

## JOB DESCRIPTION

**Job Title:** Deputy Headteacher (Quality of Education)

**Grade:** Leadership

**Salary:** L19 – L23

**Conditions of Service:** Teachers Contract

**Responsible to:** Headteacher

### **Statement of Purpose**

The Deputy Headteacher, under the direction of the Headteacher, will take a significant role in:

- Formulating the aims and objectives of the school.
- Establishing policies and practices for achieving the aims and objectives of the school.
- Managing staff and resources as required.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Undertake 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.
- Deputise for the Headteacher in their absence.

### **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 Headteacher's strategic leadership.
- Lead by example, focusing on providing excellent education for all students.
- Lead on particular whole-school strategies and policy areas (Student Support – see below for further information).
- Build positive relationships with all members of the school community, demonstrating positive attitudes towards them.
- Ensure that knowledge on developments in education are maintained.
- Demonstrate leadership capability in accordance with the school and Trust values.
- Undertake and seek training and continuing professional development to meet personal needs.
- Demonstrates creative, effective approaches to school leadership, responsive to the needs of the student community.
- Demonstrates a culture that supports and facilitates student engagement in, and ownership of, their own learning.

## **Students & Staff**

Under the direction of the Headteacher

- Ensure ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- Ensure excellent teaching in school, including training and development for staff.
- 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 student 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 students and staff, focused on safeguarding students 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 students.
- 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 student is championed to ensure they reach and secure their unique potential and achieve excellence.
- Shape the current and future quality of staff, 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 – Quality of Education**

Through the strategic leadership and line management of the school's Quality of Education Team (Assistant Headteacher[s], SENDCo, Directors of Faculty and Assistant Directors of Faculty):

- Responsible for the strategic leadership of the school's curriculum intent, ensuring that it is well sequenced, knowledge is explicit, it is relevant to the school's context and that it is ambitious for all groups of students, including those with Special Educational Needs and Disabilities and those who are disadvantaged, and prepares them for future learning and later life
- Responsible for the strategic leadership of the school's reading provision, including the provision for the school's weakest readers
- Responsible for the strategic leadership of the school's curriculum implementation provision, including the Digital Strategy to improve standards of curriculum implementation, including the school's remote learning provision and 1:1 device strategy
- Responsible for the strategic leadership of the school's continuing professional development programme ensuring teachers have the subject knowledge and pedagogical knowledge to deliver the curriculum effectively, and that associate colleagues have the expertise to ensure they are successful in their role
- Responsible for the strategic leadership for the school's ITT and ECF provision
- Responsible for the strategic leadership of the school's appraisal policy
- Lead on the school's curriculum impact and raising standards strategy, which includes leading the school's quality assurance programme and associated actions to ensure that all students achieve highly, including those with Special Educational Needs and Disabilities and those who are disadvantaged
- Lead on the whole-school assessment strategy, ensuring it is rigorous, clearly assesses the impact of the curriculum and is easy to communicate to students and parents
- Track and analyse student 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
- Responsible for statutory grants that are currently implemented, or may be implemented in the future by the Department for Education (e.g. Pupil Premium Funding; National Tutoring Funding; Covid-19 Recovery Premium)
- Lead the communication of the curriculum, progress and how to support student learning with parents and carers
- Strategically lead the interventions for those students who are not progressing as expected
- Strategically lead the school's approach to staff workload and well-being, regularly measuring the impact of this work and making appropriate and necessary adjustments accordingly
- Line manage the school's Special Educational Needs and Disabilities leadership team to ensure that provision continues to improve in all areas, for both those with EHCPs, those who are SEND K and those who are on the school's monitoring list
- Lead the school's timetable planning and structure
- Responsible for the strategic leadership of the school's options provision
- To lead the strategic line management of members of staff associated with role (such as: Assistant Headteacher[s], Directors and Assistant Directors of Faculty, SENDCo).

### **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.
- Be a visible role model around the school during the school day, including at key times such as before and after school, breaks, lunchtimes and lesson changeovers.
- 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, and to represent the school at external events, when required.
- Help to maintain standards of student 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.
- Contribute to, and lead as required, the recruitment of new staff to the school.
- Undertaking any other duties which fall within his/her capabilities and which may reasonably be required by the Headteacher.

#### **Note**

***The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.***

### Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree educated</li> <li>• Evidence of regular and appropriate professional development towards a leadership role</li> <li>• Evidence of recent management development</li> <li>• NPQH or equivalent (desirable)</li> <li>• Trained to DSL level (or willingness to undertake)</li> <li>• Undertaken Senior Mental Health Lead Training (or willingness to undertake)</li> </ul>	APP/I
	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Successful leadership and management experience in a school at Assistant or Deputy Headteacher level</li> <li>• Teaching experience within a similar educational setting</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Line management experience</li> <li>• Experience of contributing to staff development</li> <li>• Leading strategic planning and improvement of an area of responsibility</li> <li>• Significant experience of leading change and raising standards within and improvement of all aspects of Quality of Education (such as: curriculum intent, curriculum implementation and curriculum impact)</li> </ul>	APP/I/ASS
	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding of high-quality teaching, and the ability to model this for others</li> <li>• Skills in supporting others to improve</li> <li>• Knowledge and skills in data analysis and the ability to use data to set targets and identify areas to improve</li> <li>• Understanding of school finances and procedures</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate the school and Trust vision and values and inspire others</li> <li>• Ability to raise achievement and achieve excellence</li> <li>• Ability to build effective working relationships inside and outside of the school</li> <li>• Outstanding classroom practitioner</li> </ul>	APP/I/ASS

	<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Demonstrate strategies to promote self and team development</li> <li>• Model continuing professional development</li> <li>• Demonstrates support and challenge with coaching skills, in order to improve others</li> <li>• Ability to work to timeframes and is able to prioritise effectively</li> <li>• Demonstrates a commitment to the highest standards of self and others</li> </ul>	APP / I
	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all students and promoting the values and the ethos of the school</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>	

**MEASURED BY KEY:**

APP = Application form ASS = Assessment activities I = Formal interview 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.