**Job Title** Deputy Headteacher

**Salary** Leadership Scale 21-25 (£81,441-£89,830)

**Reports to** Headteacher (with direct supervision from the Headteacher)

**Responsible to** Headteacher and Governing Body, Governors’ Curriculum/Personnel Committees

**Responsible for** Specific members of the Leadership Team and key staff associated with specific priorities and areas of responsibility

**Purpose of the Job**

* To support and assist the Headteacher by providing dynamic and professional leadership and management to reflect 'policy in practice' by sharing and modelling the school's vision and values in everyday work and practice.
* The postholder will be fundamental in developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, contributing to our rigorous and on-going self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school wide improvements.
* Specific priorities in each year will be defined by the Headteacher with the postholder in line with the School's strategic objectives. The Deputy Head is expected to be familiar with the National Professional Standards for Headteachers, Subject Leaders and those for Teachers.

**Duties and Responsibilities**

*Leadership*

1. Deputising for the Headteacher in his/her absence;
2. Working with the Headteacher, governing body and others to develop the school's vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff;
3. Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement;
4. Leading specific initiatives and co-ordinating development programmes to ensure the school promotes and achieves the highest standards of learning and teaching;
5. Embedding ambition and driving improvement, specifically within line managed faculties/teams and across areas of responsibility;
6. Being accountable for the progress line managed faculties/teams make towards meeting the school's statutory targets and strategic objectives for pupil performance.
7. Contributing to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed faculties/teams, including:
   1. contributing to the School's SEF and providing relevant evidence
   2. participating in cross-school 'benchmarking' to moderate judgements
   3. annually reviewing progress and moderating department SEFs
   4. interpreting and acting upon pupil performance/prior attainment data
   5. analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
   6. work scrutiny/standardisation of assessment
   7. lesson observations and feedback
   8. learning walks and pupil pursuits
   9. moderating pupil standards of achievement and behavior
   10. checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively;
8. Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation;
9. Preparing reports for Governors' meetings;
10. Being a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff;
11. Participating in the day to day management of the school by being a visible and effective presence and contributing to the duty rota.

*Learning*

1. Monitoring the quality of learning and teaching in line managed facilities/teams;
2. Promoting strategies for raising the achievement of all learners and managing strategic intervention programmes;
3. Making effective use of assessment for learning and benchmark data to monitor and promote pupils' progress, address and challenge in-school variation and marginal performance;
4. Leading by example and consistently modelling good practice in building pupils' learning power;
5. Establishing innovative, creative, responsive and effective approaches to learning and teaching;
6. Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
7. Contributing to planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos; \_
8. Ensuring personalised learning remains a core priority in curriculum planning and delivery;
9. Supporting and co-planning learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils' academic, spiritual, moral, social, emotional and cultural well-being;
10. Implementing strategies to ensure high standards of behaviour and attendance;
11. Reporting national and local educational strategies and developments to all staff and governors as appropriate.

*Personal Growth and Development*

1. Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication;
2. Implementing effective procedures to safeguard pupils at all times;
3. Contributing to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals, including initial teacher trainees;
4. Supporting equal opportunities for all members of the school's community regardless of gender, ethnicity, religion, sexuality or disability;
5. Implementing clear, consistent and effective performance management processes within line managed faculties/teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly;
6. Maintaining effective partnerships with parents and carers to support and improve pupils' achievement and personal development;
7. Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Deputy Headteacher;
8. Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Headteacher;
9. Managing own workload and that of others to allow an appropriate work/life balance.

## *Community*

1. Liaising with other staff and appropriate external agencies to protect children to ensure their development, health and wellbeing;
2. Identifying opportunities, with the Headteacher, to further involve parents, carers, community figures, business and other organisations to enhance and enrich pupils' experiences;
3. Sharing knowledge and experience with other schools in the West Kent area, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system;
4. Sharing the school's vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress (Parents' Evenings and Celebration of Achievement etc);
5. Ensuring timely and professional communication to parents in all correspondence and consistently high standards in reports on pupils' progress;
6. Maintaining positive perceptions of the school through relevant , interesting and engaging items on the school's website, in newsletters and the local media, presentations /workshops at Parents'/Curriculum Evenings and Celebration events;
7. Encouraging participation in and organising enrichment, cross and extracurricular activities appropriate to extending learning, including supporting those in his/her line managed faculties/teams;
8. Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.

*Environment*

1. Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed faculties/teams to improve the quality of education for all pupils and ensure value for money;
2. Contributing to the development of the school site to ensure it meets current and future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all pupils;
3. Generating new income streams and grant funding to complement and enhance the achievement of the school's strategic objectives and which are supportive of the school's ethos.

The main site for TWGSB is in Tunbridge Wells. However, you may be required to work at other sites connected to TWGSB.

*The Deputy Headteacher will undertake any other reasonable tasks or duties assigned by the Headteacher. He/she also has all the responsibilities of any teacher at TWGSB.*

*The Disclosure & Barring Service (DBS) previously CRB*

Because of the nature of the job, it will be necessary for an Enhanced Criminal Record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up any failure to disclose such convictions will result in dismissal or disciplinary action by the school.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment

Disclosures are handled in accordance with DBS Code of Practice, which can be accessed from the Children and Learning Department, HR Division, or on [www.disclosure.qov.uk](http://www.disclosure.qov.uk)

**Person Specification: Deputy Headteacher**

*This is an important post in terms of ongoing school improvement and for this reason it is at Deputy Headteacher level. You will be invited to join our Senior Leadership team and you will play* a *key role in raising standards.*

*You are asked to demonstrate in your supporting statement that you match the person specification.*

***TWGSB is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).***

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| **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | * Honours degree and Qualified Teacher Status (QTS) * Evidence of relevant professional development related to whole school leadership issues | Post graduate qualification |
| **Knowledge and Experience:** | * Statutory education frameworks * Strategic planning processes * Experience of developing quality assurance programmes and evidence of successful outcomes * Able to recognise and model outstanding classroom practice * Detailed understanding of Ofsted criteria * Coaching and mentoring strategies to support staff development * The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve student progress * Models of effective professional development for staff * Current educational issues specifically in education for 11-18 range, adjacent phases and transition * Holding others to account | * Successful senior leadership experience in more than one school * Experience of a curriculum leadership role * Experience of leading Post 16 * Timetabling |
| **Leadership and Management** | * Ability to contribute to the strategic direction of the school * Ability to develop and implement operational policies to deliver the strategic vision for school * Leadership and management skills to improve and maintain level of attainment and success * Excellent classroom practitioner who can lead by example * Ability to motivate students and staff * Ability to lead, coordinate, delegate and empower * Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews * Ability to manage change and work under pressure of changing circumstances |  |
| **Skills and Abilities** | * Ability to see things through to completion * A reflective practitioner able to evaluate practice and embed a process of continuous improvement * An inspirational style that imparts confidence, motivates staff, parents carers and students * Ability to analyse and interpret information to make informed decisions and exercise good judgment * Ability to create and maintain strong supportive relationships with staff, parents / carers, students, the community and governors * Ability to be innovative, creative and tenacious * Skills, experience and ability to promote high quality teaching * and learning across the curriculum |  |
| **Personal Qualities** | * An exceptional role model with high standards of integrity and approachability * A 'team player' * Highly motivated, ambitious, and upbeat * Calm under pressure with a good sense of humour * Flexible and collaborative * Passionate about raising the * achievement of voung people |  |
| **Safeguarding** | * Evidence of a commitment to promoting the health, welfare and safeguarding of children * Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school |  |