

Title :	Deputy Headteacher
Grade :	Leadership Point
Reporting Relationship:	Headteacher
Purpose of the Job :	To provide dynamic and strategic direction, leadership and accountability at the Academy in respect of all aspects of Teaching & Learning and the day-to-day management of the academy.

The appointment is subject to the current conditions of service contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

The core purpose of the Deputy Head Teacher (DHT) is to support the Head Teacher (HT) in providing professional leadership and management for our school. The DHT should promote and ensure high quality education and personalised learning for all our children and high standards of achievement in all areas of the schools work. The school will expect the DHT to lead by personal example in demonstrating a full and professional commitment to excellence in primary education.

The individual is a deputy designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). Additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. They will contribute positively and proactively to the safeguarding culture in the academy. The full detail of this role is set out in Keeping Children Safe in Education [currently in Annex C].

Main duties/Responsibilities

1. To work with the HT, governing body and others to further develop a shared, strategic vision and plan for the school, which inspires and motivates children, staff and all other members of the school community and leads to consistently high levels of achievement.
2. To advise and support the governors' school improvement committee, specifically in relation to curriculum development.

Teaching and Learning

3. To provide high quality learning and teaching to enable our children to become effective, enthusiastic, independent learners, committed to life-long learning, demonstrating high expectations of children so that they achieve their maximum potential. This is achieved specifically through.
4. Leading on development, implementation and monitoring of the school's curriculum and curriculum policies.
5. Liason with the school's SENCO regarding the impact of any learning and teaching initiatives on SEN provision

6. The DHT is a member of the Senior Leadership Team and has a 0.6 class teacher commitment.
7. To support the HT in the in depth analysis and monitoring of levels of attainment in relevant aspects of school and report this to Governors and staff throughout the academic year with recommended actions required.
8. Ensures the outcomes of any monitoring activities are reflected in School Development Planning working within agreed budget constraints.
9. Identifies the need for and leads school development sessions as required to ensure staff expertise matches what is necessary to raise standards in teaching and learning.
10. Is able to act as a mentor for staff in observing and being observed and informs the HT within this monitoring role.
11. Carries out, as part of a wider team, observations to look at standards of teaching and learning to identify strengths and weaknesses, and uses this allied to Performance Management, as a way to devise a plan of any required support.
12. Actively encourages and leads extra-curricular enrichment activities to promote the personal development and wellbeing of children within the school.

Managing and Leading the Organisation

13. To support the HT in providing effective organisation and management for our school, and to lead and seek ways of improving organisational structures and functions.
14. To ensure that the school and the people and resources within in are organised and managed to provide an efficient, effective and safe learning environment, managing available resources and ensuring value for money through effective performance management.
15. The DHT should build and maintain productive working relationships across, and where appropriate, outside the school, actively involving and consulting external and internal partners
16. To create and reinforce a culture of collaboration, breaking down barriers inside and outside the school to achieve long-term goals.
17. The DHT should encourage and demonstrate creative thinking, putting into practice new approaches that improve performance. They should help others to understand and cope with change.
18. To help to provide clear leadership, direction and focus in times of change, dealing with resistance and act as a champion of good practice.
19. The DHT should produce and manage implementation plans, identifying the tasks, outcomes and resource requirements to achieve overall objectives.
20. To set and review the overall boundaries in which others plan their work, taking a strategic view across the school.
21. The DHT should assess issues and problems from different points of view. They should make decisions that take account of both short term and long term implications.
22. To analyse and resolve complex issues and resolve problems, making decisions on behalf of the school in the absence of the HT.

23. The DHT should provide day-to-day leadership of the team, managing individual performance to allow team members to contribute to the best of their ability.
24. To make clear the strategic goals for the school.
25. To create a culture that values people, recognises their achievements and encourages them to take responsibility for their own performance.
26. To engage with the internal and external school community, thus modelling the principles of equity and entitlement.
27. To work with the HT to encourage and engage in collaboration with other schools in order to bring about positive benefits to the school and share its expertise more widely.
28. With values at the heart of their leadership the DHT will have a professional responsibility to the whole school community.
29. The DHT is also legally and contractually accountable to the HT and governing body for the school, its environment and all its work.
30. Additionally the DHT is responsible in supporting the HT for ensuring collective responsibility in order that all members of the school community accept they are accountable for the contribution they make to school outcomes.
31. To work with the HT and through others, including our children, staff, governors, parents and other members of the community to build a professional learning community, which enables others to achieve.

