

Job Description – Deputy Headteacher: Curriculum and Professional Development

DESCRIPTION: Wexham Court Primary School

POST TITLE: Deputy Headteacher: Curriculum and Professional Development

RESPONSIBLE TO: Headteacher

1. MAIN PURPOSE OF THE JOB

- 1.1 Carry out those responsibilities defined by statute with specific reference to conditions of Employment of Deputy Headteachers in the DfE publication 'School Teachers Pay and Conditions,' including the educational standards, internal organisation, management and control of Wexham Court Primary School.
- 1.2 Assist the headteacher in the effective leadership and management of the school and in all aspects of school improvement, including deputising for the headteacher when they are absent, as directed by the governing board.
- 1.3 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, such as timetables, duty rotas and the school website review.
- 1.4 Assist the headteacher in shaping a vision and direction for the school, setting out very high expectations with a clear focus on student achievement and progress.
- 1.7 Build and develop appropriate relationships with students, parents, staff, governors, headteachers and other stakeholders to develop and enhance the achievements and good reputation of the school.
- 1.8 To strategically lead on the development and implementation of the use of meaningful data to ensure informed interventions for both attainment and progress for all learners.
- 1.9 To use best practice and evidence-based research to evaluate and improve the curriculum through effective implementation.
- 1.10 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.
- 1.11 To work with the headteacher to ensure coherence in understanding of quality and a relevant curriculum.
- 1.12 To plan effective continuous professional development for staff at all levels both in subject knowledge and in the delivery of teaching and learning.
- 1.13 Provide guidance and support to the Inclusion Manager/SENDCo in order to improve the quality of teaching and learning, and curriculum for pupils with needs.
- 1.14 Ensure that the health and safety of all students and staff is promoted and maintained to a high standard at all times, in accordance with the school's relevant policies and procedures.
- 1.15 The duties outlined above are not intended as a restrictive list and may be extended or altered to include other tasks that are commensurate with the grade as directed by the Headteacher, commensurate with the grade of the post.

2. CORE JOB FUNCTIONS: PERSONAL RESPONSIBILITY

- 2.1 To implement school policies including those relating to Race Equality, Equal Opportunities and Health and Safety.
- 2.2 To recognise strategies and weaknesses by evaluating your practice.
- 2.3 To be responsible for part of your own professional development, through blogs, research, reviews and books.
- 2.4 To attend training and meetings as necessary and cascade any relevant information to relevant staff and stakeholders as appropriate.

- 2.5 To advise the headteacher on development issues and planning relating to the education of pupils within all key stages in a timely fashion.
- 2.6 To play a full and active part in activities related to teaching and learning for all students and staff.
- 2.7 Be 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. To offer guidance and support to colleagues.
- 2.8 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.
- 2.9 Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- 2.10 To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.
- 2.11 To teach a class or group as required by the Headteacher.
- 2.12 To attend study, training or complete other duties that may take place outside of school time.

3. KEY ACCOUNTABILITIES: LEADERSHIP & MANAGEMENT RESPONSIBILITIES

- 3.1 To be responsible for the strategic leadership of the development and implementation of the curriculum so that it reflects the needs and aspirations of all learners. To be responsible for monitoring and reviewing the timetable on an ongoing basis in line with national developments and guidance to ensure the timetable remains effective.
- 3.2 To be responsible for overseeing and monitoring the effectiveness of the cover arrangements across the school.
- 3.3 To create, implement and monitor duty rotas for break, lunch and before and after school.
- 3.4 Make clear quantifiable data available to a range of audiences to support self-evaluation, using external and internal data in relation to areas of accountability.
- 3.5 Ensure all members of SLT are aware of broad conclusions resulting from analysis of progress attainment and intervention data.
- 3.6 Lead on quality assurance for curriculum Teaching and Learning.
- 3.7 To support succession planning and professional development.
- 3.8 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.
- 3.9 Manage documentation in respect of self-evaluation.
- 3.10 Develop, implement and sustain effective systems of quality assurance for all key areas of accountability. Assist the headteacher in school self-review and evaluation and in the effective planning and management of school resources to secure improvements.
- 3.11 In conjunction with the headteacher, finance department and governors be responsible for establishing budget priorities and ensuring funds are used effectively to provide best value within agreed expenditure limits.
- 3.12 To ensure the quality and health and safety of the school buildings remain suitable and safe in line with appropriate legislation and guidance.
- 3.13 In conjunction with the headteacher ensure the effective delivery of good quality people management practices to achieve high standards and harmonious and positive relationships.
- 3.14 In conjunction with the Headteacher to be responsible for dealing with matters relating to disciplinary issues in accordance with employment law and relevant statutory guidelines such as those provided by the DfE and General Teaching Council for England.

