

**Determination Respect Engagement Ambition Motivation Success**

**Job Description**

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| **Post Title** | Deputy Headteacher Curriculum, Standards, and Quality Assurance |
| **Salary grade** | Leadership Range 13-18 |
| **Hours** | Full time 32.5 |
| **Location** | Trafford Alternative Education Provision |
| **Accountability** | Executive Headteacher and Management Committee |
| **Line Management** | Assistant Head SENDCo/ HOD English/Maths/Science / TLR Careers |

The post holder reports to the Executive Headteacher of Trafford Alternative Education Provision. The main contacts of the post are TAEP staff, students, parents/carers Headteachers, Principals, other mainstream/ special schools/academies, the TAEP Management Committee, senior officers within Trafford Council, representatives of other services and agencies, and other partners.

**Main Purpose of the Post**

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| The role and responsibility of the Deputy Headteacher is to support and assist the Executive Headteacher with strategic planning and in managing, leading, and developing TAEP. The Deputy Headteacher will undertake any professional duties of the Headteacher delegated to them by the Headteacher and deputise for them as and when the need arises. The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers’ Pay and Conditions Document (STPCD).The Deputy Headteacher is a member of the School Leadership Team who under the leadership of the Headteacher work together to:   * Formulate the aims and objectives of the school; * Establish policies through which they shall be achieved; * Manage staff and resources to that end; * Monitor student progress towards their achievement.   In conjunction with the Executive Headteacher, the Deputy Headteacher to provide overall management and leadership of TAEP and take specific responsibility and accountability for the day-to-day management and organisation of TAEP-related matters:   * As part of the Strategic Leadership Team lead on the implementation of self-evaluation and development of effective plans leading to and sustaining improvement in outcomes for pupils. * To be a visible and active presence in the day-to-day management of TAEP * Support and implement the vision and ethos of the school. * Ensure that the work of the whole school is inclusive and issues are addressed in curriculum meetings * To analyse the progress made by all groups of students and ensure there are appropriate plans in place to support those students whose progress is limited. |

**Main Duties and Responsibilities**

The duties and responsibilities are as contained in the School Teachers’ Pay and Conditions Document and all staff will work within the guidelines of national standards and also the Schools Pay Policy.

* To share responsibility as DDSL
* Share responsibility for all the policies, decision-making processes, and strategic planning involved in the leadership and management of the school
* Lead the development of an ethos of high expectations of staff and students and a positive approach to innovation
* Along with the Executive Headteacher and AHT SENDCo, play a key role in the performance management of all academic staff
* Ensure compliance with statutory issues, and implement monitoring and self-evaluation systems related to the post-holders Leadership responsibilities
* Assist the Executive Headteacher in ensuring accurate and high-quality writing of the School Improvement Plan and the SEF
* To be responsible for overseeing the school timetable
* Ensure the smooth running of the school with effective leadership of cover and the school calendar
* Lead in the development of the curriculum and work with the AHT SENDCo
* Ensure the effective organisation of the curriculum and assessment
* Lead on curriculum design and development to meet future demands of curriculum provision
* Ensure support and advice to Curriculum Leaders (including monitoring and Quality Assurance) to ensure that standards continue to improve and targets are met
* Lead the development of the Middle Leadership Team Lead Quality Assurance mechanisms

**Strategic Areas of Responsibility: Curriculum and Quality Assurance**

* Lead on the implementation of the school's approach to curriculum planning and sequencing so that the intent is clear gaps in students' knowledge and skills are addressed and excellent progress is seen over time.
* Ensure support and advice to Curriculum Leaders (including monitoring and Quality Assurance) to ensure that standards continue to improve and targets are met
* Lead the development of the Middle Leadership Team
* Lead on the development of the curriculum offer including allocation of resources and establishing monitoring and evaluation criteria;
* Lead the TAEP Teacher Team to establish creative, responsive, and effective approaches to learning and teaching.
* Promote a culture of development and coaching as part of our strategy to improve teaching.
* Lead, implement, and evaluate the strategy of formative and summative assessment to ensure that timely, efficient data enables staff to reshape the curriculum and leads to students gaining confidence in their knowledge and skills.
* Lead on curriculum planning, modelling, and the development of an appropriately rich and flexible curriculum to ensure excellent student achievement, linked to accountability measures.
* Maintain an expert knowledge of national curriculum trends, issues, and changes.
* Organise and produce the school timetable and manage staffing needs, ensuring an appropriate timetable is in place that is financially viable.
* Ensure all self-evaluation and quality assurance across the school is evidence-based and underpins improvement planning
* To oversee and ensure high levels of accountability for student outcomes through meeting structures and line management meetings at all levels
* To ensure an effective school-wide meeting and training structure that supports the delivery of key priorities through the appropriate teams

