



Shaw
Education
Trust



Careers

at Shaw Education Trust



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| Job Title: | Deputy Headteacher |
| Grade: | Leadership |
| Salary: | Competitive based on experience |
| Conditions of Service: | STPCD |
| Responsible to: | Headteacher |

Job Purpose

The Deputy Headteacher, under the direction of the school leader, will take a pro major role in:

- Formulating the aims and objectives of the school.
- Establishing policies for achieving the aims and objectives of the school
- Managing staff and resources required.
- Monitoring progress towards the achievement of the school's aims and objectives
- The Deputy Headteacher may also have a timetabled teaching commitment as agreed and in accordance with the teacher's standards and modelling best practice for others within the school.
- Undertake other delegated specific school duties from the Headteacher.

Key Responsibilities

Qualities and Knowledge

Under the direction of the headteacher

- Support the headteacher with the day-to-day management of the school
- Communicate and demonstrate the school's vision compellingly and support the head teacher's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Lead on particular whole-school strategies and policy areas
- Build positive relationships with all members of the school community, demonstrating positive attitudes to them
- Ensure that knowledge on developments in education are maintained.
- Demonstrate leadership capability in accordance with the Trust values.
- Undertake and seek training and continuing professional development to meet personal needs.
- Demonstrates creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Demonstrates a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
- Supports the implementation of strategies improve the quality of teaching and learning across all schools to ensure it is consistently strong enough to raise standards.

Pupils & Staff

Under the direction of the Headteacher

- Ensure ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Ensure excellent teaching in school, including training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within the school where all staff are motivated and supported to develop their skills and knowledge.
- Identify and support emerging talents, providing coaching and support for current and aspiring leaders.
- Direct, question and support staff in order that they can deliver outstanding teaching,

- professional conduct and practice.
- Commit to their own professional development, proactively identifying development opportunities.
- Participates in the holistic focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning.
- Support the distribution of leadership throughout the school.

Systems and processes

Under the direction of the Headteacher.

- Ensure the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement and undertake systems for managing the performance of all staff, addressing any underperformance, in accordance with policies and procedures, supporting staff to improve and valuing excellent practice.
- Work with the Trust and Academy Council where appropriate.
- Support strategic, curriculum-fed financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school.

The self-improving school system

Under the direction of the Headteacher

- Create an outward-facing school, which works with other schools within and outside the Trust and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Work with other schools and organisations - in a climate of mutual challenge, where each pupil is championed to ensure they reach and secure their unique potential and achieve excellence.
- Shape the current and future quality of teaching, ensuring sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others by ensuring the Trust values and the school ethos are at the forefront of education delivery.

Accountability – Assessment

- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for pupil premium, with special education needs, or who speak English as an additional language.
- Plan and implement interventions for those pupils who are not progressing as expected.
- Maintain knowledge and awareness of best practice in the field of assessment and advise others within the school accordingly.
- Provide training and support for teachers and support staff on administering the

assessment system effectively.

Accountability - Pastoral

- Establish and implement whole-school systems for pupil well-being
- Conduct pupil voice surveys to ensure that they feel happy and safe in school, champion the importance of pupil voice to other members of the senior leadership team.
- Provide staff with training and support in order that they can play a part in enhancing pupils personal development
- Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- Responsible for pupil attendance and ensure it is improving continuously; provide strategies to the headteacher accordingly,
- Analysing whole-school data on attendance, behaviour, exclusions, wellbeing to inform future improvement strategies.

Accountability – Safeguarding

- Required to safeguard and promote the welfare of children and young people, follow school policies and the staff code of conduct.
- Take responsibility where required for appropriate safeguarding policy and procedure for the school on behalf of the headteacher.
- Demonstrates knowledge and effective experiences of addressing every Child Matters agenda and safeguarding issues.
- Ensures a safe and supportive school culture.
- Ensures the welfare of children is safeguarded and promoted in line with current best practice and advice.
- Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Implements and works with policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

Other General Responsibilities

- Represent the agreed values and vision of the Senior Leadership Team to the school community and be seen to be translating the school vision and values into practice. Demonstrate and role model constructive leadership behaviours.
- Promote, contribute to, and lead any staff INSET or induction as may be required.
- To support and encourage staff at all levels and have concern for their welfare.
- Lead school assemblies as required.
- Organise, attend and assist with major school events as required
- Help to maintain standards of pupil dress, punctuality etc.
- Performance Management of staff (including the leadership of appraisals and other official processes as required)
- Contributing to the school development plan, implementation and review
- School holidays on call rota and working during school holidays as required to fulfil one's responsibilities
- Undertaking any other duties which fall within his/her capabilities and which may reasonably be required by the Head

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take overall responsibility for promoting the safety and welfare of all pupils.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to including Prevention

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Qualified Teacher Status
- Degree educated
- Evidence of regular and appropriate professional development towards a leadership role.
- Evidence of recent management development
- Hold NASECO Award or be willing to undertake it.

Experience / Knowledge / Skills

- Sustained Successful Senior leadership and management experience in a comparable setting.
- Teaching experience within a similar educational setting
- Involvement in school self-evaluation and development planning
- Line management experience
- Experience of contributing to staff development
- Experience of curriculum development/pastoral issues etc.
- Understanding of high-quality teaching, and the ability to model this for others
- Skills in supporting others to improve
- Knowledge and skills in data analysis and the ability to use data to set targets and identify areas to improve.
- Understanding of school finances and procedures
- Knowledge and understanding of developing an exemplary curriculum for pupils with complex needs. Effective communication and interpersonal skills
- Ability to communicate the school and Trust vision and inspire others
- Ability to raise achievement and achieve excellence
- Ability to build effective working relationships inside and outside of school.

Codification of expected norms and behaviours

| Leadership, of self and others | | |
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| Attitude | Aptitude | Functional Capability |
| <ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. | <ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. | <ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well. |
| Model our values and behaviours | | |
| Attitude | Aptitude | Functional Capability |
| <ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. | <ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. | <ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees. |

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| <ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. | | |
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Motivate and inspire

| Attitude | Aptitude | Functional Capability |
|--|--|--|
| <ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. | <ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. | <ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare. |

Reflection

| Attitude | Aptitude | Functional Capability |
|---|---|---|
| <ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. | <ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. | <ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach. |

Secure accountability by giving tools to succeed by...

| Attitude | Aptitude | Functional Capability |
|--|--|---|
| <ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. | <ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. | <ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations. |

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 24.02.2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.