



Job Description

JOB TITLE	Deputy Headteacher
PHASE	Primary
SALARY	TSAT L6 – L10
HOURS	Full time, permanent
REPORTING TO	The Executive Headteacher
RESPONSIBLE FOR	Curriculum/Data/Teaching and Learning /Behaviour for Learning

Job Purpose

The Deputy Headteacher is the lead professional for curriculum and working alongside other senior leaders. The Deputy Headteacher will contribute to the strategic vision of the Academy.

The Deputy Headteacher will share responsibility for senior leadership and management for the Academy, ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all pupils.

The Deputy Headteacher will share responsibility for promoting inclusion for all pupils and promoting equality for all.

The Deputy Headteacher will help develop an ethos of high expectations for staff and pupils and lead on assessment to further improve pupil outcomes, middle leadership development and therefore further development in standards of teaching, learning and achievement.

The Deputy Headteacher will manage the day to day operations of the Academy under the direction and support of the Executive Headteacher.

The Deputy Headteacher will deputise for the Executive Headteacher in their absence and promote and ensure the welfare of pupils for whom the Academy, Governing Body and Directors are responsible.

Duties and Responsibilities

- Have a proven track record of leading on some aspects of school improvement.
- Have experience of working with senior teams to create a productive learning environment which is engaging and fulfilling for all pupils and staff, reflecting the identity of the Academy.



- Have strong leadership skills, demonstrated through the development of high performing teams.
- Establish with the Executive Headteacher a culture that promotes excellence, quality and high expectations of all pupils and staff in which people feel safe to take responsible risks, whilst actively addressing under performance.
- Have a sound knowledge and understanding of both cognitive theory as well as practical strategies to develop and sustain thinking skills and tools.
- Provide professional leadership and management at an operational level, including developing and implementing policies and practices establishing a firm foundation from which high standards in all areas of the academy's work are attainable.
- Work with others, and be responsible to the Executive Headteacher, for evaluating the academy's performance including identifying the priorities for continuous improvement and the raising of standards; ensuring equality of opportunity for all.
- Report to the Executive Headteacher to demonstrate that resources are efficiently and effectively used in the curriculum to achieve the academy's aims and objectives.
- Demonstrate the Academy's vision and values in everyday work and practice.

Teaching and Learning

- Ensure that thinking skills are at the centre of strategic planning and resource management.
- Work with the Executive Headteacher and others to secure and sustain effective teaching and learning throughout the Academy.
- Monitor and evaluate the standards of all pupils' achievement, using data from school and national benchmarks.
- Ensure every pupil is nurtured to become effective, enthusiastic, independent learners, committed to life-long learning.
- Support a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their learning.
- In conjunction with the Executive Headteacher, and other senior leaders, determine, organise and implement a broad, balanced curriculum and implement an effective assessment framework.
- Challenge underperformance at all levels and ensure effective corrective action and follow up.
- Work with the Executive Headteacher to raise the standards through performance management.

Securing Accountability

- Support the Executive Headteacher by ensuring the day to day management of the Academy embeds its ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure that the Academy is constantly "Ofsted" ready in terms of the curriculum, assessment, timetable and subject leadership SEF that would ensure positive inspection outcomes



- Ensure subject leaders' accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management procedures.
- Use a range of evidence, including national data and own school performance data, to support, monitor, evaluate and improve assessment procedures including challenging poor performance.
- Implement the Academy's quality assurance systems, including school peer review, self-evaluation and performance management.
- Be accountable to a wide range of groups.
- Ensure every pupil has access to highest quality curriculum.
- Ensure every pupil makes expected or greater than expected attainment and progress.
- Ensure tracking and monitoring of children under achieving, and ensure robust systems in place to addresses gaps in learning.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the Academy.

Managing the Day to Day Organisation

- In conjunction with the Executive Headteacher seek to build a successful academy through effective collaborations.
- Provide effective organisation and management of the curriculum and assessment procedures, and seek ways of improving organisational structures and functions in line with legal requirements based on rigorous self evaluation.
- Ensure that the classrooms are organised and managed to provide an efficient, effective and safe learning environment.
- Attend appropriate Governing Body meetings.
- Deploy staff appropriately and support them in managing their workload to achieve the vision and goals of the academy.

Working with Others and Self Development

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Build a professional and collaborative learning culture within the academy and actively engage with others to build effective learning communities.
- Ensure the Academy's Leadership Development policies and practices are implemented effectively, including peer to peer review and performance review.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, set personal targets with the Executive Headteacher, and take responsibility for own personal development by participating positively in arrangements made for performance management.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- To work as a mentor for training teachers in Initial Teacher Training and NQTs.



- Manage staffing in year, including placing of staff and their recruitment where necessary
- Manage own workload and support others to manage an appropriate work life balance.

Strengthening Community

- Engage with The Thinking Schools Academy Trust community to secure quality and entitlement of provision for all pupils, promotion of the Thinking Schools network and promoting good practice.
- Promote the internal and external high expectations, perceptions and standards of the academy to the wider community.
- Work collaboratively at both strategic and operational levels with the New Horizons Teaching School Alliance and the IOE to ensure all middle leaders undertake high quality leadership training and evaluate its impact, where appropriate
- Attend Academy Advisory Board Meetings as appropriate, including presenting on agenda items as required.

Conditions

The Deputy Headteacher will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Executive Headteacher and Governing Body.

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims.
- All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at All Faiths Children’s Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow



Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.
- All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust.
- Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.



The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a Deputy Headteacher.

Name:

Signed:

Date:



Person Specification – Deputy Headteacher, All Faiths Children’s Academy

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree • QTS 	
Professional Experience	<ul style="list-style-type: none"> • Extensive experience 	<ul style="list-style-type: none"> • Successful teaching experience in more than one school • NPQML / NPQSL
Leadership & Management	<ul style="list-style-type: none"> • Middle management experience, including direct line management of staff • Able to demonstrate leadership qualities and people management skills • Can articulate the need for systematic school review • Can articulate principles of effective strategic planning • Experience and commitment to implementing and leading change • Articulates a whole-school view when describing change • Experience of delegating, supporting and monitoring work of others • Effective curriculum management and the ability to make accurate judgements on the quality of teaching and pupils’ work • Ability to analyse, prioritise and meet deadlines 	<ul style="list-style-type: none"> • Experience of leading safeguarding • Proven ability at interpreting summative data • Proven success at coaching • Experienced with delivering Performance Management • Experience at senior management level
Learning & Teaching	<ul style="list-style-type: none"> • Experience of whole-school curriculum management leading to school improvement • An understanding of recent developments in thinking and learning • Proven track record of improving standards and outcomes across the whole school • A consistent exemplar of outstanding classroom practice 	



Learning & Teaching	<ul style="list-style-type: none"> • Commitment to high academic and behavioural standards • Can articulate and demonstrate effective primary practice • Enjoys analysing practice from first principles • Up-to-date knowledge of the new National Curriculum • Can articulate effective assessment practice from first principles 	
Interpersonal Skills	<ul style="list-style-type: none"> • Commitment to working as part of a team, encouraging others to lead as appropriate • Effective communication skills 	<ul style="list-style-type: none"> • Experience of, and commitment to, distributive leadership
	<ul style="list-style-type: none"> • Can explain ideas with clarity, energy and conviction • Ability to tackle difficult issues tactfully for positive resolution • Flexible • Well-developed organisational skills • Understanding of own personal strengths and weaknesses • Recognises when to ask for support • Confidentiality and loyalty • Ability to speak frankly but sensitively • Self-motivated and shows initiative 	<ul style="list-style-type: none"> • Understanding of emotional intelligence
CPD	<ul style="list-style-type: none"> • Evidence of recent professional development 	
Community Involvement	<ul style="list-style-type: none"> • Positive commitment to working constructively with Governing Body • Commitment to active parental involvement • Commitment to working with feeder schools 	<ul style="list-style-type: none"> • Involvement in extra-curricular activities
Other requirements	<ul style="list-style-type: none"> • Commitment to the safeguarding and promoting the welfare of children and young people 	