



Deputy Headteacher

Job Description and Person Specification

Job Description

Job Title/Post:	Deputy Headteacher
Area of Responsibility	<p>Day to day management and administration of the School sites.</p> <p>Personal Development:</p> <ul style="list-style-type: none"> • RRS, • SMSC, • British Values, • Assemblies, • Extended Schools, • Healthy Schools, • RSE • ECTs • Student teachers • CPD <p>Teaching & Learning Deputy Designated Safeguarding Lead (DDSL) Community cohesion Ethos/Behaviour/SMSC</p>
Salary:	Leadership Scale 16-20
Responsible to:	The Headteacher
Direct reports	Teaching and Support Staff

Core Purpose

The core purpose of the Deputy Headteacher is to provide professional leadership in the management of the school across both school sites. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. The Deputy Headteacher must play a lead role in establishing a culture that promotes excellence, equality and high expectations for all pupils. The Deputy Headteacher is a leading professional in the school, accountable to the Headteacher. The Deputy Headteacher assists in providing vision, leadership and direction for the school and helps to ensure that it is managed to meet its aims and targets. The Deputy Headteacher will lead by example and will teach on a regular basis. Working with the Headteacher and others, the Deputy Headteacher will support evaluation of the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all and developing policies and practices. The Deputy Headteacher will take a shared responsibility for creating a productive learning environment which is engaging

and fulfilling for all pupils. In the absence of the Headteacher the Deputy Headteacher will take full responsibility of the school. The Deputy Headteacher will also support the Headteacher in the following areas:

Strategic direction of the school

- In partnership with the Headteacher and governors establish and implement an ambitious vision and ethos for the future of the school;
- Play a leading role in the school improvement and school self-evaluation planning process;
- Act as a Deputy Designated Safeguarding Lead (DDSL) and work with others promoting safeguarding in the school;
- In partnership with the Headteacher, manage school resources;
- Devise, implement and monitor action plans and other policy developments particularly in relation to whole school personal development;
- Lead by example to motivate and work with others;
- Lead the development and implementation of policy and practice for monitoring pupils' attainment, achievement and well-being which reflects the school's commitment to high achievement and personalising learning, consistent with school and national strategy;
- Actively monitor and follow up the progress of students;
- In partnership with the Headteacher, lead by example when implementing and managing change initiatives;
- Promote a culture of inclusion within the school community where all views are valued and taken into account;
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties;
- Strengthen partnership and community working;
- Promote positive relationships and work with colleagues in other schools and external agencies;
- Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented;
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school;
- Take responsibility for other aspects of whole school leadership as negotiated with the Headteacher.

Leading teaching and learning

- Demonstrating consistent application of all school policies and providing an exemplar model of the application of policies in your practice where appropriate;
- Interpret and present whole school attainment and progress data to identify patterns of underachievement and work with other Leaders and teachers;
- Take the lead in the assessment process and work with other leaders to challenge underperformance at all levels and provide support to improve performance;

- Encourage and support the development of teachers practice in the assessment of children skills;
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for pupils;
- Work with key staff associated with the enrichment opportunities (after school clubs, trips, special visits etc.) to plan the delivery of an appropriate enrichment curriculum for pupils;
- Lead the development and delivery of training and support for staff;
- Monitor, evaluate and review classroom practice throughout the school and promote improvement and inclusion;
- Ensure by leading by example the active involvement of pupils and staff in their learning;
- Research and lead creative and imaginative ways of anticipating and solving problems and identifying opportunities that will enhance the quality of education for all learners;
- Carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document;
- Carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers and support staff (or for PPA purposes).

Developing self and working with others

- Maintaining and developing the ethos, values and overall purposes of the school;
- Formulating the aims and objectives of the school and policies for their implementation;
- Participate in the recruitment and selection of teaching and support staff as required and to organise and support the induction of staff new to the school and those being trained within the school;
- Act as an induction co-ordinator for ECTs and have responsibility for students on teaching practice and those undertaking work experience and ITT, as appropriate;
- The development, organization and implementation of the school's curriculum and assessment systems, school policies on curriculum, teaching and learning styles, assessment, recording and reporting;
- Work with the Headteacher to raise standards through staff appraisal;
- Ensure effective induction of new staff in line with school procedures;
- Ensure the effective dissemination of information through agreed systems for internal communication;
- Work with the Headteacher to undertake key activities related to professional, personnel/HR issues;
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school;
- Be a proactive and effective member of the senior leadership team;
- Ensure the day-to-day effective organization and running of the school as appropriate;
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school development plan and appraisal procedure;

- Promote and protect the health, safety and welfare of pupils and staff;
- Secure and allocate resources and deploy staff to support pupil achievement within the school;
- Monitor and control the use of resources including financial.