General Duties

32. Act as a 'critical friend' and provide professional challenge and support to the HT
33. Provide information and advice to the HT and governing body and support proper accountability processes throughout the school.
34. Take responsibility for the development and monitoring of the curriculum provision throughout the school, liaising appropriately with Faculty Leaders and class teachers.
35. To support the HT in monitoring the quality of teaching and children's achievements across the school, including the analysis of performance data.
36. Support the HT in developing links with parents of children in school and managing transition.
37. To deputise for the HT in their absence.
38. To attend Governing Body meetings, in support of the HT.
39. To support the HT in performance management of staff as required.
40. The DHT should improve their own skills by developing specialist and functional knowledge, and getting feedback on their own performance. They should help others develop through coaching, delegation and feedback.
41. To make sure enough time and effort are invested in their team.

These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities, which the Local Governing Body and Trustees may determine.

This is not a complete statement of all duties and responsibilities of this post. It contains only the facts necessary to rate this standard job at the resultant responsibility.

The Trust/Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A FULL ENHANCED CHECK FOR REGULATED ACTIVITY BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS APPROPRIATE.

PERSON SPECIFICATION – HEAD OF SCHOOL

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Qualifications & Education	E1	Qualified Teacher Status	AF/C	D1	NPQH or LPSH qualification	AF/C
	E2	Further professional qualification or evidence of study	AF/C			
Experience & Knowledge	E3	Experience as a Head Teacher/Deputy Head Teacher or senior education leader.	AF//R	D2	Experience of at least two national curriculum key stages.	AF/C
	E4	Experience of developing a highly exciting and innovative curriculum, which is personalised to the needs of the whole pupil.	AF//R			
	E5	Experience of managing, developing, inspiring and motivating staff.	AF//R			
	E6	Demonstrable success in raising standards and meeting challenging targets.	AF//R			
	E7	Experience of supporting the management of significant organisational development & change.	AF//R			
	E8	Experience of presenting high quality, strategic information to Governors, and supporting their role as a “critical friend”.	AF//R			
	E9	Experience of implementing effective pupil tracking systems to ensure that pupils of all levels of ability achieve their full potential and beyond	AF//R			

Skills	E10	Excellent oral and written communication skills with an ability to negotiate at all levels.	AF//P			
	E11	Be E-confident and able to understand and sell the benefits of ICT and future technology in an educational context.	AF//P			
	E12	Ability to set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets.	AF//P			
	E13	Ability to interpret and implement new legislation, policies and directives.	AF//P			
	E14	Ability to analyse information from a wide variety of sources and solve complex problems.	AF/I			
	E15	Ability to demonstrate sound leadership in managing transition between key stages for pupils across the school, and with partner schools.	AF//P			
	E16	Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines.	AF//P			
Personal Attributes	E17	High personal standards of integrity and probity.	AF//R			
	E18	Enthusiasm, vision, drive, adaptability and resilience.	AF//P			
	E19	Be confident, positive and approachable.	AF//P			
	E20	Be able to secure the loyalty and confidence of pupil, staff, parents, Governors and others.	AF//R			

	E21	Have consideration of the views of others	AF//P			
	E22	Advocate a sound educational philosophy, with the ability to translate into practice.	AF//P			
	E23	Ability to create a learning culture within the organisation, which is recognised by staff, pupils and parents.	AF/I			
	E24	Commitment to personal development.	AF/I			
	E25	Be able to understand and develop your own emotional intelligence.	AF//P			
Special Requirements	E26	Be willing to work outside normal hours.	AF/I			
	E27	To be flexible in order to meet the demanding nature of this role.	AF/I			
	E28	Flexibility, mental resilience and well-developed self-management skills in order to meet the demanding nature of the role	I/R			
	E29	Motivation to work with children	AF//I/R/D			
	E30	Ability to form and maintain appropriate relationships and personal boundaries with children				
	E31	Suitability to work with children	D			

Key – Stage identified	
AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
D	Disclosure
R	References

