

Job Description

Post Title: Deputy Headteacher

Reports to: Headteacher

Purpose:

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in contributing to the strategic leadership of the school through:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

If the Headteacher is absent, the Deputy Headteacher will deputise as directed by the Local Education Committee. 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 successful candidate will bring:

- The ability and energy to lead and motivate others
- A vision to combine creativity with the basic skills of learning
- High expectations and excellent classroom practice
- Expertise in the leading role of curriculum development, assessment, monitoring standards and behaviour management
- Enthusiasm to work with a highly motivated Leadership Team

Teaching and Learning:

- Have a classroom commitment
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Raise standards through staff performance management process
- Lead the development and delivery of training and support for staff
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- With the Headteacher, manage the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure, through effective methods of coaching and mentoring, the active involvement of pupils and staff in their own learning

Behaviour and personal development:

- Support the development of behaviour and attitudes of pupils
- Lead on personal development across the school
- Effective pastoral set up in the school

Leading and Managing Staff:

- With the Headteacher, lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of, and ongoing improvements to, agreed systems for internal communication
- Working with the Headteacher to undertake key activities related to professional and personnel issues
- In the absence of the Headteacher, take day to day responsibility (leadership and management) of the school

Developing self and others:

- Secure accountability to improve standards of pupils' attainment and achievement across the Trust
- Support the development of collaborative approaches to learning within the school and across the Trust
- Participate/lead as required, the selection and appointment of teaching and support staff, including overseeing the work of supply teachers/volunteers/trainees in the absence of the Headteacher
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff, including quality coaching and mentoring, in line with the school improvement plan and appraisal
- Participate in the annual performance management process for identified teachers and non-teaching staff
- Secure and improve standards of pupil attainment and achievement across the Trust
- Support the staff and Local Education Committee in fulfilling their responsibilities with regard to the school's performance and standards
- Ensure standards continue to rise - increasing the proportion of pupils making better than expected or accelerated progress across all ability groups in reading, writing and maths; including those pupils in receipt of PPG or other additional funding
- Ensure the quality of teaching is consistently good and much is excellent
- Support the Headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility as a Designated Person for promoting and safeguarding the welfare of children and young people within the school
- Strengthening community
- To take an active role in developing links with the local community and schools, other networks and partnerships
- Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents and families in school life communicating and meeting parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Contribute and work collaboratively with other school leaders within the Trust

Other Responsibilities:

- To carry out duties of a teacher as set out in the current teachers' pay and conditions document and the Professional Teachers' Standards.
- To undertake such duties of a similar nature as may be reasonably directed by the Headteacher from time to time. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school.
- The postholder shall ensure the duties of the post are undertaken with due regard of the schools Health & Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.
- The postholder shall carry out these duties with due regard to the Trust policies, procedures and priorities.

Where there is more than one deputy headteacher, each deputy headteacher will be assigned specific roles and responsibilities accordingly.

All Enfield Learning Trust Staff Will:

- Promote equality of opportunity
- Follow Safeguarding Guidelines and Child Protection policy/procedures
- Contribute to producing/delivering priorities in the School Improvement Plan
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management
- Promote positive attitudes and behaviour
- Contribute to the smooth day to day running of the trust
- Be committed to achieving the trust values
- Work to develop the school as a successful inclusive trust
- Respond promptly to concerns from parents, staff or students
- Promote the trust in the community
- Work in partnership with all colleagues including the Local Education Committee and Board of Trustees
- Support Codes of Professional Ethics/Safe Practice in the Staff Handbook
- Have regard for and act in accordance with Health and Safety policy/practice
- Celebrate success of pupils and staff

All Enfield Learning Trust schools are committed to Safeguarding. Therefore, all employees working at this school must have the ability to work in a way that promotes the safety and well-being of our pupils. All candidates are required to complete the school's 'Keeping Children Safe in Education' declaration and will be asked to apply for an Enhanced Check from the Disclosure and Barring Service (DBS). For posts in regulated activity, this will include a barred list check.

Person Specification

Post Title: Deputy Headteacher

Reports to: Headteacher

References (R) Interview (I) Application form (A)

Qualifications	Essential	Desirable	Evidence
Qualified Teacher Status	X		A
Degree	X		A
Professional development in preparation for a leadership role i.e. management qualification	X		A R I

Experience	Essential	Desirable	Evidence
To have had at least 5 years successful teaching experience of more than one key stage in the primary age range	X		A I
To have recent Senior Management experience in the primary age range	X		A I
Has experience in managing performance management, managing under performance and providing support and guidance to staff	X		
Has experience of conducting training and learning needs analysis at individual, team and school level	X		
To have had additional responsibility (ies) for a curriculum area(s) core subject and experience of turning policy into effective and successful practice.	X		A I
To have a thorough knowledge of both the Early Years Curriculum and the new National Curriculum – including EYFS	X		A I R
To have had experience of planning and delivering school based INSET	X		A I
Experience of coaching and mentoring NQTs and other colleagues to impact school improvement	X		A I
Ability to show impact of leading whole school developments	X		A I
Experience of effective teaching, assessment and target setting	X		A I
Leadership of a significant area or phase including the responsibility for raising standards across the whole school	X		A I
Experience of leading attitudes and behaviour or aspects of personal development across the school	X		A I
Experience as a Designated Person for promoting and safeguarding the welfare of children and young people within the school	X		
Experience leading on the formulation, implementation and review of Safeguarding arrangements	X		
Knowledge and Understanding	Essential	Desirable	Evidence
A clear understanding of the essential qualities necessary for effective teaching and learning	X		A I

Ability to create a dynamic and personalised curriculum that enriches and enhances provision, built on excellent use of formative assessment	X		A I
Ability to help refine our approach to curriculum planning, assessment and reporting to increase pupil achievement	X		A I
Ability to create bespoke provision maps with targeted intervention strategies for all vulnerable pupils or groups of children with additional needs	X		A I
Ability to develop the whole school-learning environment, whether physical or virtual, to improve pupil engagement, raise achievement and provide a stimulating space to learn and play	X		A I
An excellent classroom practitioner, delivering at least consistently good and frequently excellent lessons, and the ability to demonstrate excellent practice	X		A I R
To have good organisational skills, and can work to deadlines	X		A I R
To have the ability to be able to manage, lead and motivate staff, working collaboratively and effectively with others	X		A I R
Seeks input from others, sustains team spirit, sets expectations, drives performance and provides feedback and encouragement		X	
The ability to develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements	X		A I
Focuses on supporting teaching and learning, using data and benchmarking to analyse, monitor and evaluate performance of pupil groups, and plan an appropriate course of action for whole school improvement	X		A I
Influences priorities and activities in relation to the school development plan		X	
Promotes the effective use of existing technologies to support teaching and learning	X		
Considers new and emerging technologies to extend and enhance teaching and learning	X		A I
Strategically leads the use of existing technology using innovation to enhance teaching and personalise learning		X	
Experience of dealing with situations that may include tackling difficult incidents and conflict resolution	X		A I
Is cognisant of leadership theories and relevance to educational settings	X		

Personal Qualities			
Be willing to work in partnership with all stakeholders	X		A I
Be committed to the safeguarding and welfare of all pupils	X		A I
Be committed to maintaining a good work-life balance	X		A I
Be organised, able to work to deadlines and use own initiative	X		A I R
Have a good sense of humour		X	A I