

Longfield Primary School



At Longfield, we work in partnership with parents/carers and the community to provide all children with the skills and values to succeed in their journey through life in becoming global citizens. Working together, we aim to achieve continuous growth and excellence in all our learners.

We nurture the abilities of all children through our teaching which equips children with the self-esteem and ambition to progress. Furthermore, we recognise and celebrate hard work, perseverance, inspiration, courage to try and achievement.

We encourage all our children to be proud and responsible for themselves, their environment and their future. This is achieved through embedding our 5Rs in our daily school life.

We are very proud of our school and a commitment to lifelong learning is at the heart of our community.

Deputy Head Teacher

LONGFIELD PRIMARY SCHOOL DEPUTY HEAD TEACHER - JOB DESCRIPTION

DEPUTY HEADTEACHER (Non-class based with identified teaching responsibilities)

Areas of responsibility:

Leadership of the Whole School in the absence of the Headteacher

Curriculum and Assessment

Achievement and Standards

Developing and Embedding National and Local Initiatives

Attendance

Designated Safeguarding Lead

School Surveys

Pupil Premium

Educational Visits co-ordinator

Oversee Policies

Line Management Responsibility: Curriculum Subject Leaders and other staff

Be responsible to: Headteacher

Core Purpose

- In the absence of the Headteacher, take on the duties of the Headteacher as laid down in the most recent Teachers' Pay and Conditions Document.
- To be an exemplar of excellent primary classroom practice, undertaking the professional duties as set out in the School Teachers' Pay and Conditions of Employment document. These duties must be carried out in accordance with National Curriculum requirements, the aims of the school, school policies and any policies of the Governing Body.
- To be an inspirational and outstanding practitioner; work within a team to support the development and achievement of the school's vision to secure success and improvement.
- Under the direction of the Headteacher, have a significant strategic role in supporting the development and achievement of the school's vision to secure success and improvement including high quality education for all pupils and improvement in standards and achievement and care of children across the school and in areas of responsibility.

- Be a member of the Senior Leadership Team, sharing responsibility with the Headteacher and assisting the governors in establishing the aims and objectives of the school and contributing to the development of guidelines policies and initiatives for the benefit of the school, promoting the effective education of all pupils.
- Whole school responsibilities will include, managing staff and resources, significant thematic areas of responsibility including Achievement and Standards; Curriculum and Assessment.
- Be responsible for line management of Curriculum Subject Leaders, Senior Leaders, year groups and/or Year Group Leaders and other staff including support in managing their budgets;
- Supporting the Coordination of performance management; helping to ensure the successful day to day operational management of the school, managing cover arrangements, sharing child protection responsibilities

Other Duties

- Ensure that all staff are kept informed of events;
- Keep the Headteacher informed of issues arising/affecting the staff and the school community;
- Regularly lead the delivery of assemblies;
- Attend relevant Governing Body meetings as a Co-Opted Governor and contribute to the work of the assigned committees.
- Review and update school welfare policies and procedures to ensure alignment with current legislation and best practices in safeguarding.
- Oversee the welfare team and carry out performance management and delegate tasks and responsibilities effectively to ensure efficient team functioning.
- Assist the Headteacher, if required, in the appointment of new members of staff;
- Ensure the promotion of equal opportunities in all aspects of school life;
- Carry out such duties as may reasonably be directed by the Headteacher.

Making an impact on the educational progress of pupils beyond those directly assigned:

- Lead by example as a leader by providing inspirational and creative direction which secures high standards of pupil attainment and progress, behaviour and motivation;
- Take a lead role in creating and maintaining a climate which motivates and enthuses children, promotes and secures high standards of pupil attainment and progress and good behaviour;
- With the Headteacher, support and promote the agreed behaviour policy of the school and take a lead in the health, welfare, emotional and social development of the pupils.
- Set appropriate expectations for staff and pupils in relation to standards of pupils' progress and attainment;
- Be responsible with the Headteacher and with the involvement of the Senior Leadership Team for the improvement, monitoring and evaluation of standards and achievements in the school;
- Strategic data management and analysis enabling pupil progress and attainment;
- Be a strategic lead for pupil progress meetings and ensure appropriate action plans are in place where issues are identified;
- Actively seek opportunities to develop effective relationships with the community to extend the curriculum;
- Support teachers, support staff and the inclusion team to promote inclusive teaching methods;

- Help to create and implement positive strategies to celebrate diversity and to promote pupils' spiritual, moral, social and cultural development;
- Work in close partnership with relevant staff to promote continuity of provision, practice and management across the school, including transition arrangements.
- The EVC will have a broad range of responsibilities, such as ensuring that there are appropriate visits procedures in place; being involved with or leading the approval of leaders; organising induction and training; overseeing administrative audit trails; and monitoring activities and reviewing systems.
- Be responsible for overseeing the effective allocation and implementation of Pupil Premium funding within a school, working closely with staff, parents, and external agencies to maximise the attainment and progress of students eligible for this funding. Particularly focusing on addressing barriers to learning and closing the gap between disadvantaged pupil and their peers.

