of positive student behaviour
- Understand and fulfil all the requirements of School policies and the expectations of the School.

### **Assessment, Recording and Reporting**

- Keep appropriate records of students' work
- Mark and return work, including homework within an agreed and reasonable time
- Use and apply the School's Marking Policy
- Carry out assessment programmes, as agreed by the School or Curriculum Area.
- Attend Parents' Evenings as required and keep parents/carers informed about their child's performance and future targets.

### **Additional Responsibilities**

- Promote the School ethos in which the highest achievements are expected from all members of the School community
- Adhere at all times to the professional business standards of dress, courtesy and efficiency in line with the ethos of the School
- Attend all Staff Meetings
- Attend and participate in Open Evenings
- Uphold the School's values, its behaviour code and uniform regulations
- Be responsible for ensuring subject knowledge is developed and participate in staff training and development.

### **Key organisational Objectives**

To contribute to the School by:

- Following Health and Safety requirements and initiatives, as directed
- Ensuring compliance with Data Protection legislation
- Operating at all times within the School's Equalities Policies, demonstrating commitment and contribution to improving standards and attainment
- Contributing to the maintenance of a caring and stimulating environment for young people.

### **Appraisal and Professional Development**

- The teacher will be part of the School's Appraisal Scheme. The School will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

### **School Improvement:**

- Support the Headteacher in the creation and implementation of a strategic School Improvement plan, underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Support the effective monitoring, evaluating and reviewing of the School Improvement plan to secure progress and school improvement.
- Support the Headteacher in reviewing and writing the Self Evaluation Form.

### **Teaching and Learning:**

- Create and maintain a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school and which enable teachers to meet the expectations and standards set out within the school's Teaching and Learning Policy.
- Determine, organise and implement the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement.

- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or EAL, in order to set and meet challenging, realistic targets for improvement.
- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Ensure that improvements in Core and Foundation subjects are priority targets for the school and all pupils, including those with Special Educational Needs

### **Assessment and evaluation**

- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and act as necessary.
- Ensure the use of in school and comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement as discussed with the HT
- Coordinate termly pupil progress meetings for the year groups within the phase and approve targets set in discussion with the HT

### **Pupil achievement:**

- Make explicit to pupils, parents, teachers and wider community the school's high expectations that all pupils can succeed.
- Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils.
- Ensure that effective conferencing and interventions take place and are regularly monitored to ensure targets are met, next steps are in place and any gaps are closed

### **Relations with parents and the wider community:**

- Develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning.
- Create and maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Maintain liaison with other schools, further education and other agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the local community, Ofsted, staff and others, to enable them to play their part effectively.
- Ensure that parents and pupils are well-informed about the curriculum, attainment and progress, including via the school website.

### **Managing own performance and development:**

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively and work to deadlines
- Sustain their own motivation and that of other staff.

### **Managing and developing staff and other adults:**

- Implement and sustain effective systems for the management of staff performance, incorporating performance management and targets for teachers, including targets relating to pupils' achievement and be responsible for managing the staff in your phase.
- Motivate and enable all staff in their schools to carry out their respective roles to the highest standards, through high quality continuing professional development based on assessment of needs.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Lead professional development of staff through example.
- Support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, and subject associations.
- Act as a conduit between your Phase and the HT and raise any issues or concerns as appropriate in SLT meetings.

### **Managing resources:**

- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Manage, monitor and review the range, quality, quantity and use all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

**SIGNED – \_\_\_\_\_**

**DATE - \_\_\_\_\_**

## Person Specification:

Category	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Evidence of CPD</li> </ul>	<ul style="list-style-type: none"> <li>• NPQSL or NPQH</li> <li>• Additional qualifications to support Leadership and or Teaching and Learning.</li> <li>• Safer recruitment and DSL training.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven success in a senior leadership role in a primary school</li> <li>• Evidence of raising standards and improving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Experience across multiple Key Stages</li> <li>• Experience of working with external agencies.</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Deep understanding of the primary curriculum</li> <li>• Understanding of school improvement cycles;</li> <li>• Knowledge of safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of Ofsted framework and inspection preparation</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Recent and relevant professional development in leadership and pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching or mentoring experience</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Outstanding classroom practitioner</li> <li>• Strong leadership and management skills</li> <li>• Excellent interpersonal and communication skills</li> <li>• Data analysis and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead staff training and INSET</li> <li>• Conflict resolution and mediation skills</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrable evidence of outstanding, inclusive classroom teaching</li> <li>• Ability to model high-quality planning and adaptation to meet the needs of all learners</li> <li>• Understanding of how to raise attainment and close learning gaps</li> <li>• Commitment to high expectations and aspirations for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate work with other schools.</li> </ul>
<b>Safeguarding and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Thorough understanding of safeguarding procedures and the role of the DSL</li> <li>• Commitment to promoting wellbeing and pastoral care for all pupils</li> <li>• Understanding of how inclusion, attendance, mental health and behaviour intersect</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as a DSL or Deputy DSL</li> <li>• Training in mental health, domestic abuse, or safeguarding of vulnerable pupils</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Reflective and emotionally intelligent</li> <li>• Inspirational leader</li> <li>• High expectations and integrity</li> <li>• Resilient and adaptable</li> </ul>	<ul style="list-style-type: none"> <li>• Strong community values and presence</li> <li>• Innovative and strategic thinker</li> </ul>