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| **Job Description – Stimpson Avenue Academy**  |
| **Job title:** | Deputy Head Teacher |
| **Responsible to:** | Head of School, Exec Head Teacher  |
| **Liaising with:** | Senior and extended leadership team, teachers, parents/carers, relevant support staff and Governors.  |
| **Pay range:** | L3-L6  |
| **Contract terms:** | Full timePermanent  |



All staff should be committed to the school and East Midlands Academy Trust’s purpose to provide a relentless focus on outstanding leadership and management and excellent teaching. East Midlands Academy Trust is committed to support school leaders, teachers and support staff to be the best they can be.

The Deputy Head Teacher will work with the Head of School and Governing Body to maintain an environment that promotes and secures excellent teaching and learning, high standards of achievement and excellent behaviour.

**Role of Deputy Head Teacher**

* Work with leaders at all levels to continually improve provision.
* Provide a clear educational direction for the school.
* Contribute to the establishment and maintenance of policies that promote effective professional practice and define curriculum content.
* Work in partnership with the Head of School in the assessment of pupils and in monitoring and evaluating the quality of education.
* Create and maintain an effective partnership with parents to improve pupils’ well-being, achievement and personal and social development.
* Have a commitment to continually improving teaching and learning across the school.

**In addition to carrying out the professional duties of a teacher, the Deputy Head Teacher will:**

* Play a key role in the leadership of Stimpson Avenue Academy.
* Work alongside the Head of School to enhance a positive, open, collaborative culture.
* Work in partnership with the Head of School to sustain an ethos where there is a continuous drive to improve standards (academic and holistic) through a vibrant and creative curriculum.
* Assume the duties of the Head of School in her absence.
* Contribute to the creation and implementation of the School Improvement Plan.
* Work with all staff in developing the long, medium and short term objectives of the SIP and subsequently communicate developments accordingly.
* Contribute to the planning of effective organisational and administration systems.
* Support the Head of School to ensure professional duties are fulfilled as specified in the terms and conditions of service for teachers.
* Working with other leaders, plan, allocate, support and evaluate the work undertaken by teaching and support staff as groups, teams and individuals.
* Support the Head of School in analysing staff performance through the use of performance management.
* Provide opportunities that engage parents in pupils’ learning.
* Motivate and enable all staff to develop expertise in their respective roles through continuing professional development.
* Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improve standards.
* Contribute to the creation and development of a school in which all staff recognise that they are accountable for its success.
* Providing a coaching and mentoring model, support teachers and leaders to develop practice.
* Motivate and inspire staff to continually improve their practice.
* Contribute to the establishment and monitoring of systems that keep parents well informed about the curriculum, and pupils’ achievement.

**Additional duties**

Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.

***Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.***

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

**Health and Safety**

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and pupils.

**Safeguarding**

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

**Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, colour, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.

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| Compiled by: **HR** / **Headteacher** | Revision Number: v1 |
| Approved by Headteacher: | Revision Date: \_\_\_/\_\_\_/\_\_\_ |
| Approved by HRBP:  | Date: \_\_\_/\_\_\_/\_\_\_ |
| Signed by Post holder:  | Date: \_\_\_/\_\_\_/\_\_\_ |

**East Midlands Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**All appointments are subject to safer recruitment requirements.**

**This post is subject to an Enhanced DBS Disclosure**

**Person Specification**

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| **Criteria** | **Essential** | **Desirable** |
| **Excellent Teacher** |  |  |
| Qualified teacher with strong knowledge and experience of learning, preferably across all age ranges | Yes |  |
| Proven ability to teach to an excellent standard  | Yes |  |
| Evidence of commitment, for instance by organising and leading residential visits, sports and/or creative activities or other extra-curricular provisions | Yes |  |
| Understanding of assessment for learning and assessing pupils’ progress and how it impacts on learning | Yes |  |
| Ability to communicate with larger groups of pupils, showing clarity of objectives and delivery whilst managing behaviour appropriately and effectively. | Yes |  |
| Promote high standards of learning. | Yes |  |
| Ability to engage pupils and understand the importance of this in lessons. | Yes |  |
| Have and apply secure up to date knowledge of child protection and safeguarding. | Yes |  |
| Knowledge of SEND and Pupil Premium and a proven record of raising standards for pupils of all abilities. | Yes |  |
| Have ambitious expectations for all pupils, including those with SEN and disabilities. | Yes |  |
| Create a culture where pupils experience a positive and enriching school life. | Yes |  |
| To have an awareness of local and national agendas, strategies and policies around education.  |  | Yes |
| Evidence of working with and involving governors |  | Yes |
| Experience of teaching in more than one key stage |  | Yes |

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| **Criteria** | **Essential** | **Desirable** |
| **Leadership expertise** |  |  |
| Evidence of the candidate’s leadership in current school, at least at Phase Leadership level  | Yes |  |
| Effective communication skills with stakeholders out of the classroom, including parents, outside agencies and the wider community | Yes |  |
| Understanding the role of Deputy Head, supporting the Head of School and acting as a role model for staff and pupils | Yes |  |
| Knowledge of different leadership approaches and how to lead and manage people effectively, including coaching staff and developing a shared vision  | Yes |  |
| Ability to motivate staff and find common ground over difficult issues | Yes |  |
| Ability to manage time and cope with multiple priorities under pressure | Yes |  |

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| **Criteria** | **Essential** | **Desirable** |
| **Other characteristics** |  |  |
| QTS status, good honours degree and willingness to engage in and facilitate professional development provision. | Yes |  |
| Flexibility and adaptability, willingness to embrace new challenges and drive for improvement. | Yes |  |
| Knowledge of “extended schools” agenda and involvements of parents and the wider community. |  | Yes |
| Experience of managing budgets and achieving efficiencies / good value for money |  | Yes |
| Ability and experience to liaise with external agencies. |  | Yes |
| Experience of leading a team effectively. | Yes |  |
| Demonstrate a sound approach to self-review, objectives and action planning. | Yes |  |
| Ambitious in their approach to all aspects of school life.  | Yes |  |
| Enthusiastic, energetic and resilient | Yes |  |
| Manage own workload effectively and the workload of individuals to ensure positive wellbeing of staff.  | Yes |  |
| Ability to inspire others, creating a shared culture and positive climate | Yes |  |
| Demonstrating a willingness and ability to be courageous as a leader. | Yes |  |
| Be innovative in the face of challenge.  | Yes  |  |