



## Job Description

### Deputy Headteacher

The schools have been designated by the Secretary of State as schools with a religious character. Their Articles of Association state that they are part of the Catholic Church and are to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the schools are to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post is therefore reserved for practising Catholics who can show by example and from experience that he or she will ensure that the schools are distinctively Catholic in all its aspects.

#### Main Purpose of the post:

#### The Deputy Headteacher will:

- Be required to safeguard and promote the welfare of children and young people
- Undertake the normal responsibilities of the class teacher
- Be a member of the Senior Leadership Team
- Support the Headteacher in managing the school and supporting the strategic direction of the school
- Act as the Headteacher when the substantive Headteacher is not on site
- Support and represent the Headteacher at meetings as and when required
- Undertake key strategic and operational duties as are delegated by the Headteacher
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the Mission Statement, creating the School Strategic Development Plan, aims and objectives of the school by:
  - Establishing the policies through which they shall be achieved
  - Managing staff and resources to that end
  - Monitoring progress towards their achievement

#### Key Duties:

*The specific nature and balance of these responsibilities will vary according to the needs of the school and may, in larger schools with more than one deputy, be shared. It will be necessary to specify the management, curriculum and co-ordination responsibilities/teaching commitment to be undertaken by the post holder.*



### **Class Teacher Responsibilities:**

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document
- To carry out the duties of a general class teacher as detailed in the School's class teacher job description, including the provision of cover for absent teachers and deliver a quality of teaching and learning in the classroom that models both the role of Deputy Headteacher and expectations of the school
- To be responsible for a class or classes of students to be decided on appointment

### **The internal organisation, management and leadership of the school**

- To have specific responsibilities for day to day site management and leadership (e.g. for aspects of school management or the curriculum) to be agreed upon appointment
- To strategically lead, alongside the Headteacher the development of
  - the school's Mission Statement
  - the Catholic ethos, values and overall purposes of the School
  - the aims and objectives of the School's policies and their implementation
  - the creation and implementation of the School's Strategic Development Plan which will translate the School's aims and policies into actions. This plan will be quality assured and monitored by the Headteacher
  - Monitoring and evaluating the performance of the School and it's achievements as a Catholic School in terms of national performance indicators and external monitors of school performance, such as OFSTED, the Local Authority or Diocese
  - Implementing the governing body's policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs
  - Strategically plan and deliver the efficient organisation, management and supervision of school routines

### **Curriculum Development**

To strategically lead:

- The development, organisation and implementation of the School's curriculum including strategic planning, costing and execution of the curriculum vision
- School policies on curriculum intent and implementation, teaching pedagogy and development, assessment, recording and reporting
- Strategically ensure that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals, including those with special educational needs
- Ensuring that the Diocesan policy on Religious Education is fulfilled

- Ensuring arrangements for the daily act of collective worship and the spiritual life of the School
- Providing a curriculum for the spiritual, moral, social and cultural development of all students in line with the distinctive Catholic nature, purpose and aims of the School
- Providing high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church
- Develop outcome monitoring systems to ensure that pupil data is used to improve teaching and learning to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers and to aid Governors in their future management of the School
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided, including at transition points
- The promotion of extra-curricular activities in accordance with the educational aims and Catholic ethos of the School

### **Pupil Pastoral Care**

To strategically lead and manage:

- The strategic direction, planning and implementation of the School's policy for the behaviour, well-being and personal development of students including pastoral care and strategic safeguarding compliance in accordance with the teachings and doctrines of the Catholic Church and national legislation
- The effective induction and transition of students to and within the School
- Strategically lead the development and improvement of provision and outcomes for students with SEND needs
- The determination of appropriate pupil groupings
- The promotion among students of high standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good through strategic policy development, implementation and evaluation
- The development among students of self-discipline, resilience and character
- The handling of individual disciplinary cases, both staff and pupil
- The strategic development and implementation oversight, of operational safeguarding staff and school safeguarding monitoring systems as defined in KCSiE 2018 update January 2021

### **The management of staff**

- To participate in the selection and deployment of teaching and non-teaching staff of the School
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school and lead the development of appraisal for members of the school support staff

