

Sheffield City Council

Deputy Headteacher Role, Job Description and Person Specification

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| Hunter’s Bar Junior School |
| **Salary range:** | **Group:**3 **ISR:** L6 – L10  |
| **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.*(Paragraph 49, School Teachers’ Pay and Conditions Document)* |
| **Responsible to:** | The Headteacher, the Governing Body of the school and the Executive Director of Children, Young People and Families. |
| **Responsible for:** | The Inclusion Team, including the learning mentor |
| **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.
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**Professional Duties and Responsibilities**

In addition to carrying out the professional duties of a Deputy Headteacher as outlined within the School Teachers Pay and Conditions Document including the conditions of employment for Deputy Headteachers,it is expected that the Deputy Headteacher at Hunter’s Bar Junior School will:

* Deputise for the Headteacher in the event of foreseen and unforeseen absence, within an agreed framework for deputising arrangements
* Assist the Headteacher and Governing Body in the formulating of the School’s strategic vision, aims and objectives
* Assist the Headteacher in the establishment of policies and practice which lead to the formulation and development of schools aims
* Assist the Headteacher in the regular monitoring, evaluation and review of school improvement priorities as highlighted within the school’s Self Evaluation Cycle
* Leading on the strategic planning, monitoring and evaluation of inclusion; provision for pupils with SEND, disadvantaged learners, behaviour, pupil voice and well-being
* Be part of the safeguarding team and hold DSL level training
* Undertake any professional duties reasonably delegated by the Headteacher

**Job Description**

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| **Shaping the future** |
|  The Deputy Headteacher is expected to: |
| 1 | In partnership with the Headteacher and Governors, establish and implement an ambitious vision and ethos for the future of the school |
| 2 | Be a member of the School’s Leadership Team and play a major role in the strategic planning, monitoring and development of quality provision within the school |
| 3 | Play a leading role in the school improvement and school self-evaluation planning process |
| 4 | Take a lead role in the monitoring, analysis and evaluation of information and data which supports the school’s improvement objectives and targets specifically for children with SEND, children with emerging SEND needs and disadvantaged learners |
| 5 | Assist the Headteacher in the day to day management and organisation of the school and take a leading role in daily policy and procedure development for children with SEND  |
| 6 | Take a lead role in the setting of Professional Development Sessions for the Teaching Support Team in line with the School Development Plan and Self Evaluation Cycle |
| 7 | Devise, implement and monitor action plans and other policy developments |
| 8 | In partnership with the Headteacher, lead by example when implementing and managing change initiatives |
| 9 | Ensure effective management, communication and organisation through the establishment of timetables and rotas for children with SEND and support staff |
| 10 | Assist the Headteacher in the management of school resources, including designated budgets, in accordance with the financial regulations of the school  |
| 11 | Assist the Headteacher in the recruitment and management of staff and resources |
| 12 | Lead by example to motivate and work with others |
| 13 | Promote a culture of inclusion within the school community where all views are valued and taken in to account |

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| **Teaching and Learning** |
|  The Deputy Headteacher is expected to: |
| 1 | Be an outstanding role model, exemplifying and promoting high expectations for all members of the school community |
| 2 | To assist the Headteacher in creating a learning culture which enables pupils to reach their personal best, become effective, enthusiastic, independent learners committed to life–long learning |
| 3 | Coach and develop staff to maximise impact on effective teaching and learning |
| 4 | With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, to ensure consistency and quality |
| 5 | Ensure there is quality first teaching of a consistently high standard for children with SEND and disadvantaged children across the school |
| 6 | With the Headteacher, develop and review the school’s systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards |
| 7 | Lead the development and review of all aspects of the SEND curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all children with SEND, including bespoke provision and intervention. |
| 8 | To lead and develop SEND within subject area/s which may be required by the school |
| 9 | To assist in the monitoring, evaluation and review of the school curriculum with regards to disadvantaged learners |
| 10 | To ensure effective transition through the establishment of appropriate targets and teaching and learning objectives between each year group for all children vulnerable at times of transition, including those children with an EHCP |
| 11 | To lead on the school’s system for provision mapping, ensuring that systems are reviewed on a regular basis  |
| 12 | Take responsibility and accountability for statistical analysis of children with SEND and disadvantaged learners, progress data and target setting.  |

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| **Developing self and others** |
|  The Deputy Headteacher is expected to: |
| 1 | To assist the Headteacher in creating a school culture in which accountability for learning and teaching is maintained and staff feel motivated and inspire |
| 2 | Support the development of collaborative approaches to learning within the school and beyond |
| 3 | To ensure that pupils are encouraged to fulfil their potential through developing and maintaining a culture of high expectations |
| 4 | Support the induction of support staff new to the school and those being trained within the school |
| 5 | Participate as required in the selection and appointment of teaching and support staf |
| 6 | Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and lea |
| 7 | Work with the Headteacher to deliver an appropriate programme of professional development for support staff including quality coaching and mentoring, in line with the school improvement plan and professional growth model |
| 8 | Act as a Team leader and assist in the implementation of the Appraisal Process (in accordance with the school’s professional growth framework for support staff) and where relevant provide training and continuing professional development |
| 9 | To assist colleagues in SEND and disadvantaged learners target setting and assessment of attainment and achievement |
| 10 | To facilitate the development of strategies which promote individual and team development and, in line with school monitoring procedures, monitor the quality of teaching, learning and professional practice |
| 11 | To ensure that high standards of behaviour are maintained through the establishment of appropriate strategies and consistent adherence to the School’s Behaviour policy |

