



EBOR ACADEMY

## **JOB DESCRIPTION:**

### **Deputy Headteacher:**

**Improving Curriculum, Assessment, Achievement and Standards**

**L14 –L18**

**Responsible to: Headteacher**

### **Responsibilities**

- Deputising for Head Teacher
- Assessment, Achievement and Standards
- Curriculum and timetable
- Pupil Premium Provision
- Daily routine
- Public examinations
- CEIAG Provision
- SMSC Provision
- Educational Visits.

### **Key tasks**

- Membership of the Leadership team in giving leadership and strategic direction to the school
- Performance management and line management for designated subject leaders
- Monitoring and evaluating the quality of teaching and learning through quality assurance mechanisms such as observation, work scrutiny and data analysis
- Leadership and oversight of assessment and reporting systems
- Management of the annual reporting cycle ensuring the meeting of statutory requirements and the provision of quality information to parents
- Leading on curriculum innovation and development, including the provision of Social, Moral, Spiritual and Cultural provision
- Managing the annual timetable cycle to ensure the effective delivery of the curriculum
- Deployment of staff and invigilators to effectively supervise examinations including liaison with the Examination Officer and SENCO.

- Management of the school rotas to ensure the smooth running of the school
- Oversee the electronic entry of public examination entries in conjunction with the Examinations Administrator
- To monitor and approve all proposals for educational visits and to liaise with the LA in order to ensure best practice is followed in the planning and preparation stages of all educational visits
- To develop and plan effective CEIAG offer across all year groups.
- To evaluate the school's performance against national and local criteria,
- To plan effective intervention strategies for underperforming students
- As Raising Standards Leader holding middle leaders to account for the performance of their teams at each assessment cycle
- Work with the SENCO to ensure that our students with Special Educational Needs are given every opportunity to achieve to the best of their ability.
- To adhere to the school's Health and Safety Policy.
- To control the school's Pupil Premium budget and will use this funding to ensure that the achievement of disadvantaged students matches that of their peer
- Lead on developing and implementing a strategic plan for Improving Curriculum, Assessment, Achievement and Standards that aligns to EBOR Filey School's vision and values whilst also enabling future growth and sustainability.
- Develop effective Wave 1 and wave 2 Raising Standards strategies after each ATL cycle
- Lead Raising Standards meetings with subject Heads of Department after each Attitude to Learning cycle
- Ensure whole school data is collected and effectively analysed to inform whole school improvement strategies.
- Present data for Heads of Department, the Senior Leadership team and the Governing Body which accurately describes the school's current performance.
- Provide the Senior Leadership Team with regular progress updates to ensure they are fully aware of successes, issues, concerns, and risks. The key focus of reports

and updates will be achievement raising priorities and results and the evaluation of activities and outcomes.

- Model the standards, values, expectations, and ethos of the school, ensuring staff are aware of the vision and values and that they become part of day-to-day activities.
- Participate in whole school planning and policy making cycles, including the development, execution, and review of activities.
- Collaborate internally and externally forging positive productive working relationship which prove beneficial to the school.
- Oversee the planning and management of the school's annual Parent's Evenings for each year group.
- Attend senior leadership meetings and school events as directed by the Headteacher.
- Attend Local Governing Body meetings as appropriate.
- Have a shared responsibility for staff support in relation to matters of student discipline and behaviour and participate in and support staff in lunchtime duty rotas.