**Teaching and Learning**

* Oversee the quality assurance and development of teaching and learning within the Trafford Alternative Education Provision. Lead, planning, and developing appropriate learning programmes, based on analysis of data, observation, and assessment of students' learning needs
* Lead and develop a systematic timetable of self-evaluation to include lesson observations, pupil voice, tracking data, assessment, work scrutiny, target setting, action planning, and CPD.
* To teach where appropriate structured lessons in which challenging objectives, interactive teaching methods, and collaborative group working are utilised to promote the development, abilities, and aptitudes of children and young people.
* Work with the Executive Headteacher in securing and sustaining high expectations and excellent practice in inclusive learning and teaching throughout the school.
* Manage, in consultation with parents, carers, TAEP staff, and appropriate agencies, the production, review, and quality assurance of Individual Learning Plans
* To teach where appropriate structured lessons in which challenging objectives, interactive teaching methods, and collaborative group working are utilised to promote the development, abilities, and aptitudes of children and young people.
* Report to the Executive Headteacher the results of self-evaluation as a member of SLT a cycle for whole-school improvement based on self-evaluation findings and Progression Plans covering academic targets
* 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
* Oversee the practice of reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum

**Leadership and Management: Strategic**

* Support the Executive Headteacher and work in partnership with the Senior Leadership Team in the day-to-day management and smooth running of TAEP maintaining high visibility and a proactive presence within the school community and when representing TAEP within the local community.
* Work closely with the School Business Manager to ensure appropriate staffing levels are in place and that any staffing needs arising are met through effective recruitment.
* As data manager ensure accurate TAEP has systems to access records and report to parents/carers
* Manage staff absence and timetable cover arrangements
* Manage aspects of school operations such as the school calendar, educational visits, and duty rotas.
* Take on necessary line management as directed by the Executive Headteacher.
* Oversee, create, and update relevant policies related to the role as directed by the Executive Headteacher.
* Ensure policies are translated into practice by the team and that you bring to the attention of SLT any that may need revisions or amendments
* Together with SLT, lead the school self-evaluation process for your teaching area including lesson observations, monitoring of school standards, and bringing about improvement.
* As appropriate contribute to the writing of self-evaluation and policy documents.
* Promote cross-curricular approaches to teaching and learning.
* Be a proactive and effective member of the senior team.
* Be an effective role model for your team in terms of teaching, behaviour, and classroom management.
* Lead fortnightly teaching and Learning Meetings
* Support and implement the vision and ethos of the school.
* Contribute to, implement, and evaluate the success of the School Development Plan
* Oversee the completion of initial assessments and evidence-based therapeutic interventions to support young people in identifying their barriers to learning and to enable them to re-engage in education.
* Designated teacher for looked-after and previously looked-after children

**Recording Monitoring and Assessment**

* Oversee the receipt of school half-termly report to parents/carers
* Manage Fisher Family Trust information and provide information to staff
* Oversee, monitor, and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target-setting
* Monitor standards including recorded work across TAEP including reviewing long and medium-term planning.
* Work with colleagues to set challenging targets for raising achievement for all students.
* Ensure robust tracking systems are in place to collect and interpret specific pupil-level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
* Oversee systems for screening students at the "point of entry" identifying, assessing, and reviewing provisions for all children once identified.
* Update Executive Head Teacher and SLT on the effectiveness of provision for TAEP students.
* Monitor and track post-16 destinations

**Additional and special educational needs (SEN) and disabilities**

Under the direction of the headteacher, the deputy headteacher will:

Promote a culture and practices that enables all pupils to access the curriculum

Have ambitious expectations for all pupils with SEN and disabilities

Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate

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

**School Culture and Behaviour**

Create a culture where students experience a positive and enriching school life uphold educational standards to prepare students from all backgrounds for their next phase of education and life and ensure a culture of staff professionalism.

