



## Secondary Deputy Headteacher - Job Description

### Reporting Relationships

**Responsible to:** Headteacher and Local Governing Body

**Key Relationships:** School Staff Team / Other professionals across the Trust / Local Governing Body

**Liaising with:** Staff / Parents / External Agencies / Trust Professionals

### STATEMENT OF PURPOSE

In conjunction with the Headteacher and senior team, provide strategic leadership for the school, which secures high quality education for all pupils, with a strong ethos and culture of excellence in behaviour, learning and personal development.

### OVERALL RESPONSIBILITY

- Deputise for the Headteacher in the event of absence or other urgent business as required, ensuring advice and guidance is sought from the Trust and other relevant agencies as necessary, for the smooth operation of the school.
- As part of the school leadership team, share responsibility for the running of the school on a daily basis, including safeguarding, attendance, behaviour, the learning environment, management of risk and the timetable in the presence or absence of the Headteacher.
- Play a lead role in conjunction with the Headteacher in the overall strategic direction of the school through development of the school's vision, translating strategic aims and objectives into action, and managing staff and resources to achieve sustained improvements.
- Contribute to the development, implementation and embedding of whole school ethos and systems, acting as a role model for school and Trust values and creating a culture of inclusion and equality.
- Make a leading contribution to raising standards and be accountable for learning, progress, monitoring and attainment of students.
- Contribute to the safeguarding the welfare of all pupils through the implementation and robust monitoring of safeguarding and child protection procedures, compliant with legal, statutory and Trust requirements.

### SPECIFIC RESPONSIBILITIES

Specific responsibilities will include:

- Leading on whole school behaviour, including rewards and celebration.
- Leading on whole school attendance.
- Leading on whole school performance management procedures.
- School Educational Visits Coordinator (EVC).
- Duke of Edinburgh Award SLT link.

- Working alongside the school business manager to support the effective running of school transport.
- Leading on the organisation of certain whole school events.
- Line managing a faculty and/or pastoral area.
- Acting as an additional DDSL.

### **STRATEGIC DIRECTION and DEVELOPMENT OF THE SCHOOL- assisting the Headteacher as part of the leadership team**

- Support development of the school by setting aims and objectives, establishing policies and practice for their achievement, managing their operation and monitoring their effectiveness.
- Implement strategies for the efficient and effective running of the school in line with Trust policies.
- Contribute to and champion a clear vision for the school, promoting high levels of achievement and behaviour, upholding the school ethos and values at all times.
- Considering the national and local context, assist the Headteacher in the development and implementation of the school improvement plan taking responsibility for monitoring and evaluating actions towards achievement of progress and outcomes.
- Promote strong and productive working relationships all school and Trust Teams, local governing body and school community.
- Initiate and manage change to develop the school and the staff.
- Maintain current knowledge of research and developments in secondary education and disseminate knowledge to staff.

### **1. TEACHING and LEARNING**

- Collaborate with school leaders and teams to ensure the effective planning and development of the whole school curriculum provision.
- Responsibility for overseeing implementation of the curriculum across curriculum area, ensuring its effectiveness meets the needs of all pupils.
- Responsibility for oversight of data analysis and target setting at relevant key stage/s.
- Monitor pupil attendance and punctuality, in conjunction with the attendance officer and in collaboration with the Trust Strategic Attendance Manager, seeking to improve on an individual and whole school basis.
- Plan and lead school assemblies.  
Deliver effective high, quality teaching in accordance with the requirements of the School Teachers' Pay and Conditions document and as detailed within with the Class Teacher Job Description document

### **2. LEADERSHIP and MANAGEMENT**

- Support the Headteacher in the recruitment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Line management of assigned Teaching and Support Staff.
- Develop positive working relationships with and between all staff and provide and sustain motivation; through modelling good practice and giving clear leadership direction.

- Actively promote equality of opportunity by working as part of a school leadership team in ensuring the school's curriculum provides the best possible education for all pupil groups.
- Contributing to the provision of high-quality professional development for all staff through the performance management cycle, including the delivery of training, planning and delivery of INSET day sessions and leading of meetings.
- Consider the needs and expectations of other members of staff, and in particular ensure that new appointees, trainees and ECTs are appropriately inducted, monitored, supported and assessed in relation to the relevant standards and procedures.
- Actively share / demonstrate outstanding teaching approaches within the school and as part of the wider trust to develop staff within school and across the Trust.

