

## Co-op Academy Clarice Cliff

Job Title	Deputy Headteacher
Grade	L8-12
Reports to	Head of School
<b>Core Responsibilities</b>	
<ul style="list-style-type: none"> <li>• To work in partnership with and to support the Head of School with the management and organisation of the academy in seeking to achieve the highest quality education and to ensure the highest possible standard of pupil achievement and school efficiency.</li> <li>• Deputise for the Headteacher in their absence, acting in accordance with the Head of Academy's Standards 2020 and under the direction and support of the Co-op Academies Trust</li> </ul>	
<b>Key accountabilities</b>	
<ul style="list-style-type: none"> <li>• Inspire, motivate and influence colleagues and pupils, in securing the highest standards of education and raising outcomes for pupils</li> <li>• Lead by example and be dedicated to working and succeeding as a team</li> <li>• Have high expectations and be accountable for raising standards through leadership of academy improvement areas</li> <li>• Engage all relevant stakeholders collaboratively in the development of the provision</li> <li>• Demonstrate effective and creative leadership of teams in order to secure sustainable academy improvement</li> <li>• Provide strategic leadership across the academy for delegated areas of responsibility ensuring these areas are prioritised and effective</li> <li>• Identify and develop colleagues, supporting them to develop professionally and prepare them for future success in their career</li> <li>• Promote and model the principles of the academy and Trust's 'ways of being'.</li> <li>• Professionally and dynamically implement the policies of Co-op Academies Trust</li> <li>• Be a Deputy Designated Safeguarding Lead (DDSL) for safeguarding and child protection in line with the expectations of Keeping Children Safe in Education (KCSIE)</li> </ul>	
<b>Strategic Direction and Development of the school</b>	
<ul style="list-style-type: none"> <li>• To assist the Head of School in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement.</li> <li>• To play a significant role in setting aims and objectives for the school and in formulating the Academy Development Plan along with the Executive Head, Head of School and leaders.</li> <li>• To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the Head of School.</li> <li>• To assist the Head of School in school self review and evaluation and in the effective planning and management of resources to secure improvements.</li> <li>• Identify problems and barriers to school effectiveness and develop strategies for school improvement that are realistic, timely and suited to the school's context</li> <li>• Make sure these school improvement strategies are effectively implemented</li> <li>• Further develop the culture where pupils experience a positive and enriching school life</li> <li>• Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</li> <li>• Ensure a culture of staff professionalism</li> <li>• Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school</li> <li>• Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy</li> </ul>	

### Teaching and Learning

- Be an 'outstanding' role model and act as a leading classroom practitioner and inspiring and motivating other staff.
- Working with the Senior Leadership Team to sustain high expectations and outstanding practice in teaching and learning throughout the school.
- Establish and sustain high-quality teaching and learning across all subjects, based on evidence such as lesson visits, pupil and staff voice, data analysis and work scrutiny
- Monitor and evaluate the quality of teaching and standards of pupil's achievement and use benchmarks and set targets for school improvement.
- To be involved in 'lesson study' with other members of staff to raise pupil's standards of achievement and to evaluate practice.
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of highly ambitious, broad, structured and coherent curriculum
- Develop and enhance curriculum leadership
- Ensure all assessments including academy, trust and statutory expectations are carried out
- Provide support and guidance to other staff in the process of accurate assessment

### Leading and Managing staff

- Work with the Head of School to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development.
- Lead by example, motivating, supporting and developing all staff to improve the quality of teaching and therefore raising standards
- To be an exemplar of all school policies and practices.
- To support the Leadership Team to lead in Performance Management of all teaching staff.
- Work with the Leadership Team to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.
- Take part in recruitment and selection of staff
- Ensure that systems for induction are robust, efficient, and effective, along with being consistently applied
- Ensure compliance of stakeholders with the requirements of all policies and practices designed to safeguard children and adults within school
- In consultation with, and by the direction of the Head of School, deploy people and resources efficiently and effectively i.e. timetables, deployment of staff and supply staff.