Securing Accountability

- Through a visible presence on a day-to-day basis and at school events, create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development;
- Attend Senior Leadership Team Meetings and Governor meetings when required to provide information and advice regarding specific areas of responsibility;
- Support in the development of and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others;
- Fulfill all commitments arising from contractual accountability;
- Advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- Assist liaison and co-operation with Authority officers and support services;
- Help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education;
- Assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development;
- Assist liaison with other professional bodies, agencies and services – in particular those associated with assessment and inclusion services and authority.

Strengthening Community

- Develop and maintain positive links and relationships with the community, local organisations and employers;
- Promote a positive image of the school;
- Ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the culture, history, nature and resources of that community;
- Ensure that the community remains positive and aspirational for their young learners' outcomes.

Safeguarding

- To act as a Deputy Designated Safeguarding Leader and attend relevant and updated training to support the school ensure that Child Protection systems and policies are compliant with National Standards and expectations;
- Ensure that the school plays a leading role in ensuring all pupils Safeguarding needs are met;

Bonner Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff, governors and volunteers to share this commitment. Applicants' suitability to work with children and young people will form part of the selection process. Successful applicants will be required to complete an enhanced DBS disclosure.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder:

Date: / /

Signature of Headteacher:

Date: / /

Person Specification

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

The role of the successful applicant will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement the Senior Leadership Team overall.

[A] Qualifications, Experience and Professional Development

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
• Qualified Teacher Status	E	A
• Degree	E	A
• Meets the requirements re: the National Professional Qualification for Headship	D	A
• Professional Development in preparation for Headship/Deputy Headship	E	A

Leadership and management experience <ul style="list-style-type: none"> • Experience as a Deputy or Assistant Headteacher or equivalent • Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level. • Demonstrated the ability to work strategically and successfully at a senior leadership level. • Working successfully with other education partners and providers. 	D	A
	E	A/I/R
	E	A/I/R
	D	A/I/R
Teaching Experience <ul style="list-style-type: none"> • Demonstrated outstanding, sustained, and successful experience as a teacher in a primary school. • .Experience of teaching in more than one school. • Knowledge of EYFS and how very young children learn. • Substantial experience of teaching pupils at Key Stage 1 & 2 	E	A/R
	D	A
	E	A/I/R
	E	A

[B] Professional Experience, Knowledge and Understanding

In relation to the role being applied for applicants should be able to demonstrate appropriate experience, knowledge or understanding of...

Shaping the Future <ul style="list-style-type: none"> • Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision. • Experience of developing and sustaining a learning culture that has high expectations and standards of achievement at its core. 	E	A/I/R
	E	A/I/R

Leading Teaching and Learning		
<ul style="list-style-type: none"> Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging under performance. 	E	A/I/R
<ul style="list-style-type: none"> Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being. 	E	A/I/R

Developing Self and Working with Others		
<ul style="list-style-type: none"> Understands the significance of interpersonal relationships and strategies for promoting individual and team development. 	E	I/R
<ul style="list-style-type: none"> Knows how to promote an open, fair and equitable culture. 	E	I/R
<ul style="list-style-type: none"> Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. 	E	I/R

Managing the organisation		
<ul style="list-style-type: none"> Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. 	E	A/I/R
<ul style="list-style-type: none"> Understands how to establish and sustain effective organisational structures, systems, policy and practice. 	E	I/R
<ul style="list-style-type: none"> Knowledge of and commitment to the implementation of the safeguarding agenda. 	E	I/R

Securing Accountability		
<ul style="list-style-type: none"> Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these. 	E	I/R
<ul style="list-style-type: none"> Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance 	E	I/R
<ul style="list-style-type: none"> Experience of holding individuals, teams and whole school to account for pupil learning outcomes. 	E	A/I/R

<p>Strengthening Community</p> <ul style="list-style-type: none"> Understands the importance of listening to, reflecting and acting on community feedback. Experience of strategies that encourage parents and carers to support their children's learning. Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils. 	E	I/R
	D	A/I/R
	D	A/I/R

[C] Personal Skills and Attributes

The ability to...

Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	E	I/R
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	I/R
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I/R
Demonstrate personal and professional integrity, including modeling values and vision	E	I/R
Prioritise, plan and organise themselves and others	E	I/R
Think analytically and creatively and demonstrate initiative in solving problems	E	I/R
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	I/R
Demonstrate a capacity for sustained hard work with energy and vigour	E	I/R
Demonstrate resilience and optimism	E	I/R

[D] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than three A4 pages and a maximum of 2000 words. C.V's will not be considered.

[E] Confidential References and Reports

Strong recommendation from all referees, including current employer	E
Satisfactory health and attendance record	E