

**JOB DESCRIPTION and PERSON SPECIFICATION**

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| **ACADEMY:** | Brompton Hall School |  |
| **SECTION:** | Venn Academy Trust | **GRADE:** L 7 - 11 |
| **JOB TITLE:** | Deputy Headteacher | **DATE PREPARED:** Autumn 2022 |
| **DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age).  Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust. | | |

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| **PURPOSE:**   * To work in close partnership with the Headteacher, staff, trust and governors to develop and manage the school effectively, providing clear vision and positive leadership for the future growth of the school; * To ensure the highest possible quality of education, range of educational opportunities and standards of attainment for all pupils; * To develop supportive relationships and positive liaison with parents, the local community and neighbouring schools. * To take responsibility for all aspects of administration, management, control and discipline of the school in the absence of the Headteacher. |

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| The School Teachers’ Pay and Conditions Document gives details of the role and professional responsibilities of the Deputy Headteacher. Within that framework, the Governing Body are seeking to emphasise the following  **PRINCIPAL ACCOUNTABILITIES:** |
| **Leadership and Management**   1. To assist the Headteacher in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement. 2. To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Headteacher, governors and other senior staff. To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the Headteacher. 3. To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline. 4. To provide an excellent role model for all members of staff and for pupils in all aspects of school life. To be an exemplar of all school policies and practices. To actively promote the aims of the school. 5. To take a leading role in improving the involvement of parents, carers and the community in the life of the school. 6. To provide effective leadership and management to a team/teams of staff, as agreed with the Headteacher. 7. To take full responsibility for leading and managing one or more major aspects of the school’s curriculum provision, as agreed with the Headteacher and governing body. 8. To take a lead in determining and monitoring the whole school curriculum 9. To assist the Headteacher in school self-review and evaluation and in the effective planning and management of school resources to secure improvements. 10. To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils’ work and teachers’ planning and teaching. 11. To provide guidance and support all staff in order to improve the quality of teaching and learning. 12. To actively promote equality of opportunity by assisting the Headteacher in ensuring the school’s curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning. 13. To assist the Headteacher in all aspects of the day-to day administration and organisation of the school, as agreed with the Headteacher, including taking responsibility for agreed areas, e.g. timetables, duty rotas etc. 14. To take a significant role in the implementation of the school’s performance management policy, to secure school improvement and individual professional development. 15. To participate in recruitment and selection, as agreed with the Headteacher. 16. To deputise for the Headteacher in the event of absence or unavailability, by carrying out leadership and management tasks in accordance with school policy and practice   **Leading Teaching and Learning**  1. To carry out teaching duties, as agreed with the Headteacher, providing a model of excellence for colleagues, leading by example in the classroom. This may include, as required:   * Taking full responsibility for teaching a class and managing a phase of the school * Providing in-class support for colleagues through demonstration lessons; * Teaching focused intervention groups if required   2. To be the lead teacher, to provide leadership and support for colleagues (teachers and support staff) with regards to teaching and learning and the curriculum, including:   * Managing the planning and delivery of the curriculum across the school, leading in this area, including developing schemes of work and medium term plans; * Supporting subject leaders in developing their role, in particular in relation to raising standards;   + Supporting teams and individuals with short term planning;   + Organising and delivering training, as needed, to groups of school staff in the art of teaching;   + Supporting staff in the use of assessment information to inform teaching and learning, teaching and modelling to others how to do this;   + Inducting and supporting newly qualified and less experienced staff and/or supply teachers;   + Providing in-class support to staff, through demonstration lessons, team teaching, observation, coaching and feedback.   3. To undertake a significant role in maintaining a high standard of pupils’ behaviour and discipline, within the framework of the school policy and supporting other staff as necessary. To be committed to the school’s behaviour policy and promote ‘Restorative Practices’.  4. To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.  5. To take a leading role in the management of the school tracking of individual pupils’ attainment and progress.  **Strengthening Community Involvement:**   * + Help the Headteacher to build a school culture and curriculum which takes account of the richness and diversity of the school’s community   + Create and promote positive strategies for developing good race relations and dealing with racial harassment   + Ensure learning experiences for pupils are linked into and integrated with the wider community which celebrates cultural diversity   + Further develop community based learning experiences   + Create and maintain an effective partnership with parents to support and improve pupils’ achievement and personal development   **Inclusion, Equity and Entitlement:**   * + Help the Headteacher build a school culture and curriculum which takes account of the richness and diversity of the school’s community   + Create and promote positive strategies for developing good race relations and dealing with racial harassment   + Ensure learning experiences for students are linked into and integrated with the wider community and celebrate cultural diversity   + Collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of the students and their families  Other Duties and Responsibilities  * + To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.   + To take whole school assemblies and to support other staff with assemblies.   + To prepare and present reports, as required to, e.g. governors, LA officers, parents, outside agencies.   + To attend occasional meetings during evening hours, at weekends or in school holidays, as required.   To promote and safeguard the welfare of children and young person’s in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 section 175. |

