



# SOUTH WILTS GRAMMAR SCHOOL

## Job Description Deputy Headteacher – Curriculum

<b>Job Title:</b>	Deputy Headteacher – Curriculum
<b>Job Purpose:</b>	To work as part of the Senior Leadership Team
<b>Responsible to:</b>	Headteacher
<b>Scale:</b>	L16-20

### Main responsibilities:

#### Strategic Leadership

- Deputise for the Headteacher as required.
- Promote the vision, ethos and culture of our school.
- Provide credible and visible leadership to staff and students across the school.
- Articulate and uphold clear values, moral purpose and vision in helping to set the strategic direction of the school and in developing policy to deliver the school's aims.
- Lead strategic discussion with staff, trustees and other stakeholders to develop policy and practice to meet the school's vision and values.
- Work with the Headteacher in preparing the SEF, prioritising key action points for the School Development Plan and implementing the school SEF review cycle and the SDP progress measures.
- Demonstrate high standards of professional personal behaviour, positive relationships and attitudes towards students, staff, parents, trustees and members of the local community and, as a senior leader, model these expectations to other staff.
- Use leadership responsibilities and relevant whole school policies effectively to ensure leaders, teachers and staff are effectively supported and challenged to achieve their full potential and held to account for their practice.
- Effectively work with trustees, as required, to enable them to fulfil their responsibilities. This will include providing verbal and written reports to trustee meetings as required and supporting trustees in formulating policy and making strategic decisions.
- Actively promote the welfare, guidance and academic progress of all students.
- Access relevant professional development opportunities in order to maintain up-to-date educational leadership knowledge and understanding.
- Support the school's focus on research-based practice by remaining abreast of current relevant educational research, evaluating its usefulness in school and disseminating relevant information to staff and trustees.
- Actively work to develop the school's network of external partner organisations. Work with these organisations positively for mutual benefit.
- Assume a number of whole school responsibilities as assigned by the Headteacher and to undertake any professional duties that the Headteacher reasonably delegated.

#### Safeguarding:

- Ensure the safety and wellbeing of all learners by upholding the school's safeguarding and child protection policies and, through the leadership, monitor and influence of staff in accordance with legislation and national and local policies and best practice.
- As Deputy Designated Safeguarding Lead support the work of the Safeguarding Team (Deputy DSL and HR Manager) to keep children safe.

**Curriculum planning and design:**

- Take a strategic lead for curriculum planning, working alongside the Associate Assistant Head with responsibility for curriculum design and literacy across the curriculum.
- Lead on, and quality assure, the school's curriculum intent, impact and implementation.
- Ensure the teaching of a broad, structured and coherent curriculum
- Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment and the development of a creative and appropriate curriculum.
- Continue to embed and develop curriculum leadership across the school, including subject leaders with relevant expertise and access to professional networks and communities.
- Provide relevant documentation for trustees to monitor this area.

**Teaching and learning:**

- Monitor and evaluate the quality of learning and teaching across the school.
- Promote strategies for raising the achievement of all learners and manage strategic intervention programmes.
- Ensure teaching is underpinned by subject expertise
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Lead and support the senior leadership team with the the processes involved in monitoring and evaluating the quality of teaching across all key stages.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Maximise the opportunities for all staff to work together, to share development priorities and good practice, in order to maximise outcomes and impact.
- Provide relevant documentation for trustees to monitor this area.

**Assessment and feedback:**

- Make effective use of assessment and benchmark data to monitor and promote students' progress. Identify and challenge in-faculty variation and under-performance.
- Ensure effective use is made of assessment and feedback

**Teaching staff appraisal:**

- Work with the SLT to maintain and raise standards through staff appraisal and assist with training for teaching staff.
- Ensure appraisal procedures effectively identify strengths and areas for development and are rigorously used to address areas of under-performance, to improve and provide the opportunity for excellent practice to be recognised and valued.
- Ensure all staff are fully trained in the expectations for appraisal, that new staff are provided with induction training, so that the system is fair, consistent and transparent.
- Ensure appropriate continuing professional development is provided, working alongside the Associate Assistant Head with responsibility for CPD, in line with the identified areas for development in relation to individual leaders, teachers and staff and, where appropriate, in relation to specific teams and whole school priorities.
- Provide relevant documentation for trustees to monitor this area.

**Promoting educational excellence**

- Inspire and influence others to believe in the fundamental importance of education in young people's lives, to promote the value of high quality education and to secure a learning community culture.
- Ensure individual teachers and other relevant staff are committed to, and held to account for, continual improvement in relation to the quality of teaching and learning, curriculum provision and pastoral support provided for all students, and for the impact of their work on students' outcomes, their progress, development and well-being.
- To be a positive role model, treat people fairly, equitably, and with dignity and respect, in order to create and maintain a positive school culture.

- Contribute to good management practice by ensuring positive staff participation and effective communication and procedures.
- Maintain and model high standards of personal, professional behaviour and presentation to reflect the expectations made of our students and staff.

