

Job Specification

Job Title:	Deputy Head teacher
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Group of School: 2	Indicative Pay Range: L4-8
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Reporting to: Headteacher

Location: Townville Infants and Nursery School

Service Directorate: Children & Young Peoples Services

The overall purpose of the post of Deputy Head teacher:
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| <ul style="list-style-type: none">• Carry out the duties of this post in line with the remit outlined in the latest School Teachers' Pay and Conditions Document. <i>It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.</i>• Under the overall direction of the Headteacher play a lead role:<ul style="list-style-type: none">○ in formulating the aims, objectives of the school and establishing the policies through which they are to be achieved○ be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement○ proactively manage staff and resources• Take full responsibility for the school in the absence of the Headteacher• Carry out the professional duties of a teacher as required• Take responsibility for child protection issues as appropriate• Take responsibility for promoting and safeguarding the welfare of children and young people within the school |
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Requirements for the post		
	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • First degree/teaching certificate and Qualified Teacher Status. • Recent professional development relevant to Senior Management. 	<ul style="list-style-type: none"> • Have had or be undertaking further study relevant to headship (e.g. Diploma or Higher Degree). • National Professional Qualification for Headship (NPQH). • NASENCO Award
Experience	<ul style="list-style-type: none"> • Background in Primary Education or other relevant phase. • Curriculum Development responsibility in a core subject. • Successful leadership of a team • Successful and relevant teaching experience. 	<ul style="list-style-type: none"> • Working in other primary schools or other relevant phase. • Experience of working with children who present challenging behaviour. • Senior or whole school management at Headteacher, Deputy Headteacher or Assistant Headteacher level.
Qualities & Knowledge	<ul style="list-style-type: none"> • Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. • Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. • Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. • Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. • Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context. • Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel. 	
Pupils & Staff	<ul style="list-style-type: none"> • Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes • Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. • Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. 	

	<ul style="list-style-type: none"> • Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. • Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. • Hold all staff to account for their professional conduct and practice.
Systems and Process	<ul style="list-style-type: none"> • Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. • Provide 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. • Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. • Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance. • Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability. • Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
The Self – Improving School System	<ul style="list-style-type: none"> • Create 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. • Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. • 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. • Shape the current and future quality of the teaching profession through high quality training and 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 - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Key Outcomes / Activities

Duties and Responsibilities

Shaping the future

- 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
- In partnership with the Headteacher manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others
- 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 in to account

Teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the Headteacher to raise standards through staff performance management
- Lead the development and delivery of training and support for staff
- 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 all pupils
- Lead the Special Educational Needs Provision across school, having high aspirations for all children.
- 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
- With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
- Develop systems to ensure robust evaluation of school performance, using progress data to develop actions to secure improvements comparable to appropriate national standards.
- Ensure, through leading by example, the active involvement of pupils and staff in their own learning

Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond
- 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 NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher
- 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 and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- 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 improvement plan and performance management
- Lead the annual appraisal process for all identified support and teaching staff

Managing the organisation

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the Headteacher, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- 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 organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the Headteacher

Securing accountability

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards
- Support the Headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Strengthening community

- Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- 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

Responsibility for Resources

Employees (supervision):

For all staff employed to work at the school (Teaching and Support Staff) except for staff employed to provide school meals/ cleaning through a service level agreement)).

Financial:

In conjunction with the head OR in the absence of the head, hold overall responsibility for the agreed school budget which includes the setting and overall monitoring to ensure effective spend and income generation

Physical:

In conjunction with the head OR in the absence of the head, hold overall responsibility for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

Employment checks

The following employment checks are required:

- **Identity Check**
- **Childrens Barred List**
- **Prohibition from Teaching Check**
- **Evidence of a satisfactory safeguarding check e.g. Enhanced DBS Check**
- **Evidence of entitlement to work in the UK**
- **Childcare Disqualification Declaration**
- **Evidence of Essential Qualifications – see page 2 of this Job Specification**
- **Two satisfactory references (including current or most recent employer)**
- **Confirmation of medical fitness for employment**
- **Registration with appropriate bodies (where applicable)**

Date completed: July 2021