

**Post title:** Deputy Headteacher (Teaching and Learning)

**Grade:** Leadership Scale 8-12

**Working Pattern:** Full time with a 0.6 teaching commitment

**Responsible to:** Executive Headteacher

### **Purpose of the Job**

To work with the Executive Headteacher in all aspects of leadership and management at the Nursery School.

To take responsibility for managing and developing learning and teaching, curriculum, assessment and enrichment throughout the Federation.

The Deputy Headteacher will have a teaching commitment. This will include modelling good practice, developing positive relationships with children, families and colleagues, supporting staff training and development, ensuring high-quality teaching and learning across the Federation and supporting the smooth running of the schools.

### **Main Activities:**

1. To assist the Executive Headteacher in the leadership and management of the Federation, including taking full responsibility for the school in the absence of the Executive Headteacher.
2. To carry out the professional duties of a Classroom Teacher and Deputy Headteacher, as determined in the Teachers' Pay and Conditions Act and set out in the STPCD.
3. To take a central role in assisting the Executive Headteacher and Board of Governors to develop the Federation in accordance with its shared values and our school development plans.
4. To lead on teaching and learning ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, partnerships and collaboration.

### **Specific Responsibilities**

#### **Leadership and Management:**

1. Work in very close partnership to support the Executive Headteacher in the effective day to day management of the nursery school, including recruiting and inducting staff, leading staff meetings, arranging cover for absent staff or staff on PPA / training, hosting and organising whole school events [such as open days and parents' meetings] and responding to the views, needs and requests of children, staff, parents, governors and visitors.
2. To assist the Executive Headteacher in shaping a vision and direction for the Federation, having very high expectations and with a clear focus on early education and care.

3. To work with the Executive Headteacher, staff and governors in the development, implementation and review of school improvement plans, including regular monitoring and evaluation of standards and quality of provision. To support school governance by attending meetings where appropriate and ensure that all governors are able to play an active and informed part in school management and development.
4. To inspire, motivate and influence staff and children, taking a lead role in maintaining the highest standards of teaching and learning.
5. To provide an excellent role model for all members of staff and children in all aspects of school life. To be an exemplar of all school policies and practices.
6. To actively promote the aims and ethos of the Federation. To offer guidance and support to colleagues.
7. To be aware of health and safety issues as they arise in the Federation.
8. To be a deputy designated lead for safeguarding and child protection procedures and attend meetings as appropriate.
9. To support teaching and other students and liaise with the relevant bodies to support their training.
10. To take responsibility for leading and managing a high-quality early years' curriculum across the Federation.
11. To ensure that induction programmes and systems for mentoring staff and students are in place.
12. To share responsibility, with the Executive Headteacher, for appraisals of all staff.
13. To make a significant contribution to the school's continuing professional development programme, including coordinating training programmes, delivering INSET, leading staff meetings and working with individuals and teams in a variety of professional development activities.
14. To assist the Executive Headteacher in school self-review, evaluation and updating the SEF. To assist in the effective planning and management of school resources, including the school budget, to secure improvements.
15. To provide guidance and support to teachers in their leadership roles.
16. To ensure children with Special Educational Needs and/or disabilities are identified as early as possible and provided with the most appropriate support through high-quality partnership working with the staff teams and outside agencies.
17. To work effectively with outside agencies to ensure vulnerable families are supported and procedures for assessment and referral are followed.
18. To lead on relationships and positive behaviour management across the Federation.

19. To actively promote equality and inclusion by ensuring that the curriculum provides the best possible education and care for all its pupils, taking into account ethnicity, gender, Special Education Needs and/or Disabilities and children learning English as an Additional Language.
20. To co-ordinate and organise staff teams, ensuring the smooth running of the school. This may include organising timetables and coordinating arrangements for non-contact time, sickness and other events.
21. To ensure the Federation communicates effectively with staff, parents and key partners through newsletters, website, social media and other forms of communication.
22. To take a significant role in the implementation of staff professional development, to secure both school improvement and individual professional development.

### **Teaching and Learning**

1. To carry out teaching duties, providing a model of excellence for colleagues.
2. To establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice, achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others.
3. To design, develop and implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across the Federation.
4. To monitor the effectiveness of teaching and learning including planning, session observations, supporting auditing and reporting outcomes, successful or otherwise and planning next steps and future actions.
5. To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
6. To lead on developing and reviewing the curriculum, ensuring practice reflects current early years' philosophy.
7. To ensure the curriculum offer is actively anti-racist and celebrates diversity and promotes equality.
8. To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching and learning.
9. To ensure parents and carers are supported with learning at home and to lead on remote learning.

### **Other Duties and Responsibilities**

1. To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.

2. To prepare and present reports, as required e.g. to governors, Southwark LA, parents, outside agencies.
3. To work across the Federation at the direction of the Executive Headteacher.
4. To undertake any professional duties reasonably delegated by the Executive Headteacher.
5. To comply with all health and safety legislation and school policies as appropriate.

### **Safeguarding**

1. To have due regard for Safeguarding and promoting the welfare of children and young people and to follow all associated Child Protection and Safeguarding policies as adopted by the school and Local Authority.
2. To keep up-to-date with relevant legislation, guidance and local arrangements in relation to working with, and the protection of, children and young people.

