

Job description: deputy headteacher

St. Edmund's CofE Primary and Nursery School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: L6 - L11 (£56, 316 - £63, 815)

Hours: 27.5 hours per week

Location: St. Edmund's CofE Primary & Nursery School, Mansfield Woodhouse NG19 9JU

Contract type: Full Time, Permanent

Reporting to: Headteacher

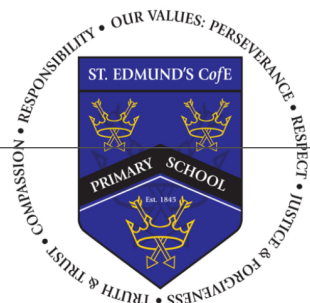
Responsible for: Whole School Development & SENCo role.

Main purpose

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.
- Passionately upholding and develop the school's Christian ethos and values.
- To take full responsibility for leading and managing significant aspects of the school, under the overall direction of the Head Teacher.
- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies





Qualities

The deputy headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Demonstrate the Christian vision and values of the school in everyday working practice with optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Ensure the Christian vision and core Christian values for the school are clearly articulated, shared, understood and embedded across all areas of school life, focused on providing a world-class education for the pupils they serve.
- Work with all stakeholders to translate the vision and values into agreed objectives and operational plans, which will promote and sustain School improvement. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective





Teaching, curriculum and assessment

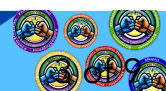
Under the direction of the headteacher, the deputy headteacher will:

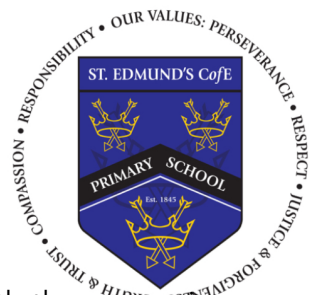
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence and research informed practices
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- Provides a safe, calm and well-ordered environment for all staff and pupils, focussed on safeguarding pupils and encouraging their exemplary behaviour in school and in the wider society. To be responsible for securing high standards of behaviour modelled on Christian values, and creating an inclusive Christian ethos, which recognises differences and respects cultural diversity, in order to prepare children for life in Britain today

Additional and special educational needs (SEN) and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND code of practice](#).
- provide professional guidance to colleagues and will work closely with staff, parents and other agencies.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs





Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

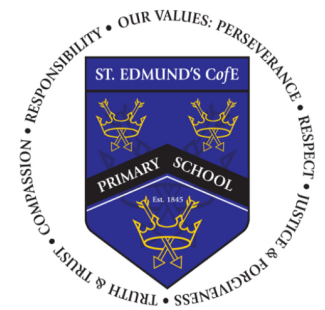
- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Provides strategic leadership and coordination to create an outward-facing school which works effectively with other schools, partners, agencies and key stakeholders, including parents and carers, - in a climate of mutual challenge and support - to secure the development of best practice so that all pupils receive the support they need and achieve their potential by making good progress from their starting points.
- Challenges traditional practice in education in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.
- Has a knowledge and understanding of the SIAMS Framework.

Professional development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- Creates an ethos within the school so that all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identifies emerging talents, and establish a working environment where current and aspiring leaders are coached in a climate where excellence is the standard, leading to clear succession planning





Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

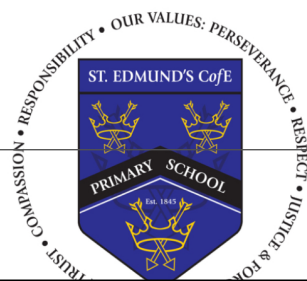
- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Ensures that all staff understand the importance of and are open to engaging with innovative approaches to school improvement, leadership and governance, in the best interest of pupils, based on research of models with proven impact.

Other areas of responsibility:

- Deputy Designated Safeguarding Lead
- SENCo
- Pupil Premium
- Attendance

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role.





Person specification

CATEGORY/ITEM	ESSENTIAL	DESIRABLE
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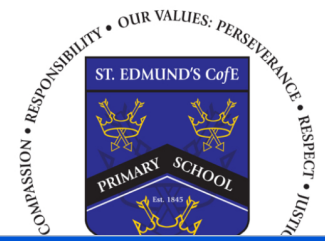
Qualifications:

	Qualified Teacher Status (A)	NPQ qualification or equivalent. (A)
	Degree in Primary Education or equivalent (A)	Masters degree (A)
	C grade or above in English and Maths at GCSE level (A)	
	Recent CPD that is relevant to the post (A)	

Knowledge and Understanding:

