



## **Job Outline**

### **Deputy Headteacher Quality of Education: Teaching & Learning**

**Responsible to:** Headteacher  
**Salary Grade:** Leadership Point 19 - 23 (Group 7 School)  
**Full time/Part time:** Full time

#### **Job Purpose**

The Deputy Headteacher QoE: Teaching & Learning will play an important role in helping to develop and maintain our school, helping students and staff members succeed, be included and reach their potential.

#### **Key Responsibilities**

##### **Leadership and Management:**

Provide strong leadership in the absence of the Headteacher and Senior Deputy.  
Collaborate with the Headteacher and leadership team to develop a vision that empowers staff and students, fostering individuality and a strong school culture based on our ABCD values.

Lead the implementation of the school vision through agreed-upon leadership and management initiatives.

Maintain high levels of accountability with middle and senior leaders.

Work collaboratively with the Senior Leadership Team to create, implement, and review schoolwide policies and procedures.

Represent and promote HDHS internally (assemblies, families, visitors) and externally (local community, partner schools, Sigma Trust, agencies).

Carry out all assigned professional duties as directed by the Headteacher.

##### **Staff Development and Quality Assurance:**

Ensure that teachers present subject matter clearly and check learners' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback. Support with the implementation of the 'Ordinarily Available' framework.

Develop policies and practice so students at HDHS 'know more and remember more' this includes effective marking, assessment and feedback.

Ensure that there is a rigorous approach to the teaching of reading and oracy. Design and lead a research-based CPD program for all staff (supported by AHT for T&L).

Design and implement an induction program for new staff (supported by AHT for T&L).

Lead initiatives to ensure HDHS meets OFSTED's Quality of Education Framework.

Monitor and evaluate the quality of teaching and learning across the school and ensure that all staff receive the support they need to be expert teachers.



Work collaboratively with the Senior Leadership Team to establish, implement, and review schoolwide policies and procedures.

Foster a culture of self-evaluation for continuous improvement with ambitious goals for student outcomes.

Implement robust quality assurance programmes that identify strengths, areas for growth, and inform strategic school development plans.

### **Communication and Staff Development:**

Adopt a high profile within the school to promote high expectations and student achievements.

Be a leading classroom practitioner who inspires and motivates other teachers.

Alert the Headteacher well in advance of approaching issues or events

### **Teaching Duties**

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on student development to secure co-ordinated outcomes.
- Supervise and so far as practicable, teach any students where the person timetabled to take the class is not available to do so.

### **Safeguarding**

Fulfil personal responsibilities, and support the Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Take responsibility as the designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children.

The Board of Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified.

The post holder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.



## Deputy Headteacher

### Person Specification

Qualifications & Experience	Essential	Desirable
<ul style="list-style-type: none"> <li>● Qualified teacher status in the UK</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Evidence of recent and appropriate level of Continuing Professional Development e.g. NPQH, NPQSL, MA</li> </ul>		✓
<ul style="list-style-type: none"> <li>● Successful teaching experience within the secondary sector</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Demonstrable evidence of Senior Leadership experience</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Experience of working in a wider context than an individual school</li> </ul>		✓
Leadership & Management	Essential	Desirable
<ul style="list-style-type: none"> <li>● An enthusiastic leader, with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Ability to provide clear direction and shared purpose for staff and students</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Ability to inspire trust and confidence across the school and the community.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Understanding of the requirements and expectations of the Ofsted framework</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Ability to develop and sustain good relationships with staff, parents and governors</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Ability to lead CPD programmes</li> </ul>	✓	
Teaching & Learning	Essential	Desirable
<ul style="list-style-type: none"> <li>● A Leader of learning who demonstrates, promotes and encourages outstanding classroom practice.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Proven experience in leading Teaching and Learning for improvement</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Comprehensive knowledge of the curriculum</li> </ul>	✓	
<ul style="list-style-type: none"> <li>● Clear understanding and knowledge of what constitutes outstanding classroom practice and learning</li> </ul>	✓	

Monitoring & Evaluation	Essential	Desirable
<ul style="list-style-type: none"> <li>• Understanding of methods of monitoring and evaluating school performance data, including interpretation and analysis</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Ability to convey the meaning of data accurately to a variety of audiences</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Successful experience of strategies to raise student achievement</li> </ul>	✓	
Personal	Essential	Desirable

<ul style="list-style-type: none"> <li>• Clear understanding and appreciation of the role of a Deputy Headteacher</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• High expectations of self and others</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• The ability to work to tight deadlines and under pressure</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• An ability to use the full range of leadership skills and qualities, appropriate to the situation</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• An enthusiastic and motivational leader with strong morale building skills</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Resilience and determination coupled with the ability to support and show empathy</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• The highest levels of integrity and reliability</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Self-motivated and able to take the initiative</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Approachability</li> </ul>	✓	

GREATER THAN THE SUM OF ITS PARTS