### **Health and Safety**

1. To work in compliance with the School's Health and Safety policies and the Health and Safety at Work Act 1974.

### **Equal Opportunities**

1. To behave in an actively anti-discriminatory way, to promote children's sense of identity and to keep up to date with equality legislation including the 2010 equality act.
2. To take responsibility, appropriate to the post, for tackling racism, and promoting good race, ethnic and community relations.
3. To carry out all duties in the context of, and in compliance with, Southwark's and the Federation's Equalities' policy.

### **Data Protection**

1. To work within the requirements of the Data Protection Act 1998 and to be aware of the responsibilities for security, accuracy, and significance of personal data held on computerised systems.

### **Professional Conduct**

1. To adhere to the Federation's Code of Conduct at all times.
2. To be aware of the high profile of the Federation and uphold its' standards at all times.
3. To work effectively as a member of the leadership team, establishing and maintaining good working relationships and ensuring that care is taken when communicating with others to avoid any unnecessary conflict.
4. To encourage an atmosphere of co-operation and respect.
5. To ensure that a polite, courteous and helpful attitude is demonstrated at all times to the children, their parents and carers, staff members and other agencies.

6. To ensure that punctuality is maintained throughout the day.
7. To manage own workload and plan time effectively.

### **Professional Development**

1. To be a reflective practitioner who is committed to continual personal and professional development and can learn from past experiences.
2. To take responsibility for own professional development and be proactive in keeping up-to-date with curriculum development and changes in legislation.
3. To take responsibility for own personal performance, and actively seek help when required.
4. To keep abreast of the latest initiatives and to disseminate information to colleagues.
5. To attend courses and develop own expertise on advice and agreement of the Executive Headteacher.
6. To attend and contribute to staff meetings, governors' meetings, professional development training and any other events as requested.

This job description may be reviewed at the end of the academic year, or earlier, if necessary. In addition, it may be amended at any time after consultation.

### **Conditions of Service**

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

### **Special Conditions of Service**

The Post holder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and /or Committee Meetings, etc.) with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to have an enhanced DBS check.

## **Person Specification**

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Qualified to degree level including Qualified Teacher Status	✓	
Early Years Specialist training		✓
To have evidence of continuing professional development relevant to the post	✓	
<b>Experience relevant to the post</b>		
Significant and successful experience of teaching children with a wide range of individual needs within the early years	✓	
Proven experience of leading, motivating and managing staff effectively and working as a team member.	✓	
A proven track record of raising attainment and evidencing progress in young children	✓	
Experience of successfully leading whole school curriculum developments which have impact on outcomes for children	✓	
Experience of contributing to school development	✓	
Experience of managing and using children's attainment and data-tracking systems to analyse assessments	✓	
Experience of initiating and implementing strategies to improve parental involvement in their children's learning	✓	
Experience of working closely with local Children's Centres to support vulnerable families and children		✓
<b>Professional Knowledge and Understanding</b>		
An excellent understanding and knowledge of recent Early Years educational developments, initiatives, current theories of best practice and legislation, and how they may impact on the school and its practice	✓	
An understanding of how sensitive adult interaction impact significantly on children's learning	✓	
Knowledge of equality and inclusion issues and how they can be addressed in the school/centre	✓	
Knowledge and understanding of the educational, developmental and health needs of children under five, including those with special educational needs and disabilities.	✓	

Knowledge and understanding of the support needs of parents and families of young children (including those who are vulnerable or at risk) and ability to plan and develop strategies and services to meet these needs.	✓	
A good understanding of effective leadership and management in relation to raising children's attainment and school development	✓	
Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all children	✓	
Up to date understanding of child protection issues and procedures and the ability to take the lead in safeguarding	✓	
An understanding of the role of parents and the community in school improvement and how this can be promoted and developed	✓	
A good understanding of how to lead and develop a multidisciplinary team	✓	
<b>Professional Skills, Abilities and Personal Qualities</b>		
Formal recognition as an outstanding teacher	✓	
Ability to provide a model of best practices, through teaching in own or others classrooms	✓	
To demonstrate leadership qualities, including energy, resilience, empathy and the ability to enthuse and motivate others	✓	
To be able to articulate a clear vision for high quality education in a diverse, urban context	✓	
To have a good personal presence, good communication skills, excellent interpersonal skills and a sense of humour	✓	
To be approachable, accessible and flexible.	✓	
To be able to communicate clearly both orally and in writing with a wide range of audiences, including children, parents and carers, governors, staff and outside agencies	✓	
To relate well to children, value and respect their views and be responsive to their needs	✓	
To be able to develop and maintain effective relationships with all members of the school community and outside agencies	✓	
Good organisational skills and the ability to have a flexible and adaptable approach.	✓	

To be resilient and demonstrate the ability to work under pressure and manage time effectively and prioritise appropriately and to meet deadlines	✓	
To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions	✓	
To be able to understand, interpret and present school performance data	✓	
Experience of successfully managing a key stage or departmental budget.	✓	
A commitment to the health, safety, welfare and safeguarding of all children	✓	
To have an up-to-date knowledge of relevant legislation and guidance in relation to working with and the protection and safeguarding of children and young people	✓	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	
To have a willingness to learn from others	✓	
Have a commitment to the Federation's vision and values	✓	