

Sheffield City Council

Deputy Headteacher Role, Job Description and Person Specification

Grenoside Community Primary School	
Salary range:	Group: 3 NOR: 322 ISR: L9 – L13
Role of the Deputy Headteacher:	A deputy headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in: • formulating the aims and objectives of the school; • establishing the policies through which they are to be achieved; • managing staff and resources to that end; • monitoring progress towards their achievement; and undertake any professional duties of the headteacher reasonably delegated by the headteacher If the headteacher is absent from the school, a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body. <i>(Paragraph 49, School Teachers' Pay and Conditions Document)</i>
Responsible to:	The Headteacher, the Governing Body of the school and the Executive Director of Children, Young People and Families.
Responsible for:	The teaching and support staff of the school and its children and young people.
The Deputy Headteacher will be expected to work with the Headteacher to:	• Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher. • Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015. • Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document. • Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

Job Description

The 'National Standards of Excellence for Headteachers' expressed through four 'Domains' can be tailored by the Governing Body to identify the specific characteristics that are vital for the post, to ensure the school is led effectively. By undertaking this process, a job description that is appropriate to the context and the needs of the school will be drawn up.

The job description should be subject to annual review as part of the performance management cycle.

Domain One	Domain Two	Domain Three	Domain Four
Qualities and knowledge <i>Headteachers:</i> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	Pupils and staff <i>Headteachers:</i> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	Systems and process <i>Headteachers:</i> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	The self-improving school system <i>Headteachers:</i> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance,	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-

	research and robust data analysis.	supporting staff to improve and valuing excellent practice.	regulating and self-improving schools.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.	4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Person Specification (DHT)

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualification and experience		R	A	G
Candidates should have:				
1	Qualified Teacher Status (QTS)			
2	Experience across the appropriate age range(s)			
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities			
4	Supported whole school strategic improvement to improve pupil outcomes			
5	Evidence of recent, appropriate professional development i.e. NASENCo			

Personal qualities		R	A	G
Candidates should:				
1	Demonstrate a passion for teaching and learning			
2	Communicate effectively and develop positive relationships with all stakeholders			
3	Demonstrate excellent interpersonal skills			
4	Be decisive, consistent and focused on solutions			
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable			
6	Be able to motivate and inspire others			
7	Listen carefully and consider the views of others			

Skills		R	A	G
Candidates should be able to:				
1	Support a vision for the school and secure commitment to it from others			
2	Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress			
3	Support systematic and rigorous whole school monitoring and evaluation			
4	Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes			
5	Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes			
6	Support the development of teaching and learning in school			

7	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines			
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Professional knowledge and understanding		R	A	G
Candidates should:				
1	Be committed to securing equality of opportunity for pupils in school			
2	Have an understanding of curriculum and assessment developments and how they support pupils' learning			
3	Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils			
4	Maintain high standards of pupil behaviour and attitudes to learning			
5	Have experience of supporting vulnerable pupils in school			
6	Take a lead in the supporting staff in their professional development			

Safeguarding		R	A	G
Candidates should have:				
1	Knowledge of national and local safeguarding guidance			
2	Experience of safeguarding and promoting the welfare of children and young people			
3	A commitment to work with relevant agencies to protect children and young people			
4	Knowledge of best practice and procedures in school for safeguarding children and young people			

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).