**Stakeholders**

* To actively promote and maintain positive relationships with parents and other schools to raise the profile of the TAEP in the local community.
* To assist the Executive Headteacher in developing and maintaining the values-based ethos of the school and to nurture relationships between management committee member's leadership, staff, parents, students, and outside agencies.
* Communication and partnership work with colleagues from the Local Authority, mainstream schools, special schools, and academies with colleagues in CAMHS and Children's Services
* Liaise closely with other agencies, in respect of their views and their needs
* Promote and develop close multi-agency work, in line with safeguarding guidance

**Maintaining Professional Competencies**

* To operate within agreed legal, ethical, and professional boundaries when working with children and those involved with them.
* Ensure your professional competence remains sufficient to provide effective support by seeking support for your practice and development.
* Attend training and professional development sessions.

**Support for TAEP**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
* Be aware of, and support differences, ensuring all students have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of TAEP
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.

**Training and Development:**

* Develop and lead on whole school Professional Development, including leading staff INSET with the TAEP Teacher Team and other relevant staff.
* Lead and manage the Appraisal process for staff, (including the contributions of Upper Pay Range staff).
* Work with external partners to ensure professional and career development opportunities are in place for staff, at all stages of their career.
* Oversee the professional development requests and the appropriate budget.
* Oversee and monitor National College online training CPD participation

**Standards**

* Contribute to the crafting, implementation, and review of the SEF, SIP, and other whole school documentation, producing timely information on the quality of teaching.
* Lead on whole-school strategies from the priorities within the SIP and in agreement with the Executive Headteacher.
* Challenge underperformance at all levels and ensure effective support and challenge are in place when standards are not met.
* Advise the Governor's Curriculum and Standards Committee, including preparing relevant papers and reports for meetings.
* Develop and embed a programme of self-evaluation within and across departments so that insightful and timely self-evaluation leads to improved teaching practice for all staff.
* Complete DSL Advanced Level 3 training

**Multi-agency Working**

Trafford for Children and Young People. This requires multi-agency working with partner organisations to deliver a more integrated service. As a result of this, the nature of individual jobs may change. Existing duties may be lost and other duties gained without changing the level of responsibility entailed. Post-holders will be consulted at the appropriate time should changes to an individual's post be necessary.

**Health and Safety**

To operate safely within the workplace concerning the Council's health and safety policies, procedures, and safe working practices. To be responsible for your own Health and Safety and that of other employees.

**Policy**

To work at all times within the established policies and practices of the Council, within the framework established by the Council Constitution and associated guidance.

**Equalities & Diversity**

To work within the Council's Equalities and Diversity Policy, embracing through personal example, open commitment, and clear action that diversity is positively valued, resulting in access for all by ensuring fair treatment in employment, service delivery, and external communications.

**Customer Care**

To continually review, develop, and improve systems, processes, and services in support of the Council's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

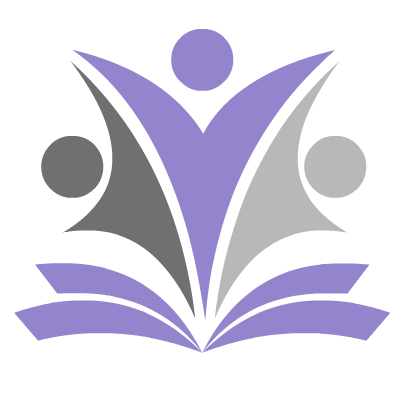
**Confidentiality**

To adhere to Trafford Alternative Education Provision’s policies and procedures on confidentiality and the management and sharing of information.

Trafford Alternative Education Provision is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title, it may also be subject to amendment by government legislation.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations, or equipment to allow them to carry out all duties of the job. If however, a certain task proves to be unachievable, job redesign will be given full consideration.



