**Deputy Headteacher job description**

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| **Employment details** | |
| Job title | Deputy Headteacher |
| Reports to | Headteacher |
| Hours of work | Full time- Non teaching |
| Salary | £53972- £59558 L9-L13 |
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| **General duties**   * Taking a leading role in the day-to-day management of the school. * Implementing, modelling and adherence to all school policies and procedures. * Attending and contributing to all relevant meetings. * Planning and chairing meetings where necessary. * Cultivating and sustaining effective positive relationships with all staff, pupils, parents, governors and stakeholders. | |
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| **Strategic direction and school development**   * Contributing to the development of the school’s vision, ethos, values and strategic direction. * Contributing to the formulation, monitoring and implementation of the SDP. * Supporting staff members to understand and adhere to the school’s strategic direction. * Keeping fully up-to-date with Education policy, including relevant legislation, statutory guidance and good practice recommendations within the sector. * Contributing to decisions on all aspects of policy in the school. * Providing advice and support to the governing board to aid it in conducting its strategic responsibility. * Contributing to annual budget planning and monitoring as needed e.g pupil premium spend | |
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| **Leadership and management**   * Supporting the headteacher:   + Assisting and supporting the headteacher in all functions of their role.   + Deputising for the headteacher in their absence.   + Undertaking duties as delegated by the headteacher.   + Working with the headteacher to ensure and uphold a clear system of task delegation and devolution of responsibilities for all staff. * School performance   + Working with the headteacher to set targets, aims and objectives on a termly basis.   + Supporting staff to understand and meet the school’s targets, aims and objectives.   + Evaluating the school’s performance in relation to its SDP objectives and working with the headteacher to adjust the school’s practice in line with findings. * Staff management   + Line managing staff as identified by the headteacher.   + Participating in the recruitment process for new staff members.   + Motivating staff in their roles and supporting them In aspects of their roles as necessary.   + Contributing to the performance management process of staff as necessary, including evaluating performance and challenging underperformance.   + Take a lead on CPD opportunities for all staff across school to provide effective training for staff members, including INSET days.   + Contributing to audits of staff skills and training needs. | |
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| **Teaching and learning**   * Undertake role of curriculum lead and quality of education and as such monitor standards of teaching and learning across the school. * Ensuring that resources are managed and appropriately allocated across the school to support effective teaching and learning and in line with EHCP provision. * Contributing to the existing ethos of the school to enable staff/pupils and families to continue to be the best they can be. * Working with the headteacher and LMT to monitor, evaluate and review classroom practice and promote improvement strategies. * Working alongside monitoring lead to implement systems for recording pupil progress. * Contributing to the establishment and monitoring of systems to keep parents informed about the curriculum and their children’s performance. | |
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| **Training and professional development**   * Actively engaging in CPD to ensure professional skills are up-to-date. * Undergoing training as necessary to ensure that all aspects of the role can be effectively conducted. * Working to consistently meet the ‘Headteachers’ standards’. | |
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| **Pupil wellbeing and safeguarding**   * Support behaviour lead to maintain high standards of emotionally based behaviour support. * Taking responsibility for promoting and safeguarding the welfare of pupils via **DSL** role. * Designated Teacher for LAC/PLAC and CWSC * Contributing to a school culture which prioritises pupil wellbeing and mental and physical health. * Being an approachable and professional authority figure for pupils to come to with any issues they may have. * Contributing to the creation of an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff in the school. | |

**Deputy Headteacher person specification**

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| **Qualifications and training** | |
| **Essential** | **Desirable** |
| * Qualified teacher status (QTS). * A degree-level qualification or equivalent. * Further relevant professional and/or academic study and evidence of CPD. E.g. NPQSL/NPQML | * Knowledge of current issues in Education. * Experience of CIN/LAC/CGM/PEP meetings * A relevant leadership qualification. * Existing DSL/Deputy DSL |
| **Skills and experience** | |
| **Essential** | **Desirable** |
| * At least **one** year of proven successful senior leadership and management experience in a school. i.e. AHT/Deputy * A proven record of supporting children with complex needs. * Experience of monitoring quality of education for SEND pupils and using it to inform future practice. * Experience of line managing other members of staff. * Experience of leading whole-school initiatives. | * Evidence of demonstrating strategic leadership. * Experience of working throughout the primary age range * Experience of raising standards that have impacted positively on pupils and teaching and learning. * Experience of making effective use of funding and other resources. * Awareness of UNICEF rights of child |
| **Knowledge** | |
| **Essential** | |
| * An understanding of how to empower pupils and staff to excel (be the best they can be). * Strong time and people management skills. * Clear pedagogical knowledge of SEND learners and understanding of strategies to ensure progress for every pupil. * An understanding of trauma informed practice * A clear understanding of and commitment to promoting safeguarding pupils. * Excellent communication skills and proven ability to listen to, understand and work effectively with the school community. * Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities. * Existing DSL (desirable) | |
| **Personal traits** | |
| **The successful candidate will be** | |
| * Able to build positive relationships with staff/pupils/families rooted in mutual respect. * Committed to valuing, supporting and encouraging the professional development of all staff and parents. * Able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement. * Committed to building and maintaining effective and positive relationships with parents, governors, and the wider school community. * Able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people’s lives. * Able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. * Able to show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values. * Able to ensure that personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead to pupils breaking the law. | |
| **Additional requirements** | |
| **The successful candidate will have** | |
| * An enhanced DBS certificate with barred list check * Evidence of previous senior leadership experience in a school. * At least two valid professional references. | |