- To contribute to staff development policies appropriate to the Catholic nature of the school in relation to:
  - the induction of new and newly qualified teachers and other staff
  - the provision of professional advice and support and the identification of training needs
  - students under training/work experience
- To demonstrate effective leadership, representation and liaison within the school and other interested or involved persons or bodies
- To maintain good relationships with individuals, groups and staff unions and associations and other stakeholders
- To appraise and hold middle leaders to account, as directed by the Headteacher and as per the School appraisal policy

### **The management of resources**

- To contribute to the formulation of the School's policies and procedures concerning resource management in accordance with the School's Mission Statement
- To allocate, control and account for those financial and material resources of the School which are delegated by the Headteacher
- To promote an attractive environment which stimulates learning and enhances the appearance of the School and expresses its Catholic identity
- To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety
- To maintain effective working relationships with external agencies and services contracted to the School and the Authority

### **Relationships**

- To advise and assist the governing body as required in the exercising of its functions including attending meetings and delivering strategic reports
- To assist liaison and co-operation with Diocesan and LEA Authority Officers and support services
- To help in maintaining and developing effective communications and links with parents, as the prime educators and to provide positive responses to concerns and problems regarding children's education
- To assist liaison with other educational establishments, especially other Catholic institutions, in order to promote the continuity of learning, progression of achievement and curriculum development
- To assist liaison with other professional bodies, agencies and services
- To develop and maintain positive links and relationships with the parish community, local organisation and employers:
  - to promote a positive image of the School
  - to ensure that the School plays a constructive role in the life of the Parish and community and that its curriculum draws on the nature and resources of that community

### **Other specific duties:**

- To play a full part in the life of the School, community, to support its strategic commitment, purpose and intent and to encourage staff and students to follow this example
- To support the School in meeting its legal requirements for worship
- To promote actively the School's policies
- To continue personal, professional development
- To actively engage in the School's self-review and evaluation processes
- To actively engage in the School's appraisal processes
- To comply with the School's Health and Safety Policy and undertake risk assessments as appropriate
- To attend meetings as determined and directed by the Headteacher
- To undertake any other duty as specified by the Headteacher not mentioned above
- To comply with the school's procedures concerning safeguarding and to ensure that training is accessed

### **General**

- To undertake all duties with full regard to the Health and Safety at Work Act
- To contribute to the overall ethos, work and aims of the school and Trust
- To participate in training and other learning activities and performance development as required
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- To be aware of and support difference and to ensure equal opportunities for all
- To be willing to undertake first aid training and carry out first aid as appropriate

*Alongside the generic responsibilities listed above the Deputy Headteacher will be expected to strategically lead and hold overall responsibility for a number of the following areas to be discussed at interview:*

- Pastoral, SEND and wellbeing strategy and oversight
- Oversight of culture, climate and wellbeing pupil teams
- Leadership of safeguarding as the most senior Designated Safeguarding Officer
- Vulnerable students and Child Protection Strategic Lead
- Oversight of Teaching and Learning and Professional Development
- Oversight of Raising Attainment, Assessment and Data Analysis

The job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Headteachers.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.



## Person Specification

### Deputy Headteacher - Secondary

***The schools' Articles of Association state that they are part of the Catholic Church and are to be conducted as Catholic schools in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Shrewsbury. At all times the schools are to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The posts therefore require a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.***

QUALIFICATIONS	ESSENTIAL OR DESIRABLE	HOW AND WHEN MEASURED *A/I/R/SP
A good Honours Degree	E	A
Qualified Teacher Status	E	A
CCRS/CTC completed or currently undertaking	E	A
NPQSL	D	A
NPQH	D	A
National Award for SENCO	D	A
<b>FAITH COMMITMENT</b>		
Practising Catholic	E	A/I/R
Involvement in parish community	D	A/I/R
<b>PROFESSIONAL DEVELOPMENT</b>		
Evidence of appropriate professional development for the role of Deputy Headteacher.	E	A/I
Evidence of recent leadership and management professional development	D	A/I
Has successfully undertaken appropriate Child Protection training.	E	A/I
Has successfully undertaken Designated Senior Leader Training	D	A/I
Has completed the Catholic Leadership Programme or has a commitment to doing so.	D	A/I
Has completed the Catholic Middle Leadership Programme or has a commitment to doing so.	D	A/I
Evidence of working in a challenging context and securing improved performance in this/these context(s)	E	A/I/SP