### Community Cohesion

- Maintain an ethos of inclusion in which all individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the academy and wider community
- Maintain an environment where all members of the academy community actively demonstrate their care and concern for everyone and fulfil the requirements of the academy's equality policies
- Ensure parents/carers are given regular information about the progress of their children and other educational issues
- Work with parents and carers to ensure children have access to extended services, extra-curricular opportunities, homework and other educational and social experiences
- Ensure that the academy is an integral part of the local community
- Take account of, and respond to feedback sought from pupils, parents and the wider community
- Liaise with other organisations and schools for the furtherance of the school's needs, or those of any pupil, employee or parent/carer
- Promote pastoral care, positive behaviour and community cohesion through the delivery of high-quality assemblies

Accountability
<ul style="list-style-type: none"> <li>● Supporting the Head of School in accounting for the efficiency and effectiveness of the school to all relevant stakeholders.</li> <li>● Promote and protect the health and safety welfare of pupils and staff.</li> <li>● Take responsibility for promoting and safeguarding the welfare of children and young people within the school.</li> </ul>
Specific Responsibilities
<ul style="list-style-type: none"> <li>● Deputise for the Head of School in their absence.</li> <li>● Take a major role in the day-to-day running of the school, attending daily and weekly meetings and leading them as required.</li> <li>● Contribute to a positive ethos for learning.</li> <li>● Promote the values and achievements of the academy to the community.</li> <li>● Allocate designated financial resources appropriately, efficiently and effectively</li> <li>● To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>● To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace.</li> <li>● To ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>● Undertake such reasonable activities that the Executive Head/Head of School may from time to time require.</li> </ul>
Professional expectations
<ul style="list-style-type: none"> <li>● Prioritise systems in the academy that secure outstanding safeguarding</li> <li>● Demonstrate consistent compliance with academy policies, codes of conduct etc</li> <li>● Consider all staff's interests equally &amp; respond to staff fairly and with regard to academy priorities</li> <li>● Use all means to overcome barriers to pupil progress</li> <li>● Support the professional development of colleagues</li> <li>● Participate in professional development opportunities</li> <li>● Model the Ways of Being Co-op for staff and students in their areas of responsibility: <ul style="list-style-type: none"> <li>○ <i>Do what matters most</i></li> <li>○ <i>Be yourself always</i></li> <li>○ <i>Show you care</i></li> <li>○ <i>Succeed together</i></li> </ul> </li> </ul>

### Additional Information

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Trust. This job description does not form part of the contract of employment.

“Co-op Academies Trust, as an aware employer, is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf” Given the rapid rate of change in education and our ambitions for continued improvement at the academy, from time to time the successful candidate may have to undertake other professional duties as directed by the Principal. In addition, candidates should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible.

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Deputy Head Post: Person Specification

Attributes	Relevant Criteria	Essential/ Desirable	How measured, e.g. application form (A), interview (I)
Qualifications	Qualified teacher status	E	A
	NPQ, Masters	D	A
	Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning	E	A/I
Professional knowledge, skills and competencies	Evidence of excellent classroom practice which has impacted positively on pupil outcomes	E	A/I
	Delivering staff training and promoting professional development of other staff	E	A/I
	Successful experience of leading one or more subject areas and/or with substantial, successful teaching experience	E	A/I
	An ability to translate current educational thinking and performance measures into workable, operational plans to drive forward significant improvements within a school	E	A/I
	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	E	A/I
Leadership and management skills and competencies	Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils	E	A/I
	Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	E	A/I

	An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources	E	A/I
	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	E	A/I
	Experience of performance management and supporting the continuing professional development of colleagues	E	A/I
Personal qualities	The ability to motivate and inspire pupils, staff and parents	E	A/I
	The ability to work as a team, leading others by example and maintain good relationships	E	A/I
	Strong commitment to school improvement and raising achievement for all	E	A/I
	A commitment to safeguarding, equal opportunities and inclusion	E	A/I
	A commitment to Co-operative values and the Co-op's 'Ways of Being' and a passionate commitment to developing the best in all young people	E	A/I
	A can-do approach to challenges; solutions focussed and an ability to address difficulties with positivity	E	A/I

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This post is subject to an enhanced DBS check.

We are committed to equality of opportunity for all colleagues and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.