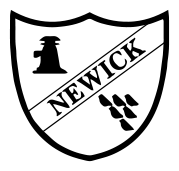
**Newick Church of England (VC) Primary School**

**Job Description**

**Job Title: Deputy Headteacher Reports to: Headteacher**

1. **Job Purpose and Principal Activities**

Working in partnership with the Headteacher, the Deputy Head provides professional leadership, working with the pupils and the local community to fulfil the vision of the Christian ethos of the school. This in turn, secures the school’s success and improvement thereby ensuring high quality education for all pupils, and improved standards of learning and achievement.

1. **Scope and Dimensions**

The role holder will be part of the Senior Leadership Team (SLT) and will deputise for the Head, taking full responsibility for the school in the Headteacher’s absence. The Deputy is responsible for undertaking performance management and appraisals of a proportion of the teaching staff.

1. **Accountabilities and Responsibilities**
2. Support the strategic direction of the school by assisting with the development of the School Development Plan (SDP) and with subsequent data analysis to confirm that the agreed objectives are being met. Where they are not being met, assist in identifying why, and work with the Headteacher to put remedial action in place.
3. Ensure that teaching, learning and behaviour is of the highest standard across the whole school by monitoring and evaluating the quality of teaching and standards of learning of all pupils against the school’s expectations and the SDP.
4. Mentor NQTs in order that they successfully complete the induction year, and mentor trainee teachers to successfully complete their placements, by meeting regularly to set targets based on classroom observations and pupil outcomes.
5. Meet with staff to explain their areas for development and implement action plans, and appropriate follow-up, to enable their development. Ensure all teaching staff and teaching assistants have the opportunity to increase their knowledge by developing staff training (including INSET) and staff meetings programmes to support the areas than need strengthening.
6. Develop links with governors, parents, carers, other schools, educational institutions, the church, local businesses and the wider community in order to enhance teaching and learning and each pupil’s personal development.
7. Manage the deployment of staff, making best use of their skills, knowledge and expertise to support the learning of all children. Create and manage the schedule for collective worship, playground duty and other ad-hoc duties and responsibilities of adults within the school to ensure the safety of pupils at all times.
8. Be the Deputy Designated Safeguarding Lead (DSL) working with governors to ensure that all statutory safeguarding duties are complied with and that sufficient resources are available to allow staff to discharge their safeguarding responsibilities. Ensure that all staff and volunteers understand how they can raise concerns about unsafe practices and then deal with these concerns in a timely and sensitive manner.
9. Lead one core subject, and teach as needed across the whole school, to reduce the requirement to pay for supply staff.
10. Undertake other ad-hoc responsibilities as determined by the Headteacher that are deemed to be within the scope of the role and the expertise of the role holder.
11. **Competencies and behaviours**

* Be able to deliver outstanding teaching and hence be a role model for colleagues.
* Understand target setting, monitoring and data analysis.
* Be able to analyse and interpret numerical data, identify trends and monitor standards and achievement against targets.
* Be able to effectively mentor and coach others.
* Understand the needs of children from Foundation to Key Stage 2
* Know both KS1 and KS2 curricula content.
* Know about inclusive and innovative curriculum and assessment provision.
* Understand the implications of Safeguarding, Prevent and other Child Protection legislation upon pupil wellbeing.
* Know about current educational initiatives.
* Be able to plan and prioritise work to ensure that agreed objectives and timescales are met.
* Understand the need for inclusion across the school.
* Demonstrate and understand Christian values and how these are embedded in the teaching, learning and strategic development of a church school.
* Be able to work under pressure and know when to seek help.
* Habitually undertake further professional development (such as national professional qualifications).
* Understand the use of effective strategies to enhance teaching and learning opportunities and improve attainment.
* Understand school self-evaluation and improvement planning.
* Understand current educational initiatives and relevant legislation
* Be able to communicate well orally and in writing to all levels.
* Be able to plan, organise and prioritise.
* Be able to relate to children in a way that engages them in their learning.
* Be able to work independently and as part of a team.
* Be able to motivate and inspire others.
* Be able to develop effective working relationships with all external partners.
* Behave as a leader and manager.
* Embrace change well.
* Deal with difficult situations effectively.
* Demonstrate a commitment to inclusion and wellbeing.
* Positive and resilient with drive, loyalty, integrity, flexibility and good sense of humour.
* Attend school functions and events outside normal school hours.

