



TEACHING STAFF JOB DESCRIPTION

ROLE TITLE	Deputy Headteacher
CONTRACTED HOURS	Full Time
LOCATION	Castle Manor Academy
GRADE / SCALE POINT – SALARY	Leadership range L18-22
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community.
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

KEY TASKS & RESPONSIBILITIES

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Qualities and knowledge

- Under the direction of the headteacher:
- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership.



- Lead by example, holding and articulating alignment to the school's clear values and personal moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.
- Work with political and financial astuteness, translating policy into the school's context.
- Seek training and continuing professional development to meet own needs.

Pupils and staff

- Under the direction of the headteacher:
- Demand 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 the school, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Identify emerging talents, coaching current and aspiring leaders.
- Hold all staff to account for their professional conduct and practice.

Systems and processes

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing body as appropriate
- Support strategic, curriculum-led 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 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.



SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Deputy Headteacher under the guidance of Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher or a member of the Trust Executive Leadership Team which fall within the scope of the post

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.



PERSON SPECIFICATION



CRITERIA	ESSENTIAL	DESIREABLE
KNOWLEDGE		
Qualifications	<ul style="list-style-type: none"> • Recognised QTS • Degree • Evidence of commitment to own professional development 	<ul style="list-style-type: none"> • Further leadership development such as MA/MEd, NPQSL, NPQH
Relevant Experience	<ul style="list-style-type: none"> • Experience and proven impact of whole school strategic leadership from holding a position on a leadership team. • Knowledge and experience of teaching relevant key stages. • Excellent subject teacher with a proven track record in improving the quality of learning and outcomes. • Knowledge and experience of School Development Planning • Experience of Curriculum • Experience of strategies to improve outcomes and experienced for disadvantaged students • Experience of raising academic standards across the school • Evidence of liaising collaboratively with colleagues • Experience and knowledge of managing challenging behaviour. • Experience of monitoring teaching and learning. • Understanding the importance of using data to raise standards. • Evidence of successfully mentoring or providing general pastoral support to colleagues. 	<ul style="list-style-type: none"> • Experience in one or more schools • Experience as a teacher of a core subject. • Experience of leading and developing others in their career goals. • Experience of policy development and using stakeholder voice to develop. • Experience of Performance • Management



Skills and Aptitudes

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| <ul style="list-style-type: none">• Ability to motivate lead and inspire others with sensitivity and energy.• Ability to articulate personal vision and values within and beyond the school.• Ability to communicate effectively, both written and oral, with a wide range of people.• Skill at managing change.• Proven success in working with children across a range of age and ability.• Ability and willingness to use tact and sensitivity as second nature.• Stamina and a positive approach to work.• Sense of humour• Commitment to the safeguarding and promoting the welfare of children and young people. | <ul style="list-style-type: none">• Experience of effective working with governors• Ability to foster links with local community and with other schools, locally,• nationally and internationally.• Ability to motivate commitment among all staff groups and to lead staff.• Meetings, training and working groups.• Passionate about the ethos of the school |
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