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| **DIMENSIONS:** |
| 1. **Responsibility for Staff:**    * To provide leadership and support for colleagues (teachers and teaching assistants) with regard to teaching and learning and the curriculum.    * To take a significant role in the implementation of the performance management policy, to secure school improvement and individual professional development.   **2. Responsibility for Customers/Clients:**   * The job impacts on all students, parents and the community, in relation to all of the principal accountabilities. * To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline. * To take a leading role in improving the involvement of parents, carers and the community in the life of the school.   **3. Responsibility for Budgets:**   * To assist the Headteacher and governors in annual budget planning and monitoring. * To be aware to the restraints on the school budget and assist with management of the budget.   **4. Responsibility for Physical Resources:**   * To advise on the resource needs and help co-ordinate these resources. |
| **WORKING RELATIONSHIPS:** |
| 1. **Within the Academy:**   Responsible for pupils in their daily care, colleagues within the school, parents and governors  **2. With Other Areas in Venn**  Work with other schools in the trust, sharing best practice  **3. With External Bodies to Venn**  Responsible for engaging in training, Public Services, Community Representatives  Local Authority |
| **ORGANISATION CHART:** | |
| CEO  Headteacher  Deputy Headteacher  Assistant Headteacher  All other staff | |

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|  | ***Tick relevant level for each category*** | | | | | |  |
| **Not applicable** | **Low** | **Moderate** | **High** | **Very High** | **Intense** | **Supporting Information**  **(if applicable)** |
| **PHYSICAL DEMANDS:**  Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment). |  | **√** |  |  |  |  |  |
| **WORKING CONDITIONS:**  Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment). |  | **√** |  |  |  |  |  |
| **EMOTIONAL DEMANDS:**  Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment. |  |  |  | √ |  |  |  |

| **PERSON SPECIFICATION** | | **Tick relevant column** | | **List code/s\*** |
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| **The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.**  *\*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS’s), T = Test/Assessment, P = Presentation* | | **Essential** | **Desirable** | **How identified** |
| **1.** | **Qualifications:** | | | |
| Graduate with Qualified Teacher Status | **√** |  | AF, CQ, |
| Achieved NPQH or recent and relevant training (or working towards) |  | **√** | AF, CQ |
| Evidence of a commitment to on-going learning and professional development | **√** |  | AF, CQ |
| Experience/evidence of working with SEND children and/or children with other additional needs | **√** |  | AF, I, R |
| **2** | **Relevant Experience:** | | | |
| Minimum of five years teaching experience, | **√** |  | AF |
| Experience of the effective leadership within an SLT. |  | **√** | AF, |
| Experience of writing and contributing to the SEF/SDP. |  | **√** | I,R |
|  | Evidence of making a difference with school improvement and raising standards within an education setting. | **√** |  | AF,I,R |
|  | Cross phase experience. |  | **√** | AF,I,R |
|  | Proven record of improving standards of teaching and learning. | **√** |  | AF |
|  | Proven ability to motivate and inspire pupils and colleagues. | **√** |  | AF,I |
|  | Outstanding classroom leader with experience of inspiring and developing excellent classroom practice in others.­ | **√** |  | AF,I |
|  | Experience of analysing data to effect school improvement. | **√** |  | I |
|  | Successful experience in a SEN setting | **√** |  | AF |
| **3.** | **Skills (including thinking challenge/mental demands):** | | | |
| Ability to show experience on school improvement. |  | **√** | AF, T |
| To possess strong change management and leadership skills. | **√** |  | AF, I |
| Ability to analyse data, present findings and implement improvements. | **√** |  | I,R |
| Has high disciplinary standards and can manage difficult behaviour. | **√** |  | I |
| **3.6** | Proven administrative and organisational skills. | **√** |  | I |
| **3.7** | Can evaluate and review progress and evaluate and implement change as necessary. |  | **√** | I |
| **3.8** | Ability to monitor performance (student, curricular, faculty, pastoral) providing effective challenge and leadership. | **√** |  | I,R |
| **3.9** | Ability to work with parents, external agencies and the wider community. | **√** |  | I,R |
| **4.** | **Knowledge:** | | | |
| A knowledge and commitment to safeguarding and promoting the welfare of children and young people*.* | **√** |  | I |
| Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment. | **√** |  | AF, I |
| Knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level. | **√** |  | AF, I |
| **5.**  **5.1**  **5.2** | **Interpersonal/Communication Skills:**  **Verbal Skills** | | | |
| Excellent communications skills (including presentation skills and the ability to communicate with a wide range of audiences including parents). | **√** |  | I |
| **Written Skills** | | | |
| Excellent written skills/email correspondence appropriate to respondents. Good accurate report writing appropriate to requirements. | **√** |  | AF,I,R |
| **6.**  **6.1** | **Other:** |  |  |  |
| Integrity and a commitment to good governance. |  | **√** | I,R |
| **6.2** | Leads by example, setting high standards of punctuality, dress and conduct – ‘can do’ attitude. | **√** |  | I,R |
| **6.3** | Resilience and determination in meeting deadlines and achieving outcomes. | **√** |  | I,R |
| **6.4** | Ability to challenge and show tenacity. | **√** |  | I,R |
| **6.5** | Clarity of thought and vision with proven ability to finish a task. | **√** |  | I,R |
| **6.6** | A willingness to initiate and participate in both cross curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of school life. |  | **√** | I,R |
| **6.7** | Sense of humour (particularly under pressure). | **√** |  | I,R |
| **6.8** | Determination to promote a culture that celebrates success |  | **√** | I,R |
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| **The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.** | | | | |
| **7.** | **Additional Requirements:** | | | |
| None |  | N/A |  |
| **8.** | **Disclosure of Criminal Record:** | | | |
| The successful candidate’s appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service. | **√** | N/A | DBS Disclosure |
| If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record. | **√** | N/A | AF(after short listing) |
| If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only. | **√** | N/A | AF(after short listing) |

I confirm that I have read and agree with my duties and the information listed above

Signed ……………………………………………….. Dated ………………………….

Print name ……………………………………………..