- 3.15 Take a significant role in the implementation of all aspects of the school's performance appraisal practices in accordance with statutory requirements to secure school improvement and individual professional development.
- 3.16 Work in accordance with LA and DfE strategies and policies and liaise with LA staff and other external agencies as appropriate.
- 3.17 Work closely with the Headteacher and the Governing Body.
- 3.18 Act as a deputy designated safeguarding lead.
- 3.19 The duties outlined above are not intended as a restrictive list and may be extended or altered to include other tasks that are commensurate with the grade as directed by the Headteacher, commensurate with the grade of the post.

4. GENERIC ACCOUNTABILITIES

- 4.1 Participate in recruitment and selection, as agreed with the headteacher.
- 4.2 Attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
- 4.3 Attend occasional meetings during evening hours, at weekends or in school holidays, as required.
- 4.4 Take whole school assemblies and support other staff with assemblies.
- 4.5 Prepare and present reports, as required to Governors, LA officers, parents, or outside agencies.

PERSON SPECIFICATION				
Competency		Attributes – Customer Focus, Development, Relationships, Personal Effectiveness, Expertise, Communication Skills (if appropriate), Managerial (if appropriate), Health & Safety, Equalities Finance	Essential/ Desirable	Method: Application (A) Interview (I) Test (T)
Experience	1.1	Experience and expertise in relation to the Primary School Curriculum	Essential	A
	1.2	Experience of working with primary age ranges	Essential	A
	1.3	Substantial successful leadership & management experience in a senior post that has led to raising standards in teaching & learning and whole school progress, and includes experience of managing performance	Essential	AI
	1.4	National policies and developments in primary education, current educational issues, and the statutory and Ofsted frameworks within which a school operates to meet all pupils needs	Essential	AI
	1.5	What constitutes excellent classroom practice and a clear understanding of how to improve the quality of effective teaching and learning within the Ofsted framework	Essential	I
	1.6	Experience of current tracking and assessment procedures	Essential	AI
	1.7	Innovation in curriculum design to enhance teaching and learning which enables pupils to become self-motivated and effective learners	Essential	AI
	1.8	Experience of working effectively in a multicultural community	Desirable	AI
	1.9	The process of school self-evaluation	Desirable	AI
Skills/ Abilities	2.1	Effective management skills to include: strategic financial management and human resources; people management skills to include delegation coordinating, monitoring and evaluating all aspects of performance successfully	Desirable	AI
	2.2	Excellent interpersonal skills and the ability to relate to people with understanding, humour and tact; to communicate effectively with a	Essential	I

	2.3	wide range of potential audiences and to listen and understand the point of view and opinions of other people Accurate interpretation and the effective use of comparative data in raising whole school standards through analysis and evaluation of pupil data, target setting, assessment for learning and pupil tracking. Ability to clearly and effectively communicate the results of any comparative data to a range of different audiences in simple terms	Essential	AI
	2.4	Ability to engage parents/carers in the life of the School and to further improve attendance within the School	Essential	I
	2.5	Leadership & Management: <ul style="list-style-type: none"> • Able to deal with a number of complex issues simultaneously • Able to see 'the big picture' and translate vision into reality • Exceptional ICT, organisational and administrative skills in order to use systems effectively to ensure progress • Demonstrate a methodical and analytical approach to work • Capacity to recognise and build on the success of the school and formulate a vision of innovation and sustainable improvement 	Essential	AI
	2.6	Curriculum and Professional Development <ul style="list-style-type: none"> • Improve curriculum through research, implementation and monitoring • Lead on continuous professional development linked to the needs of the school and the SIP. • Support succession planning at all levels • Quality assure and embed with confidence • High expectation of behaviour across the School for students and staff • Able to understand the skills required to be an outstanding classroom teacher able to deploy innovative teaching and learning strategies in order to achieve a consistent record of student success 	Essential	AI
	2.7	Personal Attributes - Able to demonstrate evidence of: <ul style="list-style-type: none"> • The ability to manage one's self, including time management, professional direction and development and an ability to work effectively, as part of a team, at all times including challenging circumstances • Ability to establish and promote a safe, secure and healthy learning environment for pupils and staff. Ability to promote a healthy work-life balance for staff and oneself • Evidence of a commitment to equality of opportunity, safeguarding and social inclusion • Committed to undertaking professional training and assist with the professional development of others 	Essential	AI
	2.8	Attitudes & Approaches – The successful candidate will: <ul style="list-style-type: none"> • Demonstrate a positive approach with enthusiasm, energy and perseverance and use this to motivate others • Committed to safeguarding and promoting the welfare of children and successfully DBS cleared 	Essential	AI
Qualifications	3.1	Degree in Education	Essential	AI
	3.2	Evidence of recent relevant professional development and study e.g., NPQH or Master's, or other training in preparation for Deputy Headship	Essential	AI
	3.3	The school is committed to safeguarding and promoting the welfare of children and young people and expects that all staff and volunteers share this commitment. Safeguarding training and qualifications are compulsory for all teaching staff	Essential	AI