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**Hawthorn Primary School**

**Job Description**

Post: **Deputy Head Teacher** (Leadership Scale 9 -13)

Responsible To: Head Teacher

Purpose of Job: To play a major role under the direction of the Head Teacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

Introduction: The Deputy Head Teacher will have delegated responsibilities which are both school-wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Head Teacher.

**Key Responsibilities**

1. **Core Purpose and Accountability**
	1. To play a major role under the direction of the Head Teacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
	2. Undertake the professional duties of the Deputy Head Teacher reasonably delegated to you by the Head Teacher.
	3. Undertake the professional duties of the Head Teacher, in the event of their absence from the school.
	4. In partnership with the Head Teacher and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school.
	5. To provide professional leadership and management of School Development Plan priorities.
2. **Generic/Teachers**
	1. You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document 2015 and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Head Teacher and the accountabilities expected of class teachers at Hawthorn Primary School.
	2. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
	3. All staff are expected to uphold the school’s principles and policies which underpin good practice and the raising of standards and are expected to uphold and promote the school’s aims and values.
	4. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
	5. All staff will take an active role in the School Self Evaluation process. As Deputy Head Teacher you will be expected to lead a team through the School Self Evaluation process.
	6. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.
3. **Performance Appraisal**
	1. To undertake annual Performance Appraisal, setting and agreeing targets linked to school development plan priorities with the Head Teacher.
4. **Key Areas**
	1. **Impact on educational progress beyond your own assigned pupils:**

**Strategic direction/Shaping the future**

1. Support the Head Teacher in:
* Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* Demonstrating the vision and values of the school in everyday work and practice motivating and working with others to create a shared culture and positive climate.
1. Assist the Head Teacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy.
2. Create costed subject development plans which contribute positively to the achievement of the School Development Plan and which actively involves all staff in its design and execution and includes from the start of the plan how impact would be measured or evidenced.
3. Develop and implement policies and practices for the subject/area(s) which reflect the school’s commitment to high achievement and is consistent with national and local strategies and policies.
4. Promote high expectations for attainment.
5. Establish short-, medium- and long-term plans for the development and resourcing for the specific areas of responsibility.
6. Monitor the progress made in achieving subject/area plans and targets and evaluate the effect on teaching and learning.
7. Work with outside agencies and stakeholders to inform future action.

**4.3 Leading Learning and Teaching, developing and enhancing the teaching practice of others:**

1. Work with the Head Teacher to raise the quality of teaching and learning and pupils achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
2. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance appraisal objectives resulting in a tangible impact on the learning of pupils.
3. Develop whole staff, phase teams and individuals to enhance performance
* Undertake coaching and mentoring.
* Plan, organise and deliver professional development meetings, where necessary bringing in outside speakers.
* Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
1. Plan, delegate and evaluate work carried out by team(s) and individuals.
2. Create, maintain and enhance effective relationships.
3. Be part of the recruitment and select process for teaching and associate staff.

  **4.4 Securing Accountability**

1. Work with the Head Teacher to ensure the school’s accountability to a wide range of groups, particularly parents, carers, governors, HMI and the DfE; ensuring that pupils enjoy and benefit from a high quality education, promoting collective responsibility within the whole school community
2. Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Work with the Academy Committee (Local Governing Body) - providing information, objective advice and support to enable it to meet its responsibilities.
4. Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers.
5. Reflect on personal contribution to school achievements and take account of feedback from others.
6. Agree, monitor and evaluate pupil progress targets to make a measurable contribution. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.
7. Provide guidance on a choice of teaching and learning methods/strategies.
* Coach and mentor.
* Model and demonstrate.
* Act as a consultant for other staff
* Exemplify good practice.
* Undertake shared planning, team teaching etc.
1. Develop and implement systems for recording individual pupil’s progress.
2. Evaluate the quality of teaching, learning standards of achievement, setting targets for improvement.

**4.5 Resource Management**

1. Work with the Head Teacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
2. Work with the Head Teacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
3. Oversee and evaluate the subject/ area budget allocation to ensure budget is spent as identified in the SDP and following best value principles.
4. Secure and allocate resources to support effective learning and teaching.
5. Monitor and control the use of resources and budget according to the school’s agreed financial procedures.

