**DEPUTY HEADTEACHER**

**Leadership Range L10 - L14**

**Location Brookfields School**

**Hours Full Time**

**Contract Type Permanent**

**Reporting to Headteacher**

**Job purpose**

The Deputy Headteacher, under the direction of the Headteacher, will take a proactive and major role in:

* Formulating the aims and objectives of the school.
* Establishing policies for achieving the aims and objectives of the school
* Managing staff and resources required.
* Monitoring progress towards the achievement of the school’s aims and objectives
* The Deputy Headteacher may also have a timetabled teaching commitment as agreed and in accordance with the teacher’s standards and modelling best practice for others within the school.
* Undertake other delegated specific school duties from the Headteacher.

**Qualities and Knowledge**

Under the direction of the headteacher

* Support the headteacher with the day-to-day management of the school
* Communicate and demonstrate the school’s vision compellingly and support the head teacher’s strategic leadership
* Lead by example, focusing on providing excellent education for all pupils
* Lead on particular whole-school strategies and policy areas
* Build positive relationships with all members of the school community, demonstrating positive attitudes to them and providing appropriate support
* Ensure that knowledge on developments in education are maintained.
* Demonstrate leadership capability in accordance with the Trust values.
* Undertake and seek training and continuing professional development to meet personal needs.
* Demonstrates creative, effective and nurturing approaches to learning and teaching; responsive to the needs of the pupil community.
* Demonstrates a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
* Supports the implementation of strategies improve the quality of teaching and learning across all schools to ensure it is consistently strong enough to raise standards.
* Ensuring that the learning and teaching provided across all key stages form a co-ordinated, coherent curriculum entitlement for individuals
* To contribute to further development of curriculum / assessment and specialist provision (considering elements such as communication, sensory, autism, SEMH and independence needs)

**Pupils & Staff**

Under the direction of the Headteacher

* Ensure ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
* Ensure excellent teaching in school, including training and development for staff.
* Establish a culture of ‘open classrooms’ as a basis for sharing best practice.
* Create an ethos within the school where all staff are motivated and supported to develop their skills and knowledge**.**
* Identify and support emerging talents, providing coaching and support for current and aspiring leaders.
* To contribute to the development of staff induction and appraisal policies appropriate to the school.
* To support the induction of new and newly qualified teachers and other staff.
* Direct, question and support staff in order that they can deliver outstanding teaching, professional conduct and practice.
* Provide line management to teachers and teaching assistants. This involves being involved in recruitment, induction, professional development and appraisal to ensure high quality teaching and learning is provided.
* Commit to their own professional development, proactively identifying development opportunities.
* Participates in the holistic focus on pupil achievement, using data and benchmarks to monitor progress in every child’s learning.
* Support the distribution of leadership throughout the school.

**Systems and processes**

Under the direction of the Headteacher.

* Ensure the school’s systems, organisation and processes are well considered, efficient and fit for purpose.
* Support with the day-to-day management of the school including organising the cover of absent/sick colleagues on a daily basis and organising in partnership with the Headteacher long term cover arrangements e.g. Long term absence cover, maternity leave.
* Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
* Implement and undertake systems for managing the performance of all staff, addressing any underperformance, in accordance with policies and procedures, supporting staff to improve and valuing excellent practice.
* Work with the Trust and Academy Council where appropriate**.**
* Support strategic, curriculum-fed financial planning to ensure effective use of budgets and resources
* Support distribution of leadership throughout the school**.**

**The self-improving school system**

Under the direction of the Headteacher

* Create an outward-facing school, which works with other schools within and outside the Trust and organisations to secure excellent outcomes for all pupils.
* Develop effective relationships with fellow professionals.
* Model entrepreneurial and innovative approaches to school improvement and leadership
* Inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education.
* Work with other schools and organisations - in a climate of mutual challenge, where each pupil is championed to ensure they reach and secure their unique potential and achieve excellence.
* Shape the current and future quality of teaching, ensuring sustained professional development for all staff.
* Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
* Inspire and influence others by ensuring the Trust values and the school ethos are at the forefront of education delivery.

**Accountability – Assessment**

* Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents.
* Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for pupil premium or who speak English as an additional language.
* Plan and implement interventions for those pupils who are not progressing as expected.
* Maintain knowledge and awareness of best practice in the field of assessment and advise others within the school accordingly.
* Provide training and support for teachers and support staff on administering the assessment system effectively.

**Accountability - Pastoral**

* Support implementation of whole-school systems for pupil well-being
* Conduct pupil voice surveys to ensure that they feel happy and safe in school, champion the importance of pupil voice to other members of the senior leadership team.
* Provide staff with training and support in order that they can play a part in enhancing pupils personal development
* Responsible for promotion and evaluation of the effectiveness of the school’s behaviour policy and strategies
* Responsible for pupil attendance and ensure it is improving continuously; provide strategies to the headteacher accordingly,
* Analysing whole-school data on attendance, behaviour, exclusions, wellbeing to inform future improvement strategies.

