

Deputy Headteacher Curriculum Job Description

Job Title:	Deputy Headteacher Curriculum	Job Reference:	AURDH2024
Location:	Aureus School	Travel Required:	Occasional
Salary:	GLF Leadership Scale 18 - 22 (England and Wales)		

Core purpose

- To assist and deputise for the Headteacher where necessary in providing effective, dynamic and inspirational leadership for the school; thus, promoting a secure foundation from which to achieve high standards in all essential performance areas.
- To continuously explore alternative opportunities which will enhance the learning and educational environment for all students.
- To play a major role in formulating the aims and objectives of the school, establishing the policies through which they will be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- Alongside the Headteacher evaluate the school's performance, identifying areas of improvement and priorities for continuous growth and development of the school and its students.
- To implement decisive leadership to allow a positive impact on the quality of teaching.
- To lead the school in the absence of the Headteacher.
- To work in partnership with the Headteacher to build a professional learning community, which enables everyone to achieve.
- To work in collaboration with GLF Schools supporting the values and vision, sharing expertise and supporting colleagues with the family of GLF Schools.

Key Accountabilities

Strategic leadership & shaping the future

- Make a substantial contribution to the development, articulation and implementation of the school's vision, values and mission through working with the Headteacher, SSB, GLF Schools & further key stakeholders.
- To work within the school community to translate the vision, core aims, agreed objectives and operational plans which will promote and sustain continual school improvement.
- To ensure strategic planning considers the diverse makeup of the school and the wider community.
- To strategically lead curriculum Middle Leaders, offering support and guidance in order for them to effectively undertake their roles.
- To lead and develop colleague's performance, so as to maximise the progress of all students.
- To create, maintain and enhance effective working relationships amongst all members of the school community, creating a culture of staff professionalism.
- To set targets, monitoring performance and reviewing the progress of staff according to the appraisal/performance management cycle of the school.
- To provide CPD through modelling best practice, coaching and INSET.
- To lead on monitoring and quality assurance to ensure effective curriculum intent, implementation and impact.
- To enhance opportunities through collaboration with other schools within the GLF family.
- To be a highly visible leader, to take initiative, demonstrate a growth mindset and adopt a rigorous approach to all aspects of work of the Leadership Team.

- To effectively communicate to a range of stakeholders, orally and in written form in a timely manner.
- To make a substantial contribution to the preparation for inspection.
- To allocate financial resources effectively, efficiently and appropriately for delegated budget areas.

Key Responsibilities

Identify the principles that will underpin the creation of a stimulating, appropriate and rigorous curriculum for students in all year groups.

- Ensure there is a shared understanding of the intent and ambition of the curriculum by all staff, students and families
- Determine the balance of the core curriculum at each Key Stage which will ensure students are able to develop the appropriated depth and breadth of skills and knowledge required to prepare them for future academic success
- Ensure the timetable offers the opportunity for a broad and balanced curriculum, that can be sequenced effectively, while also financially viable for a small school.
- In conjunction with the AHT Teaching and Learning and AHT Student Progress and Assessment, review the KS3 curriculum to ensure it is sufficiently rigorous and is underpinned by a sound and appropriate assessment plan, as well as ensure the KS4 curriculum assessment supports the teaching of the appropriate courses.
- Embed the critical skills of oracy, literacy and numeracy across the curriculum at each Key Stage
- Remain up to date with the latest courses on offer to ensure we maintain the best possible offer for our students.

Strategically lead Curriculum Middle Leaders with the support of the Leadership Team to ensure curriculum plans including long, medium and short are effective in supporting curriculum delivery and implementation.

- Strategically plan for line management meetings of curriculum leaders to ensure a balance of support and accountability
- Effectively plan and map our School Improvement Team (Middle Leaders) meetings to ensure Middle Leaders are developed and the pillars of school improvement
- Make significant contribution to the creation and review of departmental Self Evaluation and Development Plans ensuring the whole school is working towards a common goal
- In contribution with Leadership Team ensure curriculum plans are regularly reviewed to ensure the best possible outcomes for our students
- In contribution with AHT Inclusion ensure effective curriculum plans are in place for students who are not accessing the standard curriculum offer.

