



COCKBURN
MULTI-ACADEMY TRUST
TRANSFORMATION TO EXCELLENCE



Recruitment Booklet

Deputy Headteacher



Job Description

Position:	Deputy Headteacher – Quality Assurance & Standards
Location:	Based at Cockburn John Charles Academy however all staff are required to work at any academy within the MAT if operationally required.
Pay Range:	L19-L22 £69,022 – £74,283
Accountable to:	Head of School and Executive Headteacher

Main Purpose

The Deputy Headteacher, under the direction of the Head of School, will take a major role in:

- Formulating the aims and objectives of the academy
- Establishing policies for achieving these aims and objectives
- Managing staff and resources
- Monitoring progress towards the achievement of the academy's aims and objectives
- assisting the Head of School with the management and organisation of the academy in seeking to achieve the highest standards of student achievement and academy efficiency.

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Head of School, as set out in the School Teachers' Pay and Conditions Document (STPCD) and deputise in the absence of the Head of School both at short notice and over a longer term.

Statutory requirements

This job description reflects the **Standards for Headteachers** (2020). The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for Head of Schools are built.

The Deputy Headteacher, like other teachers, are expected to meet the teachers' standards. The standards articulate how senior leaders can meet both the additional responsibilities of leadership and the requirements of the teachers' standards. The appointment is subject to **School Teachers' Pay and Conditions** document the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.



Key Accountabilities

The Deputy Headteacher will lead in the following areas:

School culture and behaviour:

Under the direction of the Head of School, the Deputy Headteacher will:

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the academy's behaviour policy

Teaching, curriculum and assessment:

Under the direction of the Head of School, the Deputy Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on own scholarship, expertise and skills, and that of those around you
- Sustain wide, current knowledge and understanding of education and academy systems locally, nationally and globally and pursue continuous professional development.
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality
- Be the PIXL raising achievement leader, implementing strategies to raise attainment

Additional and special educational needs (SEN) and disabilities:

Under the direction of the Head of School, the Deputy Headteacher will:

- Promote a culture and practices that enables all students to access the curriculum
- Have ambitious expectations for all students with SEN and disabilities
- Make sure the academy works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate



- Make sure the academy fulfils statutory duties regarding the SEND Code of Practice.

Organisational management and academy improvement:

Under the direction of the Head of School, the Deputy Headteacher will:

- Establish and sustain the academy's ethos and strategic direction together with the governing board and through consultation with the academy community
- Establish and oversee systems, processes and policies so the academy can operate effectively
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to academy effectiveness, and develop strategies for academy improvement that are realistic, timely and suited to the academy's context
- Make sure the academy improvement strategies are effectively implemented
- Line manage academy staff on a day-to-day basis and develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory and ensure effective follow-up
- Implement the agreed policies for staff induction, professional development and performance review, ensuring individual staff accountabilities are clearly defined, understood and agreed
- Work with the Senior Leadership Team to 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
- Work with Senior Leadership Team through succession planning by identify emerging talents, coaching current and aspiring leaders in a climate where excellence is standard
- In partnership with the Senior Leadership Team ensure a consistent and continuous focus on student achievement, using data and benchmarks to monitor progress, ensuring personalised learning is at the centre of strategic planning and resource management
- Implement strategies which secure high standards of behaviour and attendance.

Professional development

Under the direction of the Head of School, the Deputy Headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- Lead the internal leadership CPD programme in the academy



Governance, accountability and working in partnership

Under the direction of the Head of School, the Deputy Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully in partnership with other academies within the Trust and other external organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students
- Will plan for and be involved in organising whole academy quality assurance processes and inspection; including the effective use of data and self-evaluation
- Work with the Senior Leadership Team to identify priorities to improve

Values and Expectations:

- Ensure that you and all teaching staff within the academy follow the values and expectation of the MAT and embed the Cockburn pledge
- Ensure that there is a safe, supportive and happy culture within the academy, adhering to outstanding safeguarding practice, student behaviour and attendance
- Develop effective relationships with all stakeholders
- Ensure that the achievements of students and staff are properly recognised and celebrated
- Develop effective working relationships with fellow professionals and colleagues within the MAT and in other public services to improve academic and social outcomes for all students
- Fully engage with the Local Governing Body and Trustees providing accurate feedback on how the academy is performing, its strengths and its weaknesses. Ensure that all paperwork submitted is of a high quality and on time
- Manage all educational risks within the academy effectively, ensuring that all required mitigations are in place.
- Demonstrate consistently high standards of principled and professional conduct and uphold and demonstrate the Seven Principles of Public Life at all times

Generic Duties:

- Comply with policies and procedures including but not limited to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person
- Contribute to the overall work and ethos of the MAT
- Attend and participate in meetings as required
- To work across the MAT as required



- To take a pro-active approach to health and safety, working with others in the academy to minimise and mitigate potential hazards and risks, and actively contribute to the security of the site
- To undertake any other additional duties commensurate with the grade of the post.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The job description sets out the main duties at the time it was drawn up.

The post holder may be required from time to time to undertake other duties within the academy as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. In consultation with you, the job description may be changed by the Executive Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title or changes to Headteacher or Teacher Standards.

Cockburn Multi-Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.



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Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

Knowledge, Experience and Skills	Essential/ Desirable	How identified
School Culture and Behaviour		
Substantial experience of leadership roles with demonstrable impact.	E	App/SP
Demonstrable experience of ability to build effective relationships with staff, parents/carers, students and all stakeholders	E	App/SP
Evidence of creating and implementing strategic vision with those responsible for governance	E	App/SP
Demonstrable experience of successful line management and staff development	E	App/SP
Experience of implementing HR policies and procedures	E	App/SP
Ability to make and implement difficult decisions	E	App/SP
Awareness of the Leeds city-wide educational improvement agenda and other statutory changes in education.	E	App/SP
Able to evidence substantial impact towards academy improvement through sustained work at senior leadership level	E	App/SP
Demonstrable experience of school self-evaluation and development planning	E	App/SP
Able to evidence the implementation of whole school improvement initiatives identifying the priorities and evaluating the impact	E	App/SP
Works with and motivates teams and individuals to implement changes across the school	E	App/SP
Understanding of entrepreneurial and innovative approaches to influence school improvement.	E	App/SP
Teaching, Curriculum and Assessment		
Implementation of strategies which secure high standards of teaching and learning and prepares all students for their next phase of education or life.	E	App/SP
Experience of curriculum innovation and evidence informed research that has resulted in raised standards.	E	App/SP
Experience of embedding a curriculum that is built on subject expertise and effective curriculum leadership.	E	App/SP
Being a good role model in all teaching standards with a proven record as an excellent classroom practitioner whose students reach high standards of learning and achievement.	E	App/SP



Experience of involvement in whole academy quality assurance processes and inspection; including the effective use of data and self-evaluation	E	App/SP
In depth knowledge of the use of data to monitor student progress including the ability to use data to set targets, identify weaknesses	E	App/SP
Ability to identify effective interventions to ensure students maintain excellent progress	E	App/SP
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback	E	App/SP
Understanding of high-quality teaching for all students, and the ability to model this for others and support others to improve	E	App/SP
Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback.	E	App/SP
Evidence of prioritising learning and well-being in all strategic decision making including for the disadvantages students, EAL students or students with SEND, in particular SEMH needs	E	App/SP
Organisational Management & Academy Improvement		
Evidence of implementing changes to staffing structures	D	App/SP
Experience of recruitment, and ability to retain and manage a range of academy staff	E	App/SP
Evidence of managing the academy environment in line with health and safety regulations	D	App/SP
Ensures effective performance management systems are in place and manages capability.	E	App/SP
Holds people to account for what they have agreed to deliver	E	App/SP
Professional Development		
Regularly reviews own practice and continually participates in quality CPD	E	App/SP
Able to ensure and provide high quality professional development for a staff team drawing upon expertise, where appropriate.	E	App/SP
Uses CPD to motivate, enthuse and develop staff		
Demonstrable experience of ability to coach and mentor staff	E	App/SP
Governance, accountability and working in partnership		
Works effectively with the leadership team, governing body and Trustees to fulfil statutory duties	E	App/SP
Provides performance data to parents/carers, governors, trustees and external agencies where required	E	App/SP
Builds relationships with community groups, outside agencies and other schools/academies which create innovative learning experiences for students	E	App/SP
Promotes the academy and is actively involved in wider academy life	E	App/SP



Works with parents/carers to improve student achievement	E	App/SP
Safeguarding		
Is aware and able to manage effective child protection and safeguarding policies and procedures	E	App/SP
Ability to deal with sensitive issues in a supportive and effective manner	E	App/SP
Relevant Knowledge and skills to safeguard the welfare of Children & Young People and uphold professional responsibility	E	App/SP
Demonstrable experience in strategies to manage behaviour.	E	App/SP
Experience of a multi-agency team approach.	D	App/SP
Qualifications and training		
Qualified Teacher Status or other educational qualification	E	App/SP
A degree or management qualification	E	App/SP
National Professional Qualification for leadership	D	App/SP
Master Degree in Education or similar/extensive CPD	D	App/SP
Personal qualities and attributes		
Moral purpose (Equality, children and adults treated with respect)		SP
Excellent communicator (Listening, putting a message across)		SP
Child centred		SP
Resilient		SP
Integrity		SP
Self-motivated and able to motivate others		SP
Enjoys challenge		SP
Works to deadlines		SP
Enthusiastic and optimistic		SP
Excellent problem solving/analytical skills		SP
Self-awareness, knowledge of strengths and limitations		SP
Willingness to contribute to the wider life of the Academy and Trust		SP
Emotional resilience - recognising that leadership is demanding but approach the challenge positively		SP
Subscribe to the ethos of the Trust and go the extra mile in terms of time and commitment to get the very best from their students		SP





The postholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.		SP
Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.		
This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.		
<p>Key:</p> <p>App – Application Form</p> <p>Ref – Reference</p> <p>SP – Selection process. This could include a range of exercises, including an interview</p>		