Leading, Developing and Enhancing the Curriculum and Assessment

- Be responsible for the development and quality of the curriculum and share outcomes with teaching and support staff as appropriate;
- Be responsible for school assessment policies, systems and practices across the school, including statutory and non-statutory expectations
- Be accountable for the work of teachers and support staff in developing and improving curriculum subject knowledge and assessment;
- Have a detailed professional knowledge of the curriculum, standards and achievement;
- Enable colleagues to challenge and inspire pupils;
- Support the Senior Leadership Team to monitor, evaluate and review achievement and standards across the school and share outcomes with teaching and support staff as appropriate;
- Challenge under performance of achievement and standards across the school;
- Motivate and enable all staff to carry out their respective roles to the highest standards;
- Help the Headteacher and Senior Leadership Team in identifying key professional development needs and support these needs through the provision of high-quality coaching and mentoring, including induction of new staff members and initial teacher training and ECT's;
- Supporting staff to meet Performance Management targets.

Leadership and Accountability

- Be accountable to the Headteacher and the Governors in matters relating to the day to day running of the school and all other professional duties and responsibilities;
- Lead by example;
- Be a strong advocate for change and champion school improvement;
- Convey a positive "can do" attitude, motivate and inspire staff and present a "united front" to secure successful outcomes of school initiatives;
- Provide an innovative and inspirational support for the Headteacher and Senior Leadership Team in providing a clear vision and direction for the development of the school;
- Actively support the aims and ethos of the school as a member of the Senior Leadership Team,

- Take a lead role in the work of the senior leadership team, sharing responsibility with the Headteacher for the development of guidelines, policies and initiatives and contribute substantially to the management and leadership of the school.
- Attend and take an active role in all meetings, lead in planning and decision making sessions, liaise with, feedback and disseminate information to colleagues.
- Support the creation and implementation of the School Improvement Plan and take a lead role in monitoring and evaluating its impact on achievement and standards;
- Contribute to monitoring, evaluating and reviewing the effectiveness of policies, priorities and targets;
- Take part in and respond to issues regarding self-evaluation including making contributions to the development of the school self-evaluation document;
- Establish good and productive relationships, encourage good working practices and exercise professional skill and judgement in order to carry out professional duties in a collaborative manner;
- Promote effective relationships with and between all members of staff;
- Participate in the appraisal of own performance and act as an Appraiser in accordance with the school's policies and procedures;
- Use national, local and school data, OFSTED evidence and research findings in the development of the curriculum across the school;
- Be accountable for a budget directly linked to areas of responsibility in line with relevant targets and in accordance with the schedule of delegation;
- Ensure that resources are dedicated to ensuring the highest standards of achievement for all pupils.
- Support the organisation of the school in issues related to day to day operational matters to include:
 - smooth running of the whole school
 - staff absence
 - supporting other staff in the management of pupil behaviour
 - lunchtime arrangements
- Meet with the Headteacher briefly on a daily basis to discuss:
 - cover arrangements
 - absences
 - events
 - special arrangements
 - any possible issues

Relations with parents/carers and the wider community

- Play a significant role in securing commitment from the school community through making explicit to pupils, parents/carers, teachers and the wider community the school's high expectations that all pupils can succeed;
- Create and maintain an effective partnership with parents/carers of pupils across the school to support and improve pupils' achievement and personal development;
- Ensure that parents/carers and pupils are well-informed about all relevant matters;
- Develop links and liaise with governors, the local authority and the wider school community;
- Attend/lead parents' meetings when required;
- Take a leading role in the promotion and development of parental and community links fostered by the school to include work experience and the volunteer programme.

Managing own performance and development

- Demonstrate resilience;
- Take responsibility for own professional development;
- Prioritise and manage own time effectively
- Work under pressure and to deadlines;
- Think creatively and imaginatively, anticipate and solve problems and identify opportunities;
- Sustain personal motivation and promote good staff morale by displaying a positive and energetic attitude.



LONGFIELD PRIMARY SCHOOL

All staff at Longfield Primary School are expected to support school policies, practices and procedures as agreed by the Governing Body and the Head Teacher and staff of Longfield Primary School.

