

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Deputy Headteacher – Quality of Education
LOCATION	Felixstowe School, flexible across the Trust
0GRADE / SCALE POINT – SALARY	Leadership Range L20-L24
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

- To share with the Headteacher in determining general school policy and ensuring its implementation.
- To assist the Headteacher in managing the School, and be responsible for the curriculum, monitoring the quality of teaching and learning and the impact of these on standards of attainment.
- To deputise for the Headteacher in the event of absence or other urgent business.
- The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

KEY TASKS & RESPONSIBILITIES

Qualities

The deputy headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

GENERAL

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- 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
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Additional and special educational needs (SEN) and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial and personnel resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Report to and attend Governing Body meetings as required
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Health and Safety

- Undergo Basic First Aid training and update courses where required.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with health, safety & welfare.

Continuing Professional Development – Personal

- In conjunction with the Headteacher, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Maintain a professional learning portfolio of evidence to support the Performance Management process - including the incorporation of targets related to leadership, evaluating and improving own practice.

SPECIFIC DUTIES & RESPONSIBILITIES

Teaching & Learning

- Ensure that learning is at the centre of strategic planning and resource management
- Lead the Curriculum Leadership Team to establish creative, responsive and effective approaches to learning and teaching
- Lead on the monitoring, evaluation and review of classroom practice and promote improvement strategies
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Empower a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Challenge underperformance at all levels and ensure effective corrective action and follow-up
- Implement strategies which secure high standards of behaviour and attendance

- Develop and embed a programme of self-evaluation within and across faculties and facilitate the sharing of good practice with regards to student achievement and intervention
- Ensure that professional development contributes to school priorities and enhances learning

Whole School Assessment

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning and assess impact of tracking and intervention
- Lead on School Data Management, giving direction and sustained emphasis to all aspects of data and intervention.
- Lead on the developing & embedding appropriate assessment systems & the running of an accurate assessment policy to ensure that assessments are rigorous and robust & internal data is accurate,
- Lead on ensuring that data is used to drive achievement, ensuring it is used effectively to challenge expectations to raise attainment and improve intervention including all identified groups, Pupil Premium, SEND, Able, etc.
- Ensure progress data and FFT information from KS2 are used effectively
- Manage and develop the school Reporting systems.
- Report data analysis to Headteacher and Governing Body.

Curriculum

- Lead on curriculum planning, modelling and the development of an appropriately rich & flexible curriculum to ensure maximum achievement, linked to the new accountability measures and to ensure that all pupils are prepared well for chosen career pathways.
- Have expert knowledge of national curriculum trends, issues and changes.
- Manage staffing needs and ensuring an appropriate timetable is in place
- Organise and oversee the production of the school timetable
- Manage the school KS4 Options system.
- Lead on the development of effective intervention strategies for underachieving students including challenging underperformance and implementing strategies which lead to improvement
- Lead on ensuring that the curriculum builds on the foundations of the primary curriculum and is a gateway to further career pathways into education, employment or training
- Lead on the examination structure including mocks/internal exams alongside Exams Officer

Sixth Form

- Oversee the provision within the Sixth Form, including the delivery of the curriculum, pastoral provision and recruitment and retention
- Ensure that students in sixth form leave the school ready for adult life, both academically, and in relation to the skills needed for life

Special Educational Needs and Disabilities

- Oversight of the SEND provision throughout the school
- Ensuring the deployment of staff to meet the needs of students with additional learning needs
- Ensuring compliance with the SEND Code of Practice
- Promoting strong quality first teaching and learning practices to support students with additional learning needs
- Leading the development of interventions with the AHT SENDCo

Other duties

- Produce staffing projections as required and work with the Hub Finance Manager to ensure that they are accurately costed in the Budget Plan
- Work with the timetabler to ensure that the school timetable is produced punctually, accurately and cost effectively.
- Act as line manager for specific staff as required by the Headteacher
- Ensure effective operation of all partnership working including transport, calendar, reporting, timetable and quality assurance

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the students in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<p>Recognised QTS</p> <p>Degree</p> <p>Evidence of commitment to own professional development</p>	<p>Management training</p> <p>Registered on NPQH</p>
Relevant Experience	<p>Knowledge and experience of teaching relevant key stages</p> <p>Excellent classroom teacher with a proven commitment to improving the quality of children's learning</p> <p>Knowledge and experience of School Development Planning and Curriculum Planning</p> <p>Successful leadership and management experience within a school</p> <p>Evidence of liaising collaboratively with colleagues</p> <p>Experience and knowledge of managing challenging behaviour</p> <p>Experience of monitoring teaching and learning</p> <p>Understanding the importance of using data to raise standards</p> <p>Evidence of successfully mentoring or providing general pastoral support to colleagues</p>	<p>Experience in one or more schools</p> <p>Experience of having responsibility for a class in relevant key stages</p> <p>Experience in organising and leading assemblies</p> <p>Evidence of participating in and developing extra-curricular activities</p> <p>Experience of Performance Management</p>
Skills and Aptitudes	<p>Commitment to the safeguarding and promoting the welfare of children and young people</p> <p>Ability to motivate and lead a team with sensitivity and energy</p> <p>Ability to communicate effectively, both written and oral, with a wide range of people</p> <p>Skill at managing change</p> <p>Proven success in working with children across a range of age and ability</p> <p>Ability and willingness to use tact and sensitivity as second nature</p> <p>Stamina and a positive approach to work</p>	<p>Experience of effective working with governors</p> <p>Experience and understanding of ICT as a management tool</p> <p>Ability to foster links with local community and with other schools, locally, nationally and internationally</p> <p>Ability to motivate commitment among all staff groups and to lead staff meetings</p> <p>Sympathetic to the ethos of the school</p>