

Deputy Headteacher
All Saints' C of E Primary School, Ilkley
Learning Hand in Hand Together With God

Core Purpose

Our highly successful school is currently expanding to two form, giving further exciting opportunities for staff, pupils and governors to be ambitious and outward facing. All Saints' benefits from involvement with many partnerships and we believe that staff leadership development is crucial to the whole school improvement. Our enriching and meaningful curriculum allows all of our children to flourish. The school ensures high quality education and inclusive learning for all its pupils and maintains high standards and achievement throughout school.

The core purpose of the Deputy Headteacher is to assist the new Headteacher in providing professional leadership, aspirational vision and management for our school and leadership by personal example in demonstrating a full and professional commitment to excellence in primary education.

The Deputy Headteacher will be expected to adopt and promote the school vision:

"Learning hand in hand together with God" – All Saints' is a high achieving school with a Christian ethos where Christian values are cherished and upheld. We are an inspiring, creative and nurturing community where everyone is respected as being unique. Our children enjoy an outstanding teaching and learning environment supported by home and parish. Children leave All Saints' equipped with the skills and compassion to make a positive impact on their ever evolving world.

Deputy headteachers occupy an influential position within the school and are expected to use this influence to support the agenda for achieving standards with the school. Deputy headteachers are lead professionals and significant role models within the school and the local community they serve. The jobholder will carry out the duties of a deputy headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education.

A person appointed as a deputy headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher, must play a major role under the overall direction of the headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- and monitoring progress towards their achievement;

The Deputy Headteacher will be expected to undertake any professional duties of a headteacher reasonably delegated by the Headteacher.

Where the Headteacher is absent from the school the Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant body/governing body.

This Job Description is based around the four 'Excellence as Standard' domains identified in the 2015 National standards of excellence for Headteachers. These four domains being 1) Qualities and knowledge; 2) Pupils and staff; 3) Systems and process & 4) The self-improving school system.

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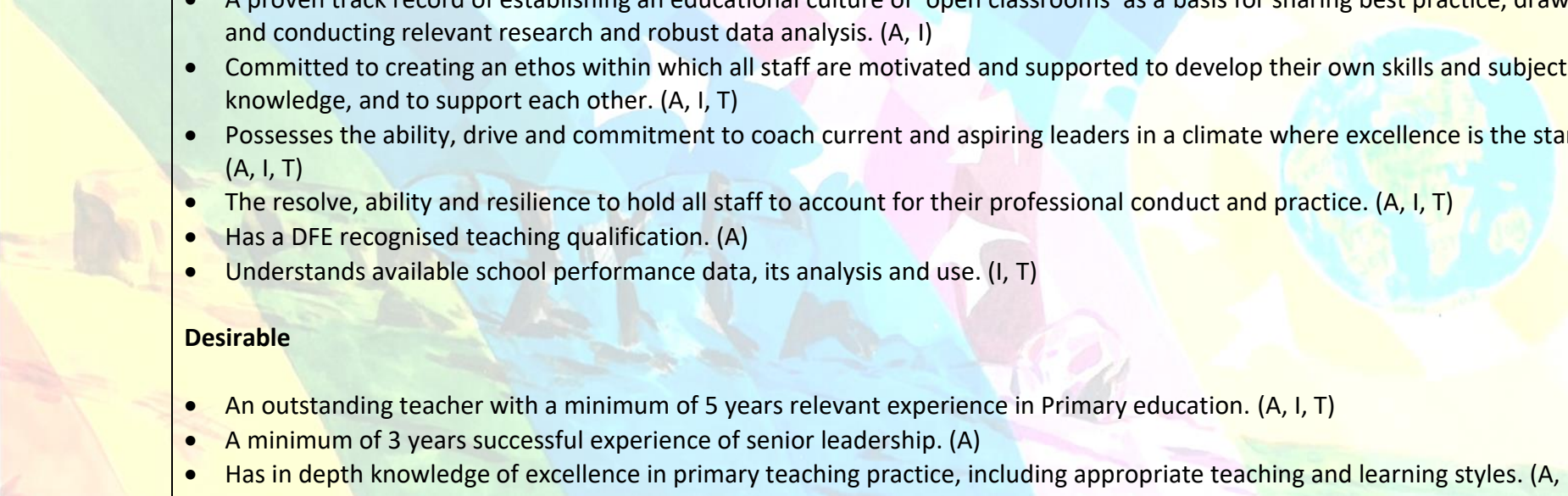