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| **Managing the organisation** |
|  The Deputy Headteacher is expected to: |
| 1 | Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate |
| 2 | Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication |
| 3 | Work with the Headteacher to undertake key activities related to professional, personnel/HR issues |
| 4 | Work with the Headteacher to manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability |
| 5 | Work with the Learning Mentor to ensure a consistent approach to attendance and punctuality are implemented across the school |
| 6 | Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate |

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| **Securing Accountability** |
|  The Deputy Headteacher is expected to: |
| 1 | To assist the Headteacher in developing and maintaining strategies which encourage parents and carers to support their children’s learning |
| 2 | To work with the Governing Body, where appropriate, in the development of the schools aims and objectives |
| 3 | Lead and support the staff and Governing Body in fulfilling their responsibilities with regard to the school’s performance and standards of children with SEND and disadvantaged learners |
| 4 | Support the Headteacher in reporting the school’s performance to its community and partners – particularly via the use of the School website  |
| 5 | To strategically plan and monitor use of the School’s SEND and disadvantaged learners funding allocation and report on its impact to the Leadership Team, Governors, parents and other stakeholders as required  |

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| **Strengthening the Community** |
|  The Deputy Headteacher is expected to: |
| 1 | Work with the Headteacher in ensuring that the school has effective and positive links with the local community |
| 2 | Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils |
| 3 | Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers |
| 4 | Develop and maintain contact with all specialist support services as appropriate |
| 5 | Promote the positive involvement of parents/carers in school life |
| 6 | Organise and conduct regular SEND meetings where appropriate with parents and carers to ensure positive outcomes for all parties |
| 7 | Promote positive relationships and work with colleagues in other schools and external agencies |
| 8 | Promote pupil voice within school, including taking responsibility for the work of the school council and the positive involvement all children have on the life of the school |
| 9 | Take responsibility for the managing of the Home School Association, including, alongside the HSA, setting the strategic direction of the group, liaising with children and the SLT to agree the focus for fundraising and promote the positive involvement of parents/carers in school life |
| 10 | To work in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours |
| 11 | To undertake any other areas of responsibility / tasks, which are deemed to be appropriate to the role of Deputy Headteacher, and delegated by the Headteacher |

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| Person Specification  |
| **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.****E = Essential****D = Desirable** |

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| **Qualification and experience** | **E** | **D** |
|  **Candidates should have:** |  |  |
| 1 | Qualified Teacher Status (QTS) |  |  |
| 2 | Qualified to at least degree level |  |  |
| 3 | Experience across the appropriate age range(s) |  |  |
| 4 | Understanding of and commitment to inclusive education |  |  |
| 5 | Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities |  |  |
| 6 | Experience of implementing successful school-wide strategic projects that have had positive impacts on school improvement priorities |  |  |
| 7 | Evidence of continuing and recent, appropriate professional development  |  |  |
| 8 | Experience of supporting children with SEND and disadvantaged learners |  |  |
| 9 | SENDCO qualification |  |  |
| 10 | Evidence of managing others and supporting staff in their professional development |  |  |

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| **Personal qualities** | **E** | **D** |
|  **Candidates should:** |  |  |
| 1 | Demonstrate a passion for education and have the ambition and energy to drive forward the school’s vision |  |  |
| 2 | Have the courage and willingness to make mistakes in the pursuit of excellence and the humility to learn from them |  |  |
| 3 | Striving for personal best, by being reflective, resilient, hardworking and adaptable |  |  |
| 4 | Demonstrate excellent interpersonal skills; listen to and consider the views of others, communicate effectively and develop positive relationships with all stakeholders |  |  |
| 5 | Be decisive, consistent and rigorously focused on solutions |  |  |
| 6 | Have the determination to promote equality of opportunity throughout all aspects of school life. |  |  |
| 7 | Demonstrate the capacity to lead others, to motivate, inspire and empower them to reach their potential |  |  |
| 8 | Be a champion of inclusion capable of igniting lifelong learning for children with SEND and disadvantaged learners |  |  |
| 9 | Recognise that although education is a serious business, we don’t need to take ourselves too seriously and having a sense of humour is something of value |  |  |
| 10 | Have a commitment to their own professional growth |  |  |

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| **Skills**  | **E** | **D** |
|  **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 monitor pupil progress |  |  |
| 3 | Support systematic and rigorous whole school monitoring and evaluation of standards to inform school improvement |  |  |
| 4 | Demonstrate their ability to plan and drive whole school priorities to improve pupil outcomes  |  |  |
| 6 | Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes  |  |  |
| 7 | Be able to make wise decisions by being research informed and evidence based |  |  |
| 8 | Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines |  |  |

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| **Professional knowledge and understanding**  | **E** | **D** |
|  **Candidates should:** |  |  |
| 1 | To have a clear understanding of how curriculum and assessment developments support pupils’ learning  |  |  |
| 2 | Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils  |  |  |
| 3 | Understand the characteristics of effective teaching and learning in order to support children with SEND |  |  |
| 4 | Support high standards of pupil behaviour and attitudes to learning  |  |  |
| 5 | Knowledge and understanding of current developments and best practice in SEND legislation and all aspects of inclusion. |  |  |
| 6 | Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively in order to achieve desirable outcomes |  |  |
| 7 | High level of proactive and creative thinking to anticipate issues, address problems and pursue opportunities |  |  |
| 8 | Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed. |  |  |
| 9 | The ability to demonstrate professional behaviour at all times, remaining calm and in control in challenging circumstances |  |  |

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| **Safeguarding**  | **E** | **D** |
|  **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 |  |  |

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