



St Peter's
Church of England
Primary School



Peter Hills
with St Mary's & St Paul's
Church of England School



St Jude's
Church of England
Primary School

JOB DESCRIPTION AND PERSON SPECIFICATION – DEPUTY HEADTEACHER

Job Title:	Deputy Headteacher	School Name:	The Partnership of Peter Hills, St. Peter's & St. Jude's
Grade and Range:	L5-L9 (Inner London)	Hours:	36
Reports to:	Headteacher	Working Pattern:	Term Time
		Supervises:	AHT, Teachers, Support staff

Purpose and context:	<p>Working in collaboration with the Headteachers to:</p> <ul style="list-style-type: none"> • provide strategic leadership and management of the Partnership. • provide curriculum leadership and management at the Partnership. • secure and sustain effective teaching and learning throughout the Partnership • undertake Performance Management & Line Management responsibilities of teachers and other staff at Partnership. • deploy staff and resources efficiently and effectively to meet specific objectives in line with the Partnership strategic plans and financial contexts • ensure effective pastoral care and behaviour support throughout the Partnership • support the day-to-day leadership and management of the school.
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Duties and responsibilities

The Deputy Headteacher, in consultation with the Headteacher, will support an overall strategic vision for the Partnership and support its strategic direction, vision, values and priorities. They will:

- Support an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustains improvement in all areas of their development.
- Secure and sustain effective teaching and learning, monitor and evaluate the quality of teaching and standards of pupils achievement.

- Support and secure the commitment of partner schools, parents, carers and the wider community to the vision and direction of the Partnership.
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium- and short-term objectives and targets.
- Support the Headteacher to monitor, evaluate and review the effects of curriculum priorities and targets of the school in practice, and take action if necessary.
- To have an excellent knowledge and understanding of the key teaching and learning aspects across the school.
- To coach, support and advise other colleagues in relation to teaching and learning.
- In conjunction with the AHT/Inclusion Team, support the teams to produce adapted and inclusive lesson plans identifying learning outcomes and success criteria in which Support Staff are fully engaged.
- In collaboration with the SLT, monitor teaching and learning across the school.
- To utilise knowledge and understanding of new developments and initiatives when considering their impact on teaching and learning in the school.
- To keep colleagues informed of new developments by leading team training and recommending external courses to the Headteachers to support the appraisal process.
- Manage CPD opportunities in order to develop the professional expertise of the team, including supporting colleagues with planning when required.
- To ensure that data is used effectively in order to further improve the quality of teaching and learning.
- Actively monitor and follow up progress.
- Monitor and evaluate data to identify trends in performance and issues for development as part of the SEF and SDP.
- Produce and analyse reports on pupil performance, including the use of assessment data, behaviour, attendance and achievement, including reporting to governors.
- Create and manage the calendar of CPD that improves the Partnership curriculum offer
- Support and train subject leaders on developing actions plans for their subjects, meeting them regularly to ascertain effectiveness and progress

Other Responsibilities

- To deputise for the Headteacher in their absence.
- To liaise with social care and the early help team as appropriate.

- Contribute to reviews, school development plan and formal reports to Governors, including reports on curriculum and pupil progress.
- Updating any appropriate policies
- Being a role model for both students and staff and being a presence around the school.
- To take an active role in the school performance management system to review own progress and set targets for future development.
- Assist in the implementation of the school's Collective Worship programme
- When appropriate, mentor ECTs and/or new staff through their induction period

Partnership Collaboration:

- Work with the Headteacher to ensure consistency in planning, reporting and accountability.
- Promote collaborative working between staff across the partnership
- Contribute to the collective planning and evaluation of overall self-evaluation and development plans for the school.

Personal and professional conduct

- To support and encourage the aims and ethos of a Church of England School.
- Uphold The Partnership in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

General, Accountability and Performance

- Facilitate good transitions for identified pupils, including those joining and those leaving to join other schools.
- Prepare information and reports for professional meetings where the needs of children and families are discussed and actions agreed, representing the school at these meetings
- Chair meetings effectively in line with the above duties and responsibilities
- Attend network meetings and contribute to the identification and sharing of good practice to enhance provision
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, behaviour, health, safety and security (including fire drills), confidentiality and data protection, reporting all concerns to an appropriate person

Safeguarding

We are committed to establishing a safe environment in which children can learn and develop. The welfare of children is paramount and we take seriously our responsibility to protect and safeguard the children in our care.

You will be expected to adhere to and promote this commitment, ensuring the safety and wellbeing of all children in our community, in line with statutory provisions and guidance.

Enhanced DBS clearance required

PERSON SPECIFICATION

The person specification details the skills, knowledge and experience required to carry out the job

	Criteria	Desirable / Essential	Form of assessment (I / T/ A/ DOC)
QUALIFICATIONS AND EXPERIENCE			
1)	Qualified teacher status	E	DOC
2)	To have evidence of continuing and recent professional development relevant to the post.		
3)	Good up to date understanding of child protection issues and procedures	D	A / I
4)	Knowledge of external agencies and networks relevant to supporting families	D	A / I
5)	Possesses a strong set of values and beliefs and shows awareness of how these fit in with the values of the partnership		
6)	Proven track record of leading whole school improvement as SLT and / or subject leader	E	A / I
7)	Experience in working in a diverse environment including experience working with children who have special educational needs (SEND) or other vulnerable groups	E	A / I
8)	Evidence of being an excellent practitioner, able to lead by example	E	A / I
9)	Evidence of working with staff to develop action plans and hold colleagues to account	D	I
SKILLS KNOWLEDGE AND ABILITIES			
10)	Expert understanding of innovative pedagogy	E	A / I
11)	Excellent knowledge of monitoring and school self-evaluation as a tool for improvement	E	A / I
12)	Knowledge and understanding of effective strategies to manage behaviour of pupils	E	I
13)	Ability to develop highly effective professional relationships with families, staff and external professionals	E	I
14)	Demonstrate a high level of commitment and professionalism	E	I

15)	The ability to make sound decisions and identify and solve problems based in thorough analysis and judgment	E	A / I
16)	Ability to delegate effectively, initiate and coordinate developments, and manage and implement change management successfully	E	A / I
17)	Ability to work as part of a team and lead projects	D	A / I
18)	To be approachable, accessible and in line with the schools' ethos	E	A / I

Key

Criteria:

D Desirable
E Essential

Evaluation:

I Evaluated at interview
T Subject to test
A Application form
DOC Documentary evidence