

**Post:** Deputy Head teacher  
**Responsible to:** Head teacher

### KEY PURPOSE OF THE JOB

To carry out professional duties of a teacher other than a head teacher, as described in Part 10 of the school Teacher's Pay and Conditions Document, including those duties particularly assigned to him/her by the Head Teacher.

To be committed to securing and delivering the key functions of the school:

- **Achieving the Highest Standards**
- **Delivering Lifelong learning**
- **Bridging Gaps**
- **Engaging the Whole Community**

### MAIN ACTIVITIES:

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.

To take full responsibility for leading and managing significant aspects of the school, under the overall direction of the Head Teacher.

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:**

To assist the Head Teacher in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement, Lifelong Learning, engagement, bridging gaps, and engagement of all members of the local community.

To play a significant role in setting aims and objectives for the school and in formulating 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.

To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.

To provide an excellent role model for all members of staff and for 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

To take a leading role in improving the involvement of parents, carers and the community in the life of the school.

To provide effective leadership and management to a team/teams of staff, as agreed with the Head Teacher.

To take full responsibility for leading and managing the implementation and continued development of the school, as agreed with the Head Teacher and governing body.

To make a significant contribution to the school's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.

To assist the Head Teacher in school self review and evaluation and in the effective planning and management of school resources to secure improvements.

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.

To provide guidance and support to phase leaders and other staff in order to improve the quality of teaching and learning.

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, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.

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, e.g. timetables, duty rotas etc.

To take a significant role in the implementation of the school's appraisal policy, to secure school improvement and individual professional development.

To participate in recruitment and selection, as agreed with the Head Teacher.

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 practice.

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## **TEACHING AND LEARNING**

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

- Providing cover for absent colleagues or those released for professional development;
- Providing in-class support for colleagues through demonstration lessons;
- Teaching booster or 'catch up' groups.

To provide leadership and support for colleagues (teachers and 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 phase leaders and 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 the use of assessment information to inform teaching and learning;
- Inducting and supporting newly qualified and less experienced staff and/or supply teachers;
- Providing in-class support to staff, through demonstration lessons, team teaching, observation and feedback.

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

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

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## **OTHER DUTIES AND RESPONSIBILITIES**

To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.

To take whole school assemblies and to support other staff with assemblies.

To prepare and present reports, as required to, e.g. governors, LA officers, parents, outside agencies.

To attend occasional meetings during evening hours, at weekends or in school holidays, as required.

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## **SAFEGUARDING RESPONSIBILITIES**

The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.

To be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To support the protocols and systems that are in place to address the needs of children with special educational needs and 'children in need' as defined by the Children Act. This to include attendance at Child Protection Case Conferences etc

To ensure Safeguarding Procedures and the Common Assessment Frameworks are in place, are understood and are implemented.

To ensure child protection procedures and processes are followed.

## **KEY ORGANISATIONAL OBJECTIVES**

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

- Enactment of Health and Safety requirements and initiatives as directed
- 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

## PERSON SPECIFICATION: DEPUTY HEAD TEACHER

### QUALIFICATIONS AND TRAINING

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

### KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB

- Knowledge of equality of opportunity issues and how they can be addressed in schools.
- An excellent understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of primary age.
- An excellent understanding of the use of new technologies.
- A thorough understanding of the 21<sup>st</sup> Century Learning context.
- Good understanding of the role of extended and integrated services in raising attainment and bridging the gap.
- A good understanding of effective leadership and management in relation to raising pupils' attainment and school improvement.
- An understanding of the importance of the culture and ethos of a school in securing high standards and of strategies for improving these.
- Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level, in accordance with the school's policy.
- Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils.
- Good understanding of statutory requirements upon primary schools.
- An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.
- Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.
- Displays commitment to the protection and safeguarding of children and young people
- Demonstrate an understanding and have experience of safeguarding issues and the ability to follow procedures
- Knowledge and understanding of relevant legislation and government strategies e.g. Sure Start agenda, Every Child matters, Childcare Act 2006 and Salford Children and Young Persons Plan
- A knowledge and understanding of the principals and concepts underlying The Children Act 1989 and other relevant legislation
- Experience of Child Protection Work and understanding of the 'Working Together' documentation.
- Values and respects the views and needs of children and young people

### EXPERIENCE RELEVANT TO THE JOB

- Recent, significant and successful experience as a teacher in the primary phase.
- A proven track record of raising attainment particularly in any key stage.
- Significant and successful experience of leading aspects of curriculum development at whole school level.

- Experience of contributing to school improvement, as a member of a leadership team.
- Experience of supporting/mentoring colleagues in order to secure school improvement.
- Successful experience of improving the quality of teaching and learning, through processes of monitoring and support.
- Experience of managing and using pupil attainment and tracking data bases.
- Experience of developing and leading staff development programmes for teachers and other staff.
- Experience of initiating and implementing strategies to improve parental involvement in their children's learning.

#### APTITUDE AND SKILLS

- To be an excellent teacher.
- Ability to provide a model of best practices, through teaching in own or others classrooms.
- To demonstrate leadership qualities, including energy, resilience and the ability to enthuse and motivate others.
- To be able to articulate a clear vision for high quality education in an inner city context.
- To have a good personal presence, good communication skills and a sense of humour.
- 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.
- To relate well to children and be responsive to their needs.
- To be able to develop and maintain effective relationships with all members of the school community and outside agencies.
- To be approachable, accessible and flexible.
- To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.
- To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.
- To be able to understand, interpret and present school performance and financial data.