Secure outstanding outcomes for students by ensuring that all school systems are fully exploited to ensure the smooth running of the school and to fully inform and optimise the responsiveness and strategic planning by all school leaders

- Ensure that the School Information Management System and other data systems, including 4 Matrix provide progress, attendance and behaviour data in a timely and accessible way to facilitate appropriate and rapid action planning and intervention
- Ensure that the timetable is organised to optimise the student learning experience and monitor and review the allocation of teachers and departmental setting to ensure staff are deployed effectively and appropriately so that students receive the right level of support, stretch and challenge
- Lead the creation, coordination and communication of school calendars including whole school, parents' evenings, assessment, exams and reporting to ensure there is alignment and coherence and a manageable workload for all staff across the year
- Lead the options process for Year 9 to ensure that every student and their parent(s) understands the school's GCSE offer and follows an appropriate curriculum
- In collaboration with the AHT Student Progress and Assessment work closely with the Exams Officer to ensure the effective planning of all external examinations, including Non-Examined Assessments and practical examinations
- Ensure that reporting systems continue to reflect changes to the curriculum and provide parents with a clear understanding of their child's progress over time and the relevant data to facilitate academic and pastoral interventions by staff to remove barriers to learning

Other Responsibilities

- To work in partnership with the Headteacher, School Strategy Board (SSB) and GLF Schools to secure and sustain effective teaching and learning throughout the school, monitoring and evaluating the quality of provision and using available data to set priorities for development.
- To ensure that learning and teaching is at the centre of the schools decision making, providing an example of excellence and inspiring and motivating all other staff, thus sustaining high expectations.
- To assist the Headteacher in the effective monitoring and evaluation of learning and teaching with the aim of securing high standards of achievement.
- To promote a culture of challenge and support for all students to enable them to achieve success and sustain engagement in their own learning.
- To challenge any underperformance and implement action plans for improvement.
- To provide staff with guidance and support through the promotion of appropriate CPD.
- To implement and monitor positive behaviour management strategies, supporting all students social and emotional aspects of learning.
- To plan and develop a school environment, which will be stimulating and conducive to a range of activities and promotes a variety of learning approaches.

Securing accountability

- To utilise a range of evidence, including national, local and own school's performance data to support, monitor, evaluate and improve aspects of school life, including challenging poor performance and identifying educational trends.
- To ensure individual staff accountabilities are clearly defined, understood and agreed, with the understanding that they are subject to rigorous review and evaluation.
- To deputise for the Headteacher and present to the SSB, GLF Schools, parents and carers as well as other key stakeholders, a coherent, understandable and accurate account of the schools performance.
- To ensure effective use of the schools budget and best practice in financial and employment matters.
- To maintain the ethos of the school by fostering collaboration and an atmosphere of mutual respect, where achievements are acknowledged and celebrated.

- To lead on specific areas of the school development plan as agreed with the Headteacher and contributing to the self-evaluation of the school.

Strengthening community

- To engage with the internal and external school community and GLF Schools to secure equity and entitlement.
- To collaborate with other schools, with parents and carers and other agencies for the well-being of all students to enhance provision.
- To work effectively with other educational institutions locally and further afield building effective partnerships.
- To develop the provision of out of hours learning and extended learning opportunities.
- To collaborate with other schools and the wider community in order to share expertise and bring mutual benefits.
- To build and maintain effective relationships with parents, carers, partners and the community that enhance the education of the students and the wider community.
- To seek opportunities to invite parents, carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- To recognise and champion opportunities for developing a rich and diverse school community, which respects the rights, responsibilities and dignity of all.

Accountability

- The Deputy Headteacher is accountable to the Headteacher
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion