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**Application for Deputy Head Teacher**

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| **Job Profile** |
| **Post: DEPUTY HEAD TEACHER (Leadership Scale Range 5-9)** |
| **Responsible to: Head Teacher and Governors** |
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| **Purpose of Job:** |
| * The Deputy Head Teacher works with the Head Teacher to provide vision, leadership and direction for the school. |
| * Ensure that the school is managed and organised to meet the vision, aims and values that have been established by the stakeholders. |
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| **Strategic Direction and Development of the School – Shaping the Future** |
| * Work with the Head Teacher to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context. |
| * Act as a sounding board and critical friend to the Head Teacher, demonstrating high standards of personal integrity, loyalty, discretion, and professionalism and publicly supporting all decisions of the Head Teacher and Governing Body. |
| * Promote a shared vision, ethos and values within our school community and celebrate our achievements. |
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| **Teaching and Learning** |
| * Provide an example of excellence as the leading classroom practitioner and inspire, guide and motivate other staff. |
| * Work with the Head Teacher and other leaders to secure and sustain high expectations and excellent practice in teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of pupils’ achievement, and use benchmarks and set targets for improvement. |
| * Maintain the support of parents and the local community to enhance learning and teaching across the school. |
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| **Leading and Managing Staff** |
| * Work with the Head Teacher and other leaders to lead, motivate, support, challenge, praise and develop all staff to secure continual improvement; including her/his own continuing professional development. |
| * Work in partnership with colleagues in school and in local schools to build effective learning communities. |
| * Promote partnerships between home, school and the wider community. |
| * Support subject leaders in the development and implementation of curricular initiatives. |
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| **Efficient and Effective Deployment of Staff and Resources** |
| * In consultation with, and by the direction of the Head Teacher, deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s plans and financial context. |
| * Work with the Head Teacher, SLT and Office Coordinator to manage and organise the school’s environment efficiently and effectively to ensure that it meets the needs of the curriculum and Health and Safety Regulations. |
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| **Securing Accountability** |
| * Support the Head Teacher in accounting for the efficiency and effectiveness of the school to all relevant stakeholders. |
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| **Pastoral Care** |
| * Assist the Head Teacher in providing a welcoming and inclusive environment for all. |
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| **Other Duties** |
| To work with the Head Teacher and Governing Body to: |
| * Assist the Head Teacher in the operational organisation of the school. |
| * Be an active participant in all aspects of school life. |
| * Contribute to a positive ethos for learning. |
| * Work alongside the Head Teacher to ensure that the school provides a safe environment that promotes the welfare of children. |
| * Take a lead role in behaviour management. |
| * Efficiently and effectively track achievement and attainment to inform teaching and learning, accelerate progress and raise standards. |
| * Support he Head Teacher with developing the policies through which the school’s aims and objectives will be achieved. |
| * Deputise for the Head Teacher, take decisions and ensure the smooth running of the school in her absence. |
| * Undertake such reasonable activities and duties as may occasionally be required by the Head Teacher and Governors. |

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**Person specification: Deputy Head Teacher**

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|  | Essential | Desirable |
| **Qualifications and**  **Professional Development** | * Qualified teacher status. * Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning. * Ability to identify own learning needs and to support others in identifying their learning needs. * Experience of leading professional development. | * Leadership qualification. * Experience of working with a wider community of- schools, organisations, and agencies. * Willingness to study for NPQH qualification. |
| **Experience** | * Substantial, successful teaching experience at good/outstanding. * Successful experience in a leadership and management role. * Experience of leading and developing a subject area. | * Successful experience of teaching across the primary age range. * Experience of leading and developing a core subject area. |
| **Strategic Leadership** | * Ability to articulate and share a vision of primary education. * Ability to inspire and motivate staff, pupils, parents, and governors. * Evidence of successful strategies for planning, implementing, monitoring, and evaluating school improvement. * Ability to analyse data, develop strategic plans, set targets, monitor, and evaluate progress towards these. * Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils. * Understanding of and commitment to promoting and safeguarding the pupil’s welfare. | * Knowledge of the role of the governing body. * Evidence of having successfully translated vision into reality at whole school level. |
| **Teaching and Learning** | * A secure understanding of the requirements of the National Curriculum. * Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils. * Experience of developing the teaching practice of colleagues. * A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. * Experience of effective monitoring and evaluation of teaching and learning. * Secure knowledge of statutory requirements relating to the curriculum and assessment. * Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management. |  |
| **Leading and Managing Staff** | * Experience of working with and leading staff teams. * Ability to delegate work and support colleagues in undertaking responsibilities. | * Experience of performance management and supporting the professional development of colleagues. * Experience of working with governors to enable them to fulfil whole school responsibilities. * Successful involvement in staff recruitment, appointment and induction. * Understanding of how financial and resource management enable a school to achieve its educational priorities. |
| **Efficient and Effective Deployment of staff and resources** | * Communicate effectively and with professional integrity. * Know how to build and maintain effective teamwork. * Able to mentor and coach staff and students. * Able to deal with difficult people and challenging situations. |  |
| **Accountability** | * Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, parents, governors. * Experience of effective whole school self-evaluation and improvement strategies. * Ability to provide clear information and advice to staff and governors. * Ability to prioritise effectively ad meet deadlines. * Able to hold others to account sensitively and constructively. | * Experience of presenting reports to governors. * Leading sessions to inform parents. * Experience of offering challenge and support to improve performance. |
| **Pastoral care** | * Able to form good relationships with all stakeholders. * Ability to listen and respond sensitively and constructively. * Have an awareness of staff concerns and worries. * Know the appropriate steps to take to manage a situation, keep the Head Teacher informed and know when to delegate and seek advice. |  |
| **Skills, Qualities & Abilities** | * High quality teaching skills * High expectations of pupils’ learning achievement and attainment. * Strong commitment to school improvement and raising achievement for all. * Ability to build and maintain good relationships. * Ability to communicate calmly and clearly to a wide audience including angry and disaffected parents. * Able to remain positive and enthusiastic when working under pressure. * Ability to organise work, prioritise tasks, make decisions and manage time effectively. * Empathy with children. * Approachable. * Good communication skills. * Positive and resilient with drive, integrity, and independence. * Good sense humour, with ability to see the funny side of school life! |  |