### **3. GENERAL**

- Promote equal opportunities within the school and to seek to ensure the implementation of the Trust's equal opportunities policy and school procedures
- Be aware of the responsibility for personal Health, Safety and Welfare and impact of others.
- Contribute to a culture of safeguarding by maintaining up to date knowledge, role modelling professional behaviours and supporting colleagues' understanding of requirements, challenging unacceptable attitudes and behaviours as necessary.
- Act as "critical friend" and provide effective professional challenge and support as part of the school leadership team.
- Provide information and advice and produce reports to the Headteacher and Governors, parents, external agencies and other stakeholders as required.
- Set an excellent example in following the school and Trust's expectations and code of conduct.
- Proactively provide and engage in coaching for the continuing professional development of self and for that of others.
- To attend occasional meetings during evening hours, weekends or in school holidays as required.
- To actively support the school in recruitment and marketing events and materials.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning and the pastoral care of the children in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the postholder.

## Secondary Deputy Headteacher Person Specification

Skill Factors	Essential or Desirable	Measured By
<p><b>Experience &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recent experience as a middle/senior leader within a secondary setting</li> <li>• Detailed knowledge of the national curriculum, exam specifications, and Ofsted frameworks</li> <li>• Substantial and sustained performance as a class teacher across relevant Key Stages</li> <li>• Excellent current knowledge and understanding of school attendance, strategies and statutory guidance in this area.</li> <li>• Evidence of leadership involvement in implementing whole-school behaviour strategies with success and impact</li> <li>• Excellent current knowledge and understanding of research-led teaching and learning approaches designed to accelerate student engagement and progress.</li> <li>• Demonstrable experience of line managing staff and holding staff to account for performance.</li> <li>• Experience of writing whole school timetable.</li> <li>• Experience of performance management procedures including whole school process.</li> <li>• Knowledge and understanding of the use of data and key performance indicators in assessing the effectiveness of educational provision.</li> <li>• Knowledge of effective behaviour management strategies and experience of implementation</li> <li>• Understanding of equality, diversity and inclusion demonstrated by application in practice</li> <li>• Experience of thinking and planning strategically for the future</li> <li>• Knowledge of legislation and best practice in academy management and development</li> <li>• Understanding of the local area and the strengths and challenges within those communities</li> <li>• Experience of working in a Multi-Academy Trust environment</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>I</p> <p>A/I</p> <p>I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>I</p> <p>I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
<p><b>Qualifications &amp; Training</b></p> <ul style="list-style-type: none"> <li>• Relevant degree</li> <li>• Qualified Teacher Status</li> <li>• Relevant NPQ qualification (completed or undergoing)</li> <li>• Safeguarding Training</li> <li>• Evidence of continued professional development or a willingness to undertake relevant training/development</li> </ul>	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p>	<p>A</p> <p>A</p> <p>A</p> <p>A/I</p> <p>A</p>
<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Take responsibility and accountability for curriculum area and its performance</li> <li>• Ability to be an exemplary professional role model to staff and students at all times</li> <li>• Ability to set, expect and monitor excellent standards</li> </ul>	<p>E</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>I</p> <p>A/I</p>

<ul style="list-style-type: none"> <li>• Pro-active and creative thinking to anticipate issues, address problems and pursue opportunities</li> <li>• Resilience, motivation and commitment in challenging environment</li> <li>• Collaborative working skills to perform effectively as part of a wider team and maintain good personal relationships that support the success and impact of the team</li> <li>• Ability to establish and develop positive and engaging relationships with parents and other stakeholders that enhance the education of all students</li> <li>• Ability to present to wide range of audiences adapting content, style and tone depending on audience</li> <li>• Adaptable and flexible with ability to prioritise with multiple demands and deadlines</li> <li>• Ability to remain calm under pressure and manage conflict/challenging conversations in a professional manner</li> <li>• Proactive engagement in performance management and professional development</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Readiness to seek and respond to advice and guidance</li> <li>• Approachable manner to meet the needs of individuals within the school community</li> <li>• Empathy with the needs of all students and staff</li> <li>• Enthusiastic, positive and determined with motivation to develop personally and professionally</li> <li>• Ability to inspire students and staff</li> <li>• High level of integrity</li> <li>• High personal standards at work</li> <li>• Readiness to undertake self-reflection and evaluate own performance, with the motivation and commitment to change, develop and improve</li> <li>• Willingness to be an active member of the whole school community</li> <li>• Willingness to 'go the extra mile' when required</li> <li>• Uphold Part 2 of Teacher Standards at all times and act as role model for others</li> <li>• Demonstrate and uphold the Nolan Principles of ethical leadership</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>

Key: A=Application Form, I= interview and selection process