1. **Relationships with Others**

Interact on a daily basis with staff, pupils and parents either face-to-face, via telephone or by email as required. Interact at least once per month with governors, visitors to the school and trainee teachers. Ad-hoc interaction is required with outside agencies including counselling services, SEND and other school and child support agencies.

1. **Work Context and Environment**

The role is ordinarily based at Newick School. The role is predominantly a non-teaching role, but there is a requirement to teach ad-hoc, either to demonstrate excellence in teaching or to help manage the school budget by covering short-term teaching cover requirements.

This is a part-time role of four days per week.

1. **Selection Criteria**

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| 1. **Qualifications and Professional Experience** | **Assessed Through** |
| 1 Qualified Teacher Status | Application Form |
| 2 Degree or equivalent | Application Form |
| 3 Evidence of recent, appropriate professional development | Application Form |
| 4 Experience of leading INSET | Application Form |
| 5 Evidence of developing an area for improvement or an initiative across the school or Key Stage | Application Form |
| 6 Evidence of successful curriculum leadership leading to high pupil standards | Application Form |

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| 1. **Knowledge and Understanding of:** | **Assessed Through** |
| 1 The distinctive characteristics of a Church of England school | Application Form/ Interview |
| 2 Awareness of strategies to raise pupil achievement and manage behaviour | Application Form/ Interview |
| 4 High quality teaching and learning | Interview |
| 5 Actions to be taken to promote racial harmony and prepare pupils to live in a culturally diverse society | Application Form/ Interview |
| 7 Up to date relevant legislation and recentdevelopments in education , including the OFSTED framework | Interview |
| 8 The role of Governors | Application Form |
| 9 Planning of the National Curriculum including assessment, recording and reporting | Interview |
| 10 The role which can be played by parents and the local community in raising standards | Interview |
| 1. **Skills and Attitudes** | **Assessed Through** |
| 1 Demonstrate outstanding classroom practice and being a role model to colleagues | Interview |
| 2 Initiate, lead and manage change and evaluate its impact | Application Form/ Interview |
| 3 Experience of the effective use of assessment and analysis in raising standards | Application Form/ Interview |
| 4 Communicate successfully with a wide range of stakeholders | Interview |
| 5 Demonstrate commitment to equal opportunities in policy and practice including a commitment to safeguarding and promoting the welfare of children | Interview |
| 6 Develop and maintain good rapport and partnerships with children, staff, parents, governors and the wider community | Application Form/ Interview |
| 7 Leading, motivating and developing staff | Interview |
| 8 Set high standards with a commitment to inclusive education and a willingness to respond to the needs of individual learners | Interview |
| 9 Deal sensitively with people and resolve conflicts | Interview |
| 10 Demonstrate commitment to the development of all staff | Interview |
| 11 Use ICT effectively within the curriculum and to manage workload | Application Form/ Interview |
| 1. **Personal Qualities** | **Assessed Through** |
| 1 Resilient under pressure | Interview |
| 2 Demonstrate professionalism with a commitment to the success of the school | Interview |
| 3 Well organized and flexible with excellent interpersonal skills | Interview |
| 4 Analyse, prioritize and meet deadlines | Interview |
| 1. **Desirable criteria** | **Assessed Through** |
| 1 Experience of transition from Key Stage 1 to Key Stage 2 and/or Foundation Stage into Key Stage 1 | Application Form |
| 2 Experience of, or desire to, lead Assessment and English across the school | Application Form/ Interview |
| 3 Senior leadership experience | Application Form |
| 4 Experience of Performance Management in a leadership capacity | Application Form/ Interview |
| 5 Experience of teaching across two key stages | Application Form |