

Job Description: Deputy Headteacher

Start Date:	April 2022, or September 2022 latest
Responsible to:	Headteacher
Location:	Heathlands Primary Academy & Pre-School
Salary:	L6-10 (£47,735 - £52,723)
Hours of work:	Full-time
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Main Purpose

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- 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
- Specific focus on improving the quality of teaching and learning across the school
- Designing the School's curriculum to ensure depth and progression in all subjects

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governing board.

The Deputy Headteacher will be expected to fulfil the professional responsibilities of a Deputy Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, Enhanced DBS check and satisfactory references.

Qualities

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Be resilient and able to work autonomously
- Be an outstanding practitioner, able to support colleagues to develop professionally and drive improvement across the school.

Duties and responsibilities

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism

- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, learning and curriculum

- Undertake a teaching commitment of up to two days per week
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Maintain ambitious standards for all pupils so that barriers may be overcome and equality advanced in line with and above national expectations
- Effectively use and analyse assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- Promote a culture and practices that enables all pupils to access the curriculum
- Monitor, evaluates and reviews classroom practice and manages improvement strategies
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate

Organisational management and school improvement

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Provide a safe, calm and well-ordered environment for all pupils and staff with a strong focus on safeguarding and the development of exemplary behaviour
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- In conjunction with the Head teacher, allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and Professional development

- Performance manage team members, including carrying out appraisals and holding staff to account on their performance
- Manage staff wellbeing, with due attention to workload
- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility

- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Whilst every effort has been made to explain the main duties and responsibilities of the Deputy Headteacher role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their Head of School

Person Specification Deputy Headteacher

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> ▪ Qualified Primary Teacher ▪ Evidence of relevant CPD 	
Aptitudes & Abilities	<ul style="list-style-type: none"> ▪ Excellent classroom teacher with high standards of discipline ▪ Possess excellent organisational skills ▪ Ability to inspire, motivate and enable staff – manage Performance Management ▪ Ability to lead and manage teams of staff efficiently and effectively ▪ Ability to promote strong links with parents ▪ Have clear leadership qualities with imagination and creativity ▪ Sensitive to the needs of others and have the ability to support staff where necessary ▪ Have energy, drive and enthusiasm ▪ Ability to build good working relationships in the school and wider working community ▪ Ability to maintain confidentiality with professional responsibilities 	<ul style="list-style-type: none"> ▪ Ability to communicate effectively with children, staff, parents, Governors including large audiences ▪ Ability to communicate confidently with external agencies – in particular in relation to inclusion ▪ Good interpersonal skills – use humour appropriately, warmth, empathy
Knowledge	<ul style="list-style-type: none"> ▪ Good understanding of how children learn and be able to actively promote learning attributes valued by the school ▪ Sound understanding of good Early Years, KS1 and KS2 practice that promotes effective learning ▪ Sound understanding of curriculum requirements, planning and development within a thematic approach ▪ Working knowledge of inclusion and SEND provision ▪ Understanding of assessment practice and use of data to inform teaching and learning ▪ Sound understanding of staff development and management ▪ Successfully led school-based inset ▪ High expectations of pupil achievement ▪ Successfully use strategies to improve pupil achievement 	<ul style="list-style-type: none"> ▪ Experience of Ofsted inspection and external monitoring processes ▪ Awareness of whole school and wider educational issues ▪ Experience of teaching across the Primary Phase

Person Specification **Deputy Headteacher**

Criteria	Essential	Desirable
Personal Qualities and Attributes	<ul style="list-style-type: none"> • Excellent interpersonal skills (pupils, staff, parents/carers). • Ability to enthuse and motivate colleagues. • Ability to work collaboratively. • Ability to communicate clearly and work effectively with all stakeholders. • Ability to work on own initiative, make decisions and solve problems. • Highly effective presentation and training delivery skills. • Ability to lead by example. • Ability to work effectively in partnership with the Headteacher and senior leadership team. • Adaptable and flexible to the needs of the school and the families at Heathlands Primary Academy & Pre-School • A good understanding of effective strategies for gaining and maintaining high standards of behaviour at whole school level. • Reliability and integrity shown in all areas of working. • Flexible, listens and is prepared to seek advice and support. • “Can do” / “no excuses” approach. • Ability to form and maintain excellent relationships with children which enhance their learning and emotional wellbeing. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times 	
Other Factors	<ul style="list-style-type: none"> • Commitment to Equal Opportunities • Enhanced DBS Check 	

Whilst originally based at Heathlands Primary Academy, the post holder will be required to travel to other local sites, including other CLP schools.