**Accountability – SEND**

* Provide a coherent, inclusive curriculum for all pupils including those who are disadvantaged and vulnerable pupils which meets statutory requirements
* Maximise opportunities for all students to achieve progress in line with their personal targets ensuring that these are challenging, aspirational and achievable
* Ensure continuity of learning and of progression for all students at each key stage
* Provide mapped personalised and bespoke learning pathways for specific groups and vulnerable students
* Ensure provision maps are up to date and monitored at least termly so that intervention programmes target the right pupils and resources are deployed effectively
* Ensure the provision improves standards of literacy and numeracy to enable pupils to access the wider curriculum
* Ensure all key stages have appropriate schemes of work to meet the needs of all pupils

**Accountability – Safeguarding**

* Required to safeguard and promote the welfare of children and young people, follow school policies and the staff code of conduct.
* Take responsibility as Deputy Designated Safeguarding Lead for appropriate safeguarding policy and procedure for the school on behalf of the headteacher.
* Demonstrates knowledge and effective experiences of addressing every Child Matters agenda and safeguarding issues.
* Ensures a safe and supportive school culture.
* Ensures the welfare of children is safeguarded and promoted in line with current best practice and advice.
* Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
* Implements and works with policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

**Other General Responsibilities**

* Represent the agreed values and vision of the Senior Leadership Team to the school community and be seen to be translating the school vision and values into practice.
* Demonstrate and role model constructive leadership behaviours.
* Promote, contribute to, and lead any staff INSET or induction as may be required.
* To support and encourage staff at all levels and have concern for their welfare, ensuring the promotion of staff wellbeing and work life balance.
* To manage volunteers and students (including ITT students)
* To line manage commissioned services under the guidance of the Headteacher
* To be the Educational Visits Coordinator
* Lead school assemblies as required.
* Organise, attend and assist with major school events as required
* Help to maintain standards of pupil dress, punctuality etc.
* Performance Management of staff (including the leadership of appraisals and other official processes as required)
* Contributing to the school development plan, implementation and review
* Undertaking any other duties which fall within his/her capabilities and which may reasonably be required by the Head

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**PERSON SPECIFICATION**

**DEPUTY HEADTEACHER**

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| **Qualifications and Skills** | **Application Form/Interview** |
| Qualified Teacher Status  Degree  Evidence of regular and appropriate professional development towards a leadership role.  Evidence of recent management development  Further SEN qualification and/or accreditation applicable to SEN, particularly ASD | A/I |
| **Experience** | **Application form/ interview / assessment process/ refs.** |
| Acknowledged excellent classroom practitioner with range of teaching experience within a similar education setting  Substantive SEN experience with SLD and ASD  Successful leadership and management experience in a school  Involvement in school self-evaluation and development planning  Experience of contributing to staff development  Involvement in school self-evaluation and development planning  Line management experience  Substantive experience of whole school curriculum and assessment management  Experience in planning, implementing and evaluating behaviour management systems  Experience of working and building effective relationships with parents/ carers and with a wide range of multiagency professionals | A/I/A |
| **Skills and Knowledge** |  |
| Understanding of range of Special Educational Needs including Autism, SEMH and children with severe and complex needs  Understanding of high-quality teaching, and the ability to model this for others  Understanding of the importance of environment and appropriate interventions for pupils with SEN  Skills in supporting others to improve  Knowledge and skills in data analysis and the ability to use data to set targets and identify areas to improve.  Understanding of school finances and procedures  Effective communication and interpersonal skills  Ability to communicate the school and Trust vision and inspire others  Ability to raise achievement and achieve excellence  Ability to build effective working relationships inside and outside of the school. | A/I/A |
| **Personal Qualities** |  |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school  Ability to effectively build and maintain relationships with all members of the school community  Demonstrate strategies to promote self and team development  Models continuing professional development  Demonstrates support and challenge with coaching skills, in order to improve others.  Ability to work to time-frames, to work under pressure and is able to prioritise effectively.  Commitment to maintaining confidentiality at all times.  Commitment to safeguarding and equality. | A/I/R |
| **Safeguarding and promoting the welfare of children** |  |
| Appropriate awareness and understanding of: Addressing Every Child Matters agenda and possessing current and relevant knowledge and understanding of national and local safeguarding guidance.  Has knowledge and experience of developing and ensuring a safe and supportive school culture.  Experience of following policies and practices that minimise opportunities for abuse or ensure its prompt reporting. | A/I/A |