	Understanding of high-quality teaching, and the ability to model this for others. (A, R, I)	Understanding of school finances (A, I)
	Effective communication and interpersonal skills (A, R, I)	Ability to build effective working relationships (A, I, R)
	Ability to communicate a vision and inspire others (A, I)	Understanding of leading safeguarding in a primary school context.
	Knowledge of how to use data to monitor pupil progress (A, I)	Understands how to work effectively with the governing body to fulfil statutory duties (A, I)
	Up to date knowledge of primary and early years curriculum. (A, I)	Understanding of School Improvement Strategies (A, I)
	Data analysis skills and the ability to use data to inform provision planning (A, I)	Knowledge of Current legislation and initiatives in education (A, I)





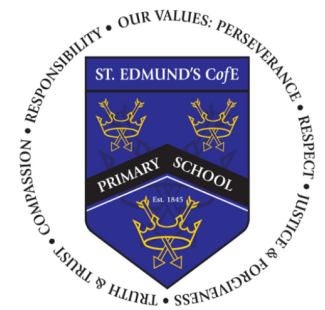
Personal Attributes:

	<p>A commitment to getting the best outcomes for all pupils and staff by setting high expectations (A, I)</p> <p>Ability to work under pressure and prioritise effectively (A, I)</p> <p>Problem-solving abilities (A, I)</p> <p>Commitment to maintaining confidentiality (A, I)</p> <p>Commitment to safeguarding and equality (A, I)</p> <p>Regularly reviews own practice and continually participates in quality CPD (A, I)</p> <p>To be able create effective working relationships with all staff, including governors, parents/carers (I)</p> <p>Good record-keeping skills (A, I, R)</p>	<p>Promoting the values and ethos of the school (A, I)</p> <p>Self awareness, knowledge of strengths and limitations (A, I)</p> <p>Works to deadlines (A, I)</p> <p>To have an understanding and awareness of the spiritual aspects of life (A, I)</p>
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Specific Requirements:

	<p>DBS checked (Post appointed)</p> <p>Is aware and able to manage effective Child Protection policies and procedures (I)</p> <p>Ability to deal with sensitive issues in a supportive and effective manner (A, I)</p> <p>Ability to make and implement difficult decisions (A, I)</p> <p>The ability to think strategically and plan for the future (A, I)</p> <p>The ability to collaborate and network with others beyond the school in order to build and maintain a learning community (A, I)</p>	<p>Works with parents and carers to improve pupil achievement (A, I)</p> <p>Ability to use HR policies and procedures (A, I)</p> <p>Ability to help establish and promote a clear vision for the school as a church school (A, I)</p> <p>The ability to delegate appropriately (A, I)</p>
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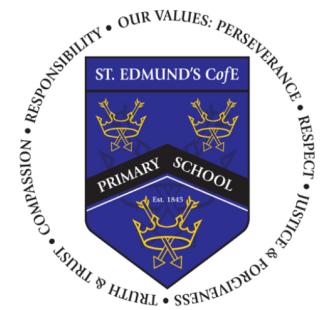
Church of England:

	<p>A passionate commitment to promoting and developing the ethos and values of a Church of England primary school. (A, I)</p> <p>A commitment to place spiritual, moral, social and cultural development of children at the heart of school life. (A, I)</p>	<p>Knowledge of the SIAMS Framework (A, I)</p> <p>Experience of teaching in a CofE School (A, I)</p> <p>Experience of leading effective Collective Worship (A, I)</p>
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Experience, Education and Training

	<p>Successful leadership and management experience in a school (A, R, I)</p> <p>Teaching experience across the primary phases.(A, R)</p>	<p>Involvement in school self-evaluation and development planning (A, I)</p> <p>Demonstrable experience of successful line management and staff development (A, I, R)</p> <p>Experience of appraising the work of others (A, I)</p>
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Role of SENCo:

	<p>Interest in SEND (A, I)</p> <p>overseeing the day-to-day operation of the school's SEN policy (A, I)</p> <p>liaising with the relevant Designated Teacher where a looked after pupil has SEN (A, I)</p> <p>liaising with parents of pupils with SEN (A, I, R)</p> <p>ensuring that the school keeps the records of all pupils with SEN up to date (A, I)</p> <p>National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment (A, I)</p>	<p>co-ordinating provision for children with SEN (A, I)</p> <p>advising on the graduated approach to providing SEN support (A, I)</p> <p>advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively (A, I)</p> <p>liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies (A, I)</p> <p>working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (A, I)</p> <p>Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability (A, I, R)</p>
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Person Specification Key:

A = Application	R = Reference	I = Interview Process
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