



## DEPUTY HEADTEACHER JOB DESCRIPTION

Job Title:	Deputy Headteacher	
Location:	The Endeavour Co-operative Academy	
Grade / Allowances:	Leadership Pay Scale	LD14-18

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant teacher and Headteacher standards and the school's Articles of Government. The Endeavour Co-operative Academy is a member of the Keys Co-operative Academy Trust and adopts the co-operative values of self help, self responsibility, democracy, equality, equity and solidarity.

### SUMMARY OF MAIN DUTIES / RESPONSIBILITIES

- Undertake the normal responsibilities of the class teacher.
- Be a member of the Senior Leadership Team.
- Assist the Headteacher in managing and leading the school.
- Support and represent the Headteacher at meetings as and when required.
- Undertake the professional duties of the Headteacher during his/her absence.
- Undertake such duties as are delegated by the Headteacher.
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Development Plan, aims and objectives of the school by:
  - Establishing the policies through which they shall be achieved
  - Managing staff and resources to that end
  - Monitoring progress towards their achievement.

The role of Deputy Headteacher will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement the Senior Leadership Team overall.

### THE INTERNAL ORGANISATION, MANAGEMENT AND CONTROL OF THE SCHOOL

To contribute to:

- Maintaining and developing the ethos, values and overall purposes of the school
- Formulating the aims and objectives of the school and policies for their implementation
- A development plan which will translate school aims and policies into actions
- Monitoring and evaluating the performance of the school
- The production of the Self Evaluation Form
- Presentation of the school's performance to OFSTED inspectors
- Implementing the Trust's policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs
- The efficient organisation, management and supervision of school routines

- Planning & delivery of INSET days
- Planning & delivery of staff meetings
- Management of the school annual reports
- The production of Annual Reviews
- The delivery of assemblies

## QUALITY OF EDUCATION

To contribute to:

- The development, organisation and implementation of the school's PMR processes around teaching and learning
- The development of curriculum and qualification offer
- Ensuring that the learning and teaching provided at each Key Stages forms a co-ordinated, coherent curriculum entitlement for individuals
- Ensuring that information on student progress is used to improve teaching and learning to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school
- The assessment systems employed across the school
- Securing continuity of learning, effective progress and optimum achievement for all students.
- The promotion of appropriate education & enrichment activities in accordance with the educational aims of the school
- Ensuring that key progress information is shared with all stakeholders

## CLASSROOM TEACHER RESPONSIBILITIES

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.

## STUDENT SUPPORT

To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of students including pastoral care and guidance
- The effective induction of students
- The determination of appropriate student groupings
- The promotion among student of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour
- The development among students of self-discipline
- The support for pupils who need interventions from external sources

## THE MANAGEMENT OF STAFF

- To participate in the selection and deployment of teaching and non-teaching staff of the school

- Oversee the CPD programme for all staff with links to the School Development Plan and Performance Management/Appraisal policy
- To contribute to staff capability and absence/sickness procedures along with the Headteacher
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school
- To contribute to staff development policies in relation to:
  - The induction of new and newly qualified teachers and other staff
  - The provision of professional advice and support and the identification of training needs
- To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- To maintain good relationships with individuals, groups and staff unions and associations.
- To manage the performance of Key Stage Leaders via meetings & monitoring

### THE MANAGEMENT OF RESOURCES

- To contribute to the formulation of the school's policies and procedures concerning resource management
- To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.
- To promote an attractive environment, which stimulates learning and enhances the appearance of the school.
- To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- To maintain effective working relationships with external agencies and services contracted to the school and the Authority.
- To open or close school premises on occasions of site staff absence.

### RELATIONSHIPS

- To form positive relationships with other senior leaders in Trust schools and to collaborate effectively with staff at Trust Central Services.
- To advise and assist the Local Governing Body as required in the exercising of its functions including attending meetings and making reports.
- To assist liaison and co-operation with Local Authority officers and support services.
- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- To assist liaison with other professional bodies, agencies and services, including those that provide academic and non-academic support

- To develop and maintain positive links and relationships with the community, local organisations and employers (including post 16 education providers)
- To promote a positive image of the school
- To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

## PERSONAL CONDUCT

- Participate in the Performance Management Review process, which includes an external review.
- Identify areas for self-improvement.
- Display excellent interpersonal skills when in school and dealing with the wider community.
- Demonstrate an outstanding ability to engage with pupils.
- Maintain an open approach when interacting with staff, so that all members of staff feel free to express their ideas and concerns.
- Act as a role model for all staff.

## SAFEGUARDING

Keys Co-operative Academy Trust (KCAT) is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment.

The Deputy Headteacher will undertake the role of Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

## PERSON SPECIFICATION

Category	Essential	Desirable
Qualifications	QTS	Evidence of further study
Experience	<ul style="list-style-type: none"> <li>● Experience as a middle leader</li> <li>● Working with pupils across more than one age range</li> <li>● Working with parents/carers and outside agencies</li> <li>● Performance management</li> <li>● Delivering training</li> <li>● Observing and providing feedback to teaching and support staff</li> <li>● Curriculum design &amp; implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Taking a leadership role in more than one school</li> <li>● Employment as an Assistant Headteacher</li> <li>● Previous success in raising standards</li> <li>● Managing a budget</li> <li>● School improvement planning</li> <li>● Governance experience</li> </ul>
Skills and knowledge	<ul style="list-style-type: none"> <li>● Effectively manage pupil behaviour through positive interactions</li> <li>● Work as part of a senior leadership team</li> <li>● Display highly developed interpersonal skills</li> <li>● Liaise with outside agencies</li> <li>● Produce well-written and accurate reports, policies, guidance documents, letters and memos</li> <li>● Read and interpret data from a range of sources and present them to the senior leadership team</li> </ul>	<ul style="list-style-type: none"> <li>● Delegate leadership</li> <li>● Understand the role of governing bodies and other governance structures</li> <li>● Leading on IT systems &amp; programmes</li> </ul>

	<ul style="list-style-type: none"> <li>• Use ICT to enhance teaching, communication and administration</li> <li>• Multi-task and effectively manage an extensive portfolio</li> </ul>	
Leadership	<ul style="list-style-type: none"> <li>• Ability to analyse data, set targets and monitor/evaluate progress towards these</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of students</li> <li>• Knowledge of what constitutes quality in education provision, and strategies for raising standards and achievement of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful strategies for planning implementing, monitoring and evaluating classroom practice</li> <li>• Leading different teams in different environments</li> <li>• Performance Management of teaching &amp; non-teaching staff</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• A secure understanding of the needs of SEND pupils</li> <li>• Relates well to children understanding their individual needs</li> <li>• An understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> <li>• Evidence of consistently high quality teaching and learning</li> <li>• Able to liaise with a range of professionals and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of successful teaching and learning in education across the key stages</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students</li> <li>• An understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• A knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Sensitive to individual needs of the pupil</li> </ul>
Skills Qualities and Abilities	<ul style="list-style-type: none"> <li>• A warm, engaging and transparent personality</li> <li>• The ability to remain calm</li> <li>• A willingness to go the extra mile</li> <li>• An ability to quickly adapt to changes</li> <li>• Understanding and empathy for disadvantaged and vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Application of theoretical ideas to practical situations</li> </ul>