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**Trafford Alternative Education Provision**

**Person Specification**

**Deputy Headteacher TAEP Curriculum, Standards and Quality Assurance**

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| **Essential** | | **Desirable** | | | **Evidenced by** |
| Qualifications | |  |  | |  |
| Qualified Teacher Status | | NPQSL  NPQH | | | Application  Certificates |
| Honours degree or equivalent | | Application  Certificates |
| A range of in-service training during the last three years which includes accreditation | | Application  Certificates |
| Advanced Level 3 Safeguarding training or commitment to attain this qualification within the first term | | Application  Certificates |
| Experience | |  |  | |  |
| Successful leadership and management experience in a school e.g. Assistant Headteacher, existing Headteacher | |  | | | Application |
| Experience working in more than one school. | | Effectively tackling underperformance in staff    Evidence of developing and/or coaching others  Successfully managing a demanding role with the pressures of delivering results.  Effective management of a budget such as PPG, SEND funding  Successful experience in leading effective CPD for staff  Successful experience in implementing change | | | Application |
| Proven record of exemplary teaching which has ensured good/outstanding progress for pupils across the full ability range. | | Application/Interview |
| Proven record of successful whole school teaching and curriculum leadership leading directly to improved achievement. | | Application/Interview |
| Secure knowledge and understanding of all curriculum requirements, new accountability frameworks, and the national agenda about the curriculum and assessment at all key stages. | | Application/Interview |
| Experience in leading and implementing whole school initiatives and managing change, developing strategies for raising achievement | | Application/Interview |
| Experience of leading CPD at a whole school level. | | Application |
| Evidence of good people management skills, including the ability to support, challenge and tackle underperformance. | | Application/Interview |
| Strategic Leadership | | |  | | |
| Experience in monitoring and evaluating curriculum implementation, including using the Ofsted Inspection Framework. | Experience of undertaking  effective performance management.  An understanding of financial and resource management. | | |  | |
| Clear understanding of what good  quality teaching and learning looks like  and strategies to develop this |  | |
| Experience in curriculum design and timetabling. |  | |
| Experience of leading CPD at a whole school level. |  | |
| Knowledge and understanding of a  range of successful teaching and  learning strategies to meet the needs  of all pupils |  | |
| Secure understanding of assessment  strategies and the use of assessment  to inform the next stages of learning |  | |
| Experience of effective monitoring of  teaching and learning |  | |
| Experience of effective monitoring of  teaching and learning |  | |
| Clear understanding of the  characteristics of successful behaviour  management |  | |
| Knowledge and Skills | | |  | | |
| Ability to analyse data, develop strategic plans, set targets, and monitor and evaluate progress toward these. | | Knowledge of and keen interest in evidence-informed practice e.g. Education Endowment Foundation shown by wider reading or professional development    Strategies used by outstanding schools to raise attainment  Working collaboratively with families and the wider community to build strong relationships  An understanding of CEIAG | | | Application/Interview |
| Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, governors, parents. | | Application/Interview |
| Excellent literacy, numeracy, and IT skills including using MIS, Microsoft packages, and Google Drive software within a school. | | Application/Interview |
| Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines. | | Application/Interview |
| A learner, willing to undergo training and learn new skills as necessary. | | Application/Interview |
| Strong interpersonal skills | | Interview |
| School Ethos | | |  | | |
| A commitment to the school’s vision and values. | |  | | | Application/Interview |
| High expectations for all pupils and the ability to inspire, challenge, motivate and empower others. | | Application/Interview |
| A ‘can do attitude’ and an ability to solve issues as and when they arise. | | Application/Interview |
| Adaptable to working within a team | | Application/Interview |
| A calm demeanour and the ability to work well under pressure. | | Application/Interview |
| A commitment to the protection and safeguarding of children and young people. | | Application/Interview |
| A commitment to equality of opportunity and inclusion. | | Application/Interview |
| General/Personal Qualities and Characteristics | | | | | |  |
| A passionate champion of improving outcomes for children and young people, and a positive attitude and personal commitment to young people’s development and achievement. | | Excellent vision to drive up outcomes for students.  Outstanding ability to galvanise a group of individuals into a dynamic and effective team.  Strong ability to deal effectively with problems and cope with competing demands and pressures. | | | Application/Interview/References |
| Ability to support and help develop a vision for high-quality education that promotes spiritual, moral, and cultural development. | | Application/Interview/References |
| Ability to ensure that the school’s atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child’s education. | | Application/Interview/References |
| Energy, drive, and resilience | | Application/Interview/References |
| Strong commitment to and passion for improving learning for students. | | Application/Interview/References |
| Creativity, imagination, and vision | | Application/Interview/References |
| Integrity and discretion. | | Application/Interview/References |
| A strong and supportive team player. | | Application/Interview/References |