



DEPUTY HEADTEACHER JOB DESCRIPTION

Key Areas of Responsibility

Introduction

Section 1 Catholic Purpose and Identity of the School

Section 2 Leadership in Catholic Education

Section 3 Strategic Leadership

Section 4 Educational Excellence

Section 5 Managing the Organisation

Introduction

The Deputy Headteacher will:

- Be a member of the Senior Leadership Team, with specific responsibilities.
- Work alongside the Headteacher in managing the school.
- Deputise for the Headteacher when he or she is away from school.
- Support and represent the Headteacher at meetings when needed.
- Work closely with Governors and attend Committee meetings and the full Governing Body meetings as an Associate Governor.
- Contribute to the efficient organisation, management and supervision of school life.
- Be a classroom teacher as and when required.
- Undertake such duties as are delegated by the Headteacher.

Section 1: Catholic Purpose and Identity of the School

Key Area of Responsibility:

The Deputy Headteacher must understand the nature and purpose of Catholic education and know that his or her first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church.

He or she must ensure that this Catholic identity is reflected in every aspect of the life of the school, in particular in the curriculum, the day to day organisation of the school, staff development, staff and pupil relationships and the partnership between school, home, parish, local community, other schools, the LA and other agencies. This duty provides the context for the proper discharge of all other duties and responsibilities. The Deputy Headteacher will hold and articulate clear values and moral purpose, which take account of the educational mission of the Church focused on providing a world-class education for the pupils which he or she serves.



Section 2: Leadership in Catholic Education

Key Area of Responsibility:

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The Deputy Headteacher is a leader in a Catholic educating community and the discharge of this vital role requires a significant theological insight and vision of the development of a Catholic school .

Each Catholic Deputy Headteacher has responsibility to develop his or her understanding of this leadership role through regular reading and participation in appropriate courses, together with frequent reflection. The Deputy Headteacher, with the Headteacher, must provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Deputy Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of pupils. The Deputy Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils. The Deputy Headteacher must demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. The Deputy Headteacher will promote positive relationships and attitudes towards pupils, staff, parents, the governors and members of the local community recognising their individual worth as made in the image and likeness of God.

Section 3: Strategic Leadership

Key Area of Responsibility:

The strategic vision and development of the Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement. The Deputy Headteacher, working with the Headteacher, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision uses Gospel values, core educational values and is inclusive of stakeholders' values and beliefs.

The Deputy Headteacher, with the Headteacher, must:

- a) Understand and communicate the mission of the Catholic school, promote Gospel values in policy, practice and relationships and ensure that the Religious Education programme is given full regard both in terms of classroom religious education and in the whole Catholic life of the school.
- b) Ensure that the vision for the school and its mission statement are clearly articulated, shared, understood and acted upon effectively by all.



- c) Be aware of their own strengths, weaknesses and areas for their own professional development and how their leadership behaviours impact on others so that they can maximise their impact as a leader.
- d) Have a focus on improvement, setting tough objectives and take on challenges in order to achieve and be accountable for high performance throughout the school.
- e) Demonstrate resilience and emotional maturity when faced with the demands of the job, especially when faced with adversity and setbacks, so that they do not lose sight of their personal and organisational values.
- f) Draw upon their experience in education and their own lives to make sense of issues as they occur and to create strategic solutions and be able to explain them to others.
- g) Recognise opportunities and implement change so that the school continues to improve in both the short and in the long term and have the ability to bring about such change with the minimum of disruption.
- h) 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 community to promote Gospel values which unite society in a commitment to social justice and the common good.
- i) Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- j) Shape the current and future quality of the teaching professional through high quality training and sustained professional development for all staff.
- k) Inspire and influence pupils, colleagues, governors and the community, articulating a compelling vision to create an energising learning environment for all and to be able to modify their approach to create the desired impact and outcomes.
- l) Hold all staff to account for their professional conduct and practice, emphasising the distinctive nature of Catholic Education.
- m) Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- n) Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Section 4: Educational Excellence

Key Area of Responsibility:

In a Catholic school the search for excellence is expressed in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Deputy Headteacher, alongside the Headteacher, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.



This requires the Deputy Headteacher:

- a) To develop their vision in the light of Gospel values and the teachings of the Catholic Church so as to identify the priorities which lead to improvements in teaching and learning, leading in turn to improved outcomes for all pupils.
- b) To determine and organise the curriculum so there are real, relevant and planned opportunities to embed purposeful links and connections with religious education, collective worship, liturgy, prayer and provision for pupils' spiritual, moral, social and cultural development.
- c) To ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- d) To be able, as one of the leading professionals in the school, to identify excellence in teaching and be able to demonstrate how teaching can be improved and sustained so that learning and achievement for all pupils is maximised.
- e) To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities and that culture of practices enable all pupils access to the curriculum and learn effectively. To ensure strategies for inclusion, diversity and access to a diverse, flexible and relevant curriculum that are based on our equality as children of God, which compels us to care for the well-being of one another, including those with Special Educational Needs, with English as an additional language and more able pupils, drawing on the Gospel values of truth, justice, tolerance and service.
- f) To have a passion for learning and to communicate this to others so establishing a climate of learning and teaching throughout the school and ensuring that every pupil has the opportunity to succeed.
- g) To establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- h) Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- i) To ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- j) To prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- k) Ensure that the arrangements for collective worship and the spiritual life of the school are in place.
- l) Promote extra-curricular activities in line with the educational aims and Catholic ethos of the school.

Section 5: Managing the Organisation

Key Area of Responsibility:

Deputy Headteachers need to support the Headteacher in providing effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. They should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the



workforce and ensure resources are deployed to achieve value for money. They should also seek to build successful organisations through effective collaborations with others.

This requires the Deputy Headteacher:

- a) To monitor, evaluate and review the work of the school to determine its effectiveness as a Catholic school.
- b) To work with the Headteacher in the formulation and revision of school policies.
- c) To work with the Headteacher to deploy the resources available to ensure the school's goals are achieved and to ensure that the systems and processes used to achieve this are subject to regular review and evaluation, using the SEF and the School Development Planning cycle as key tools to achieve this.
- d) To work with the Headteacher to take responsibility for the school's performance and present that performance in a form appropriate to a range of audiences, including governors, Northampton Diocese Education Service, the LA, the local community, OFSTED and others, to enable them to play their part effectively.
- e) Ensure that the safeguarding arrangements in the school are appropriate and effective. Monitor and review their effectiveness regularly to ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- f) Ensure that the well-being of staff and pupils are key considerations in strategic or operational decisions that are taken.
- g) To work with the Headteacher to 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.
- h) To effectively analyse and use data and break down problems and challenges in a systematic way in order to provide clear direction and management.
- i) To be able to make interventions where needed and hold others to account in order that expectations are met and school improvement is sustained.
- j) To demonstrate a genuine commitment to developing others in a way that helps them achieve their potential and motivates them to perform at their best.
- k) Ensure that the school's policy for the personal and social development of pupils as well as pastoral care and guidance are in place.
- l) Ensure that the admissions process for children joining the school and their induction is successful.
- m) To promote excellent standards of behaviour and a commitment to the common good.
- n) To develop and sustain positive links and relationships with the parishes the school serves, the other Catholic schools in Milton Keynes and the wider education community.