

**Job Title:** Deputy Head Teacher

**Grade:** 6-10

**Responsible To:** Headteacher

**Responsible For:** Whole School (specifically Quality of Education)

**Job Purpose:** To carry out professional duties of a teacher other than a head teacher, as described in the school Teachers Pay and Conditions Document, including those duties particularly assigned to him/her by the Head Teacher

#### **MAIN DUTIES AND RESPONSIBILITIES:**

- 1 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.
- 2 To take full responsibility for leading and managing significant aspects of the school, under the overall direction of the Head Teacher.
- 3 To carry out teaching duties, as required, in accordance with the school's schemes of work and the National Curriculum.

#### **SPECIFIC RESPONSIBILITIES – LEADERSHIP & MANAGEMENT**

- 1 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.
- 2 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 leaders. 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.
- 3 To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- 4 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.
- 5 To take responsibility for dealing with and reporting Health and Safety issues as they arise in the school. To raise awareness of Health and Safety issues among all members of the school community.
- 6 To take a leading role in improving the involvement of parents, carers and the community in the life of the school.
- 7 To provide effective leadership and management to team/teams of staff, as agreed with the Head Teacher.

- 8 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.
- 9 To assist the Head Teacher in school self-review and evaluation and in the effective planning and management of school resources to secure improvements.
- 10 To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils' learning and teachers' planning and teaching.
- 11 To provide guidance and support to middle leaders and other staff in order to improve the quality of teaching and learning.
- 12 To actively promote equality of opportunity and inclusion by assisting the Head Teacher in ensuring the school's curriculum provides the best possible education for all its pupils.
- 13 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, rotas etc
- 14 To take a significant role in the implementation of the school's performance management policy, to secure school improvement and individual professional development.
- 15 To participate in recruitment and selection, as agreed with the Head Teacher.
- 16 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.

## **TEACHING & LEARNING**

- 1 To carry out teaching duties, providing a model of excellence for colleagues. This may include, as required:
  - Taking full responsibility for teaching a class;
  - 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.
- 2 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 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.

- 3 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.
- 4 To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve communication, teaching, learning and behaviour.

### **OTHER DUTIES & RESPONSIBILITIES**

- 1 To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
- 2 To take whole school assemblies and to support other staff with assemblies.
- 3 To prepare and present reports, as required to, e.g. governors, parents, outside agencies.
- 4 To attend occasional meetings during evening hours, at weekends or in school holidays, as required.

### **KEY ORGANISATIONAL OBJECTIVES**

The Post-holder will contribute to the school's objectives 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
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

### **CONDITIONS OF SERVICE**

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

### **SPECIAL CONDITIONS OF SERVICE**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police (DBS) checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

### **Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.

## **SPECIAL FACTORS:**

**Subject to the duration of the need, the special conditions given below apply :**

- The nature of the work may involve the postholder carrying out work outside of normal working hours.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.**

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	Essential	Desirable	How assessed
<p><b>Qualifications &amp; Experience</b></p> <ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Successful teaching experience, including in middle management position(s) or a successful Fast Track progression route</li> <li>Post threshold teacher status</li> <li>Evidence of relevant continuing professional development, including for example Future Leaders, Aspiring Deputy Heads Course NPQSL/NPQM</li> </ul>	<p>✓ ✓  ✓</p>	<p>   ✓</p>	<p>Doc App  App App</p>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Relevant (to be agreed) subject and/or curriculum expertise</li> <li>How to lead curriculum development and manage innovation and change</li> <li>Know how to use information and data to set targets, raise attainment and achievement</li> <li>How children and young people learn, develop and progress through life stages and events</li> <li>How ICT can be used effectively to motivate children to learn</li> <li>How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum</li> <li>How to manage health and safety policy and promote and safeguard pupil welfare</li> <li>How to manage equalities and inclusion policies and how these are implemented in schools</li> </ul>	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>		<p>App App/Int Int App/Int  Int App/Int App/Int</p>
<p><b>Skills &amp; Attributes</b></p> <ul style="list-style-type: none"> <li>The ability to lead and manage the school team effectively and efficiently and work with other professionals and agencies</li> <li>Communication skills, oral, written and presentational</li> <li>The ability to deliver well planned, organised and innovative lessons</li> <li>Proficiency in the use of ICT and the software programmes used in schools</li> <li>The ability to lead, model and manage positive behaviour, good order and assertive discipline in the school</li> <li>The ability to manage school information and data for recording, monitoring, evaluation and reporting</li> </ul>	<p>✓ ✓ ✓ ✓ ✓ ✓</p>		<p>Int App/Int Int App App/Int Ap/Int</p>
<p><b>General Circumstances</b></p> <p>An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations</p>	<p>✓</p>		<p>App/Int/ Ref</p>
<p><b>Factors not already covered</b></p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	<p>✓</p>		<p>App/Int</p>