

## KINGSWOOD PARKS PRIMARY SCHOOL JOB DESCRIPTION

**Job Title:** Deputy Headteacher

**Location:** Kingswood Parks Primary School

**Salary range:** Leadership Spine

**Responsible to:** Headteacher, Kingswood Parks Primary School

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Council's Equal Opportunities in Employment Policy.

**PURPOSE:** To provide professional leadership and management of the school that will provide a secure foundation from which to achieve high standards in all areas of school work in line with the School Teachers' Pay and Conditions Document and the Teachers' Standards.

To achieve success, the Deputy Headteacher will support the Headteacher to:

- Provide vision, leadership and direction to staff, pupils and other stakeholders
- Effectively manage learning and teaching; implementing appropriate and agreed changes
- Ensure the best outcomes for pupils both in terms of attainment and progress
- Promote excellence, equality and high expectations for all
- Deploy all resources, including staff and finance, to achieve the school's aims and provide regular reports to the governors on the performance of the school
- Evaluate school performance and identify priorities for continuous improvement
- Secure effective day to day management, organisation and administration
- Maintain very strong relationships with the community and all stakeholders
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils
- Sustain and develop further a professional community that enables others to achieve, sharing best practice and managing performance and professional development effectively

The duties and responsibilities of a Deputy Headteacher are also governed by the School Teachers' Pay and Conditions Document and Guidance on School Teachers' Pay and Conditions which include specifically the following principal accountabilities:-

### PRINCIPAL ACCOUNTABILITIES:

#### Creating the future / Responsibility for Stakeholders:

1.
  - Work with the Headteacher to build on the school's vision ensuring it is fully embraced, clearly articulated, and acted upon effectively by all.
  - Embody the vision and values of the school.
  - Motivate and work with others to create a shared culture and positive climate.
  - Support the Headteacher to ensure that strategic planning takes account and responds to the diversity, values wider local and national agendas and experience of the school community at large.
  - Ensure that the needs of every child is considered and met and that no child is left behind.
  - Have a strategic overview of Child Protection and hold key responsibility for Child Protection processes and procedures in the delivery of the DSL role.

### **Leading Learning and Teaching**

2.
  - Secure delivery of the highest possible standards of teaching and learning throughout the school
  - Play a key role in developing a culture and ethos of challenge, high expectations and support where all pupils can achieve success and become engaged in their own learning.
  - Develop and maintain a focus on achievement, maximising the potential and academic performance of pupils against national and individual targets and aspirations.
  - Maintain effective assessment, recording and reporting systems of pupil progress and ensure these are used to challenge underperformance and drive improvement
  - Build effective partnerships between school and parents to support learning
  - Contribute to the implementation of strategies which secure high standards of behaviour and attendance.
  - Determine, organise and implement the curriculum.
  - Monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement.
  - Embed data and benchmarking systems to monitor progress in every child's learning, raise standards and ensure a continuous and consistent school-wide focus on pupils' achievements which engages the support of parents/carers and the assistance of other stakeholders
  - Be responsible for the co-ordination and development of a significant area of learning and teaching throughout the school.
  - Will be required to teach, according to the requirements of the school.
  - Be outward facing, taking a strategic role in the development of new technologies to enhance and extend the learning experience of pupils and the pedagogical skills of all staff
  - Monitor and evaluate the quality of teaching and standards of learning and achievement of pupils across the school and implement and promote strategies to raise standards
  - Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs
  - Ensure that the educational provision and achievement for vulnerable pupils are maximised through an appropriate mix of quality first teaching and other support and provision
  - Build a collaborative learning culture and, with other schools and agencies, continue to build effective learning communities to promote excellence in teaching and learning

### **Developing self and working with others**

3.
  - Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture.
  - lead, motivate and inspire all staff to build and maintain their trust and commitment and generate effective working relationships at all levels
  - Share strategic leadership, build strong teams and work co-operatively within and outside the school to achieve school goals and objectives.
  - Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review.
  - Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
  - Acknowledge and celebrate the responsibilities and achievements of individuals and teams.
  - Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory by challenging and addressing underperformance.
  - Regularly review own practice, set personal targets and take responsibility for personal development.
  - Manage own workload and that of others within the school to ensure a work/life balance.
  - Be a team leader responsible for conducting and monitoring performance management.

### **Managing the Organisation**

4.
  - Contribute to the development, implementation and assessment of school policies
  - Support in the recruitment and deployment of staff appropriately and manage their workload to achieve the vision and goals of the school

- Implement successful performance management processes with all staff
- Assist in the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations
- Use and integrate a range of technologies effectively and efficiently to assist in the management of the school
- Be a member of and support other members of the Senior Leadership team
- Contribute to the management of continuous development for all staff
- Assist the Headteacher in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Headteacher to provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement
- Work with the Headteacher, Business Manager and governors to ensure funding is allocated appropriately to support the curriculum and that spending is monitored and managed effectively to secure value for money and to comply with statutory requirements
- Plan, manage and monitor the curriculum and all policies, procedures and initiatives within the agreed budgets, setting priorities for expenditure, allocating funds/resources and securing effective administration and control.
- Hold all staff to account for their professional conduct and practice

#### **Strengthening Community Involvement.**

5.
  - Help the Headteacher to build a school culture and curriculum, which takes account of the richness and diversity of the school's community.
  - Ensure learning experiences for students are linked into and integrated with the wider community which celebrates cultural diversity.
  - Further develop community-based learning experiences and connections with local community
  - Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

#### **Inclusion, Equity and Entitlement**

6.
  - Create and promote positive strategies for developing good race relations and dealing with racial harassment.
  - Collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.
7. To promote and safeguard the welfare of children and young person's in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 (section 175)

#### **GENERAL:**

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the School.
4. To promote the School's Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other

employees in accordance with legislation and the School's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.

6. Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

**CONTEXT:**

The school and LA have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual student needs and aspirations.

The school's contribution to pupils and community development will be pivotal in achieving LA and Council's ambitious objectives in increasing Social Inclusion within the City.

**DIMENSIONS:**

**1. Responsibility for Staff:**

- To provide leadership and support for colleagues (teachers and teaching assistants) with regard to teaching and learning and the curriculum.
- To support in the implementation of the school's performance management policy, to secure school improvement and individual professional development.
- To participate in recruitment and selection, as agreed with the Headteacher.

**2. Responsibility for Customers/Clients:**

- The job impacts on all pupils, parents and the community, in relation to all of the principal accountabilities.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.

**3. Responsibility for Budgets:**

- To assist the Headteacher and governors in annual budget planning and monitoring.

**4. Responsibility for Physical Resources:**

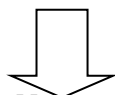
- To advise on the school's resource needs and help to co-ordinate these resources

**WORKING RELATIONSHIPS:**

## ORGANISATION CHART:

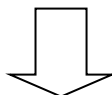
### Senior Leadership Team

Headteacher, Deputy Headteacher and Assistant Vice Principal / Assistant Headteacher



### Senior Management Team

SENCo, Behaviour and Attendance Lead, Business Manager, Early Years Lead, Safeguarding and Parental Engagement Lead



Teachers, Support Staff, Admin Staff, Site Facilities Staff

	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
1.	<b>Qualifications:</b>			
	Qualified to degree level	√		AF / CQ
	Holds QTS	√		AF / CQ
	Further relevant professional development		√	AF/I / CQ
2.	<b>Relevant Experience:</b>			
	Successful experience as a Deputy Head, Assistant Head or as a member of the senior leadership team	√		AF/I
	Successful leadership of a core subject or a significant area of teaching and learning	√		AF/I/R
	Experience of the role of DSL		√	AF/ I / R
	Excellent classroom practitioner with successful teaching across the primary phase	√		AF/I/R
	Successful experience of leading, motivating, supporting, challenging and developing staff to secure improvement and raise standards	√		AF/I/R
	Experience of school self evaluation through involvement in school improvement planning, including its implementation, monitoring and evaluation	√		AF/I
	Experience of working in more than one school		√	AF
	Monitoring / coaching experience with staff	√		AF/I
	Experience of innovative curriculum development and leadership		√	AF/I
	Understanding of schools in areas of social deprivation		√	AF/I
3.	<b>Skills (including thinking challenge/mental demands):</b>			
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		AF/I/R
	Is able to engage in dialogue with all groups in the school community to build partnership and community consensus on values and beliefs and shared responsibilities	√		I/R
	Ability to inspire, challenge and empower others to carry forward the school's vision	√		I/R
	Motivation to work with children and young people	√		AF/I
	Ability to use data and pupil tracking information to identify areas for school improvement	√		AF/I
	Ability to manage own workload and that of others to secure an appropriate work life balance	√		AF/I
	Ability to examine the roles and responsibilities of all adults working in the school to enhance and develop potential including leading and developing teams		√	AF/I
	Excellent ICT skills	√		AF/I
	Is able to challenge, influence and motivate others to attain high goals	√		I/R
	Is able to provide governors and Trust Leaders with the high quality information that is needed to implement their role as critical friends	√		I/R
4.	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding the promoting the welfare of children and young people	√		AF/I
	Clear vision of what makes a successful school	√		AF/I

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	Understanding of the roles of Headteacher, Deputy Headteacher and governor roles across a multi-academy trust	√		I
	Knowledge and understanding of current educational issues across the primary school age range and its impact on school and their wider communities	√		AF/I
	Knows how to set high expectations and to monitor progress in order to raise standards of teaching and learning	√		AF /I
	Understands the importance of implementing the inclusion agenda continuously and consistently to meet the needs of all pupils	√		AF/I
	Understanding of assessment at all relevant Key Stages including the Foundation Stage		√	AF / I
	Knowledge and experience in recruiting, organising, developing and motivating staff		√	AF / I
	Knowledge and experience of staff performance management		√	AF / I
	Knowledge of the OfSTED framework	√		AF / I
	Knows how to develop self through: collaborating/networking with others, accepting & using feedback to improve own practice, accepting support from others, commitment to own continuing professional development, modelling & sustaining an appropriate work-life balance, delegating to others, planning and organising own time effectively	√		I/R
	Knows how to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all children	√		I/R
	Understands the importance of implementing the Inclusion agenda continuously and consistently including: learning and teaching for children with SEN, or who are able, gifted and talented, looked after children, travellers, and those living in deprivation and/or with English as an additional language, ensuring equal opportunities for all	√		I/R
5.	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners, colleagues and children.	√		I/R
	Mentoring and coaching experience	√		AF/I
	Ability to communicate effectively, both orally and in writing, to a wide range of people within the school community and with external agencies	√		AF/I
	Be a strong team player	√		I/R
	Ability to empathise with pupils across the age range and use a range of appropriate strategies to manage pupil behaviour	√		AF / I
	<b>Written Skills</b>			
	Good communication skills: Excellent written skills – production of reports and letters as well as other documentation associated with the role.	√		AF
6.	<b>Other:</b>			
	Desire to work at Kingswood Parks Primary School in particular	√		I
	Commitment to providing excellent service to the school, the local governing body and Humber Education Trust	√		AF/I

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7.	Additional Requirements:			
	Commitment and determination	√		I
	Belief in the need for change	√		I
	Ambitious for promotion	√		I
	Willing to play leading role in all areas of the school	√		I
8.	Disclosure of Criminal Record:			
	The post holder will require an enhanced DBS	√		C