Deputy Head Teacher - PERSON SPECIFICATION

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Qualifications and Experience

- DfE recognised Qualified Teacher Status
- Record of excellent classroom practice with exemplary teaching across the primary age range
- Evidence of continuing professional development
- Recent and relevant Leadership experience in a primary school
- Evidence of making a positive contribution to school ethos
- Experience of introducing and maintaining a whole school initiative within the area of school improvement
- Evidence of successful curriculum leadership and involvement in whole school improvement planning
- Experience of leading and managing a team and of performance management
- Proven record of helping pupils of whatever ability to achieve high standards
- Ability to evaluate standards of teaching and learning
- Understanding of whole school issues
- Encouraging parents/carers to work co-operatively with the school and involve them in their children's education

Knowledge

Applicants should be able to demonstrate a good knowledge and understanding of the following areas related to this post:

- Outstanding practice in education
- Strategies which make a school effective
- School improvement planning, including monitoring practices and self-evaluation
- Thorough knowledge and understanding of statutory and non-statutory frameworks including the National Curriculum and Early Years Foundation Stage and Harrow and DFE directives
- Excellent understanding of curriculum and pedagogical issues, including recent educational thinking and developments within the Primary or Early Years phase
- Understanding of broader legislation and its impact on schools and their wider communities
- Innovative and creative effective learning and teaching styles and strategies to engage, motivate and enable children to make great progress
- Confident grasp of strategies to differentiate teaching and personalise learning
- Confident understanding of the role of assessment and Assessment for Learning in securing pupil progress and providing appropriate learning opportunities for all pupils
- The use of performance management to raise standards
- A positive, consistent and effective approach to behaviour management
- An understanding of equality and inclusion in the context of the primary school
- Ability to use comparative data and information to establish bench marks and to set targets for improvement
- How to analyse, understand, interpret and respond to school performance data, identifying areas for improvement
- Possess a good range of ICT skills and have an awareness of the impact and potential benefits / disadvantages of ICT in primary schools including those linked to remote learning
- Knowledge of safe practice and child protection issues.

Leadership and Management Skills

Applicants should be able to demonstrate from their experience the ability to:

- Put pupil outcomes at the core of all aspects of leadership and management
- Maintain a positive school ethos with an accent on high achievement for all
- Support the Headteacher and SLT in their vision for the development of the school as well as inspiring other staff to support that development
- Communicate the aims and objectives of the school to people from a wide variety of social and cultural backgrounds within the community
- Have personal impact and presence to be able to initiate change and achieve excellence
- Maintain consistently high standards and expectations in performance
- Promote and sustain high standards for all children
- Inspire, lead and motivate the children and staff to influence the quality of curriculum and standards and initiate change
- Challenge and develop staff and pupils
- Deal sensitively with people to resolve problems and demonstrate the ability to take firm action when appropriate
- Contribute to self-evaluation exercises and whole school development, school improvement planning and monitoring
- Coach colleagues on their daily practice in planning, teaching and assessment
- Facilitate induction protocols and mentor new members of staff as appropriate

- Conduct evaluation of own practice and that of others
- Take a lead role in innovative curriculum development
- Share expertise, skills and knowledge and to encourage others to follow suit
- Ability to lead and manage a team of colleagues (including Senior and Middle Leaders) – in the absence of the Headteacher
- Be aware of the work life balance of self and others
- Seek advice and support when necessary
- Commitment to publicising the development and achievements of the school
- Willingness to work with governors, report and provide advice as appropriate.

Personal Skills and Attributes

Applicants should:

- Be willing to face new challenges with confidence, determination, loyalty and enthusiasm
- Demonstrate a “can do” approach to work in school
- Demonstrate a high level of commitment and professionalism
- Be committed to the successful growth and development of the school
- Be committed to excellence in achievement and standards across the whole school
- Have excellent interpersonal, written and verbal communication skills to communicate with a wide variety of people inside and outside the school, including parents, governors, local community organisations, the press and LA officers
- Be able to create and maintain effective relationships with staff, governors, parents/ carers, pupils and the wider school community
- Empathise with pupils across the age range and to be firm, fair and consistent
- Be a good team player and be able to lead, motivate and inspire by being an excellent role model
- Be creative with an attention to detail
- Be able to work independently and on own initiative
- Be able to plan, organise, prioritise and delegate workload of self and others effectively and meet deadlines
- Maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post
- Demonstrate commitment to inclusive practice and equal opportunities
- Be willing to contribute to wider school activities
- Be calm under pressure
- Demonstrate enthusiasm, flexibility and adaptability, resilience and a sense of humour