### **Operational leadership and management**

- Take line management responsibility for a group of subjects.
- Meet and communicate with students, parents, staff and trustees as required.
- Support the professional development of staff by contributing to the provision of training.
- Ensure the vision for the school is clearly understood and acted upon effectively by all students and staff.
- Demonstrate high expectations of students and staff, a commitment to professional learning and continuous improvement.
- Contribute to, and lead the development of nominated aspects of the school Development Plan.
- Lead and oversee the development and implementation of new projects and initiatives as agreed.
- Participate in and, as required, lead on aspects of monitoring and evaluation and support the day-to-day running of the school.
- Establish clear expectations and constructive working relationships among staff.
- Assist with school discipline, behaviour and events.
- Mentor students.
- Prepare and deliver assemblies.
- Determine policies, lead their implementation and monitor their operation and impact
- Coordinate whole school events as required.
- Take a leading role in promoting excellence, equality, high expectations and aspirations amongst all members of the school community.
- Participate in the recruitment and deployment of teaching and support staff.

The Deputy Headteacher will have a teaching commitment and the duties detailed here are in addition to those in the job description of a teacher.

### **Other operational leadership duties to be agreed by negotiation**

This job description is not exhaustive and you will be expected to take on any reasonable work appropriate to the position as may be delegated by the Headteacher. The job description is not a comprehensive definition of the post and will be dependent on the person appointed. It will be reviewed annually and it may be subject to modification or amendment after consultation with the post holder.

**Person Specification - Deputy Headteacher Curriculum**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
• Qualified teacher status	√	
• Recognised Degree or equivalent	√	
• Higher or further academic qualifications eg Masters Degree		√
• Accredited leadership training eg NPQSL or NPQH		√
• Additional qualifications and training relevant to this role		√
• Up to date safeguarding training	√	
• Up to date safer recruitment training		√

<b>Experience</b>		
• Experience of Senior Leadership	√	
• Evidence of good / outstanding teaching and achieving strong outcomes	√	
• A strong knowledge of curriculum design and planning	√	
• Experience of leading on areas of teaching and learning	√	
• A strong knowledge of assessment and feedback strategies	√	
• Experience of working in a high performing school		√
• Experience of leading and appraising staff	√	
• Experience of working in more than one school	√	
• Experience of leading on school improvement which has had a positive impact	√	
• Experience of school self-evaluation and assuring quality of performance across the school	√	
• Evidence of commitment to self improvement as a professional	√	
• Successful leadership of a curriculum or pastoral area	√	
• Experience of whole school marketing		√
• Experience of multi-agency working	√	
• Effective use of assessment data management systems to improve standards	√	

<b>Professional knowledge, understanding and skills</b>	<b>Essential</b>	<b>Desirable</b>
• The ability to manage change effectively and plan strategically	√	
• The ability to coach teachers and leaders to improve classroom performance	√	
• The ability to challenge individuals and teams to improve performance	√	
• An effective understanding of the use of data analysis, benchmarking and target setting information to improve outcomes and the ability to communicate this to others	√	
• The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary	√	
• The ability to motivate others	√	

<b>Professional knowledge, understanding and skills</b>	<b>Essential</b>	<b>Desirable</b>
• An evidence-based understanding of the leadership of whole school initiatives resulting in school improvement:	√	
◆ school improvement planning and evaluation	√	
◆ raising standards of attainment	√	
◆ strategic policy development and implementation	√	
◆ effective team leadership	√	
◆ monitoring and evaluation	√	
• The ability to analyse situations and solve problems	√	
• The ability to develop the leadership skills of others	√	
• A thorough knowledge and understanding of current 11-18 educational issues / challenges facing schools, including national policies, priorities and legislation		√
• Familiarity with the new Ofsted framework and the implications for school leaders	√	
• A good understanding of whole school financial management and accountability		√

<b>Personal attributes</b>	<b>Essential</b>	<b>Desirable</b>
Candidates should be able to show that they have:		
• Credibility and presence	√	
• Integrity and an approach underpinned by strong, moral values	√	
• High levels of commitment, enthusiasm and motivation	√	
• A genuine passion and belief in the potential of every student	√	
• Ability to build on current good practice whilst moving the school forward with vision and vigour	√	
• A solution focused approach	√	
• Have high expectations of pupils, staff and leadership team	√	
• Authority and ability to inspire confidence in staff, students and parents	√	
• Excellent listening skills and a high level of emotional intelligence	√	
• Ability to deal sensitively with staff and resolve conflicts	√	
• Ability to work under pressure and respond appropriately to situations. To show stamina, resilience and tenacity.	√	
• Flexibility and the ability to handle the unexpected	√	
• To have a good sense of humour and a positive approach	√	
• Capacity to be reflective	√	
• A calm, supporting and approachable manner	√	
• Strong organisational skills	√	
• Excellent communication skills through a range of mediums	√	
• Ability to communicate with a range of stakeholders	√	
• Evidence of commitment of promoting the health, welfare and safeguarding of children	√	
• Evidence of promoting, implementing and monitoring equal opportunities across the full range of protected characteristics	√	
• An understanding of child protection procedures and commitment to promoting and safeguarding the welfare of students	√	