A = Assessed at Application

I = Assessed at Interview

T = Assessed through Selection Test

Job description	Attributes required
Domain 1 Qualities and Knowledge	<p>Essential</p> <ul style="list-style-type: none"> • Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. (A, I, T) • Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community. (A, I) • Experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you. (A, I) • A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. (A, I, T) • The determination to work with political and financial astuteness, and the ability to work with the SLT to ensure that the school's vision and budget is managed and operates within a clear set of principles centred on the school's vision. (A, I, T) • Has the drive, commitment and ability to communicate compellingly the school's Christian vision, empowering all pupils and staff to excel. (A, I, T) <p>Desirable</p> <ul style="list-style-type: none"> • Proven experience of raising standards of achievement within a school of a similar standing. (A, I) • Ability to uphold, promote and nurture the distinctive Christian character of our school. (A, I) • Ensures creativity, innovation and the use of appropriate technologies to achieve excellence. (A, I) • Experience of or ability to manage a school budget. (A, I, T) • Knowledge of funding streams and experience of securing external funding for projects. (A, I)

<p>Domain 2</p> <p>Pupils and Staff</p> 	<p>Essential</p> <ul style="list-style-type: none"> • Proven ability of being able to demand ambitious standards for all pupils by instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes whilst overcoming disadvantage and advancing equality. (A, I, T) • Experience of securing excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design. (A, I, T) • A proven track record of establishing an educational culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis. (A, I) • Committed to creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. (A, I, T) • Possesses the ability, drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard. (A, I, T) • The resolve, ability and resilience to hold all staff to account for their professional conduct and practice. (A, I, T) • Has a DFE recognised teaching qualification. (A) • Understands available school performance data, its analysis and use. (I, T) <p>Desirable</p> <ul style="list-style-type: none"> • An outstanding teacher with a minimum of 5 years relevant experience in Primary education. (A, I, T) • A minimum of 3 years successful experience of senior leadership. (A) • Has in depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles. (A, I, T) • Up-to-date knowledge of primary school improvement strategies. (I, T) • Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. (A, I, T) • Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school. (I, T) • Has a clear understanding of the SEND Code of Practice and experience of managing SEND. (A,I) • Has experience and knowledge of leading safeguarding in school. (A,I)
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<p>Domain 3</p> <p>Systems and Process</p>	<p>Essential</p> <ul style="list-style-type: none"> • Commitment to ensuring that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. (A, I) • Committed to providing a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. (A, I) • The ability to assist in establishing and maintaining rigorous, fair and transparent systems and measures for managing the performance of all staff and the ability to assist in addressing any under-performance, supporting staff to improve and valuing excellent practice. (A, I, T) • A purposeful character who welcomes strong leadership and possesses a proven track record of supporting the governing board in understanding its role and delivering its functions effectively. (A, I) • An ability to demonstrate an understanding of curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability. (I, T) • The commitment and ability to assist the Headteacher in distributing leadership throughout the organisation, through working with and supporting teams of colleagues who have distinct roles and responsibilities while holding each other to account for their decision making. (A, I, T) • Treats people fairly, equitably and with dignity to create and maintain a positive school culture (I) • Able to balance work and personal life and is considerate of the well-being of others. (A, I)
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<p>Domain 4</p> <p>The Self-Improving School System</p>	<p>Essential</p> <ul style="list-style-type: none"> • Commitment to creating outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. (A, I) • Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils. (A, I) • The ability and confidence to challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. (A, I, T) • The ambition, drive and commitment to develop the quality of the teaching within the school through high quality training and sustained professional development for all staff. (A, I, T) • The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement. (A, I) • An ambitious character with the ability to inspire and influence others - to believe in the fundamental importance of education in young people's lives and to promote the value of education. (A, I, T) <p>Desirable</p> <ul style="list-style-type: none"> • Has experience of leading or participating in the implementation of school or DFE education initiatives. (A, I) • Has willingness to support and develop the school's ITT program. (A,I) • Willingness to work out of operational hours as required. (I) • Has experience of supporting leadership change. (A, I)
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Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Job Sharing

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