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Qualifications	Essential	Desirable
Qualified Teacher Status	<input type="checkbox"/>	
Evidence of further professional qualifications and training		<input type="checkbox"/>
Has achieved or is working towards gaining NPQH		<input type="checkbox"/>
<b>Experience and knowledge</b>	<input type="checkbox"/>	
Experience of Assistant Head Teacher role or similar level as a minimum	<input type="checkbox"/>	
A proven track record of securing improvement in the quality of teaching and learning	<input type="checkbox"/>	
A proven track record of raising achievement	<input type="checkbox"/>	
Experience of managing resources efficiently and effectively	<input type="checkbox"/>	
Financial awareness and the ability to understand, plan and manage the budget	<input type="checkbox"/>	
Experience of using all relevant data to drive school improvement	<input type="checkbox"/>	
The ability to analyse and interpret complex information and explain key elements in simple terms	<input type="checkbox"/>	
Strong understanding of statutory requirements relating to the curriculum and assessment	<input type="checkbox"/>	
Experience of developing a curriculum which is personalised to the needs of the children	<input type="checkbox"/>	
High expectations when managing, developing, inspiring, challenging and motivating staff	<input type="checkbox"/>	
Commitment to working with other schools, organisations and agencies	<input type="checkbox"/>	



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An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values)	<input type="checkbox"/>	
Relevant experience in more than one school		<input type="checkbox"/>
Experience of working effectively with a wide range of ability range (including SEND and more able children)		<input type="checkbox"/>
<b>Professional Development</b>		
Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education	<input type="checkbox"/>	
Has undertaken sustained professional development in relation to teaching, learning and curriculum	<input type="checkbox"/>	
Experience of leading and co-ordinating professional development opportunities	<input type="checkbox"/>	
Ability to identify own learning needs and to support others in identifying their needs	<input type="checkbox"/>	
<b>Leading and managing staff</b>		
Substantial experience of leading school initiatives or staff teams	<input type="checkbox"/>	
Ability to delegate work and support colleagues in undertaking responsibilities	<input type="checkbox"/>	
Experience of performance management and supporting the CPD of colleagues	<input type="checkbox"/>	
Evidence of applying safe recruitment practices and developing a safe culture in school	<input type="checkbox"/>	
Successful involvement in staff recruitment, appointment and induction	<input type="checkbox"/>	

<b>Skills, qualities and abilities</b>		
Lead by example, demonstrating a 'can do' approach	<input type="checkbox"/>	



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Demonstrate an understanding, awareness and empathy for the needs of the pupils on the Yorkshire Coast and how these could be met	<input type="checkbox"/>	
A strong belief in inclusion for all	<input type="checkbox"/>	
Excellent interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies	<input type="checkbox"/>	
High expectations for children's learning and attainment alongside high expectations for all	<input type="checkbox"/>	
Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour	<input type="checkbox"/>	
Ambition for our school	<input type="checkbox"/>	
A commitment to continuous school improvement	<input type="checkbox"/>	
Experience of offering challenge and support to improve performance	<input type="checkbox"/>	
Perseverance and resilience in the face of challenge	<input type="checkbox"/>	
Ability to remain calm, positive and enthusiastic when working under pressure	<input type="checkbox"/>	
Manage and resolve conflict	<input type="checkbox"/>	
Ability to organise work, prioritise tasks, make decisions and manage time effectively	<input type="checkbox"/>	
A belief in the importance of extracurricular opportunities for all children	<input type="checkbox"/>	
<b>Strategic leadership</b>		
Ability to articulate and share the school vision, aims and values	<input type="checkbox"/>	
The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school	<input type="checkbox"/>	
Evidence of having successfully translated vision into reality at whole school level	<input type="checkbox"/>	



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Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	<input type="checkbox"/>	
Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these	<input type="checkbox"/>	
Understanding of strategies for performance management	<input type="checkbox"/>	
<b>Teaching and Learning</b>		
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	<input type="checkbox"/>	
An understanding of the developments and requirements of the National Curriculum	<input type="checkbox"/>	
Knowledge and experience of a range of teaching and learning strategies to meet the needs of children	<input type="checkbox"/>	
Understanding of assessment strategies and the use of assessment to inform the next stages of learning	<input type="checkbox"/>	
Extensive experience of effective monitoring and evaluation of teaching and learning	<input type="checkbox"/>	
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	<input type="checkbox"/>	
Successful experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management	<input type="checkbox"/>	