**4.6  Developing Self and Working with Others**

1. Work with the Head Teacher to build a professional learning community which enables others to achieve.
2. Work with associate staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
3. Regularly review own practice, set personal targets and take responsibility for own professional development.
4. Implement successful performance appraisal processes with their allocated team of staff.
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams develop and maintain a culture of high expectations for self and others

**4.7 Strengthening Community**

1. Work with the Head Teacher to engage with the internal and external school community to secure equity and entitlement.
2. Work with the Head Teacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.
3. Work with the Head Teacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.
4. **Specific Duties for Deputy Head Teacher**
	1. To provide professional leadership and management of a key area of the School Development Plan as agreed, on an annual basis, with the Head Teacher.
	2. To be responsible for behaviour policy & practice across the school.
	3. Work with the Head Teacher to provide professional leadership and management of the Curriculum.
	4. To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
	5. To lead the Performance Management of a group of teachers.
	6. To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Head Teacher who will give support throughout).
	7. Undertake the role of designated person.

 The above duties are neither inclusive nor exhaustive.

**CONDITIONS OF SERVICE**

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Governors.

**EQUAL OPPORTUNITY**

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust’s Equal Opportunities Policies.

This job description will be reviewed at regular annually during the appraisal process and is subject to change as the needs of the school evolve.

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**Person Specification**

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

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| **Description**  | **Requirement****E**ssential / **D**esirable |
| **Professional Qualifications & Experience** |
| Qualified Teacher Status  | E |   |
| First Degree or Equivalent  | E |   |
| Proven track record of leading whole school improvement as SLT member and/or subject leader | E |  |
| Evidence of further professional development  | E |   |

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| **Knowledge and Understanding** |
| Substantial primary teaching experience  | E  |   |
| Experience of whole-school curriculum management leading to school improvement  | E  |   |
| Excellent classroom practitioner  | E  |   |
| A strong commitment to inclusion with high expectations for all learners  | E  |   |
| Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching & learning and raising standards of attainment and achievement across the school  | E  |   |
| Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement  | E  |   |
| Good understanding and use of assessment, including target setting and tracking  | E  |   |
| Understanding of effective techniques and policies for behaviour management  | E  |   |
| Knowledge and experience of up-to-date developments in IT and E-Learning for teaching and management purposes  | E  |   |
| A good understanding of the requirements of transition between key stages  |   | D  |
| Knowledge and understanding of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEND | E  |   |
| Knowledge and understanding of the theory and practice of providing effectively for the individual needs of all children  | E  |   |
| Knowledge and understanding of the SEND Code of Practice and its practical application strategies for meeting the needs of pupils in a mixed ability classroom.  | E  |   |
| Knowledge and understanding of behaviour management techniques for groups and individuals  | E  |   |
| Knowledge and understanding of planning and implementing an effective teaching programme and Educational Support and Health Plans, including the monitoring, assessment, recording and reporting of pupil’s progress.  | E  |   |
| Knowledge and understanding of the positive links necessary within school, a child’s home and external agencies  | E  |   |

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| **Leadership and Management**  |
| Senior leadership and management experience  | E |   |
| A good understanding of whole school issues  | E |   |
| Experience of planning for change, development and improvement  | E |   |
| 17The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community | E |   |
| 18Ability to set & meet challenging targets, for pupils and the school, and to enable others to do this  | E |   |
| Ability to analyse, prioritise and meet deadlines  | E |   |
| Experience of conducting staff induction, mentoring and performance management  | E |   |
| Experience of whole school self-review and evaluation  | E |   |
| Knowledge of the role of Governors  |  | D  |
| Able to demonstrate leadership qualities and people management skills  | E |   |
| 24Able to motivate, promote good relationships and effectively communicate with all stakeholders  | E |   |
| Experience of having led whole school initiatives  | E |   |
| Commitment to supporting community/external agencies involvement in school  | E |   |
| Commitment to safeguarding and promoting the welfare of children  | E |   |
| Commitment to evidence-based school improvement strategies | E |  |

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| **Personal Qualities**  |
|  | Understanding of and commitment to nurture and inclusion, and their impact upon learning. | E |  |
|  | High expectations for all pupils | E |  |
|  | Ambitious for the school and self | E |  |
|  | Relentless optimism | E |  |
|  | Ability to inspire, challenge, motivate and empower others. | E |  |
|   | Creative, enthusiastic and proactive, keen to embrace new ideas and challenges  | E |   |
|  | Approachable, caring and empathetic  | E |   |
|  | Works well as part of a team  | E |   |
|  | A strong sense of loyalty, integrity, enthusiasm and dynamism | E |  |
|   | Flexible, listens and is prepared to seek advice and support  | E |   |
|  | Demonstrates a concern for the pastoral & spiritual welfare of all in the school  | E |   |
|   | Committed to continuing professional development for self and others  | E |   |
|   | Committed to active parental involvement  | E |   |
|  | Able to deal sensitively with people and resolve conflict  | E |   |
|   | Commitment to making learning fun  | E |   |