<b>SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE</b>		
Substantial and current experience as a senior leader in secondary education.	<b>E</b>	<b>A/I/R</b>
Strategic leadership of a number of whole school initiatives that has improved outcomes for students over a consistent period of time.	<b>E</b>	<b>A/I/R</b>
To have had led effective CPD and ability to contribute to staff development e.g. coaching, mentoring, INSET for staff.	<b>E</b>	<b>A/I/R</b>
Experience of working in more than one school context.	<b>D</b>	<b>A/I/R</b>
<b>EXPERIENCE AND KNOWLEDGE OF TEACHING</b>		
Highly effective teacher and evidence of consistently strong teaching and learning as evidenced through strong pupil outcomes.	<b>E</b>	<b>A/I/R</b>
Experience of teaching in a Catholic school.	<b>D</b>	<b>A/I/R</b>
To be able to effectively use and strategically lead the use of data, assessment and target setting to raise standards/ address weaknesses.	<b>E</b>	<b>A/I/R</b>
To be able to exemplify how the needs of all students (SEN, CYPIC, AEN, AGT, EAL) have been met through high quality teaching and strategically lead improvements in outcomes for these groups of students.	<b>E</b>	<b>A/I/R</b>
<b>PERSONAL AND PROFESSIONAL SKILLS, ATTRIBUTES AND ABILITIES</b>		
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	<b>E</b>	<b>A/I/R</b>
Excellent written and oral communication skills (which will be assessed at all stages of the process)	<b>E</b>	<b>A/I/R</b>
To be an outstanding leader of learning, demonstrating, promoting and encouraging outstanding classroom practice.	<b>E</b>	<b>A/I/SP</b>
Show a good commitment to sustained attendance at work.	<b>E</b>	<b>A/R</b>
Able to demonstrate the skill to develop robust strategic systems to improve any of the following aspects of school life: <ul style="list-style-type: none"> <li>➤ Pastoral and well-being that includes safeguarding and SEND support.</li> <li>➤ Curriculum and financial planning, management and delivery.</li> <li>➤ Quality of provision, pedagogy and outcomes.</li> </ul>	<b>E</b>	<b>A/I/R</b>
Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	<b>E</b>	<b>A/I/R</b>



Be able to hold staff to account to ensure improved outcomes for students in all indicators.	<b>E</b>	<b>A/I</b>
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to the development of the whole child.	<b>E</b>	<b>A/I</b>
Demonstrate impact and proven track record with regard to all performance indicators.	<b>E</b>	<b>A/I</b>
Contribute to the Catholic ethos of the school.	<b>E</b>	<b>A/I/SP</b>
The ability to demonstrate strategic thinking and planning as part of school self-evaluation and improvement.	<b>E</b>	<b>A/I</b>
A highly professional approach to their work, including commitment to ensuring excellent standards of behaviour at all times.	<b>E</b>	<b>A/I</b>
The ability to motivate and inspire students.	<b>E</b>	<b>A/I/SP</b>
Ability to lead on aspects of CPD for all staff.	<b>E</b>	<b>A/I</b>
Ability to work collaboratively.	<b>E</b>	<b>A/I</b>
Excellent interpersonal and communication skills with the ability to present to a variety of audiences.	<b>E</b>	<b>A/I/SP</b>
Be committed to equal opportunities.	<b>E</b>	<b>A</b>
To uphold all aspects of safeguarding.	<b>E</b>	<b>A</b>
Potential for further promotion.	<b>D</b>	<b>A/SP</b>
Be willing to consent to apply for an enhanced disclosure and barring service check.	<b>E</b>	<b>A/R</b>
Able to provide a positive and supportive faith reference from a priest where the applicant regularly worships.	<b>E</b>	<b>A/R</b>
Positive recommendation from all referees, including current employer.	<b>E</b>	<b>A/R</b>
A supportive reference from a senior educationalist such as previous headteacher, school improvement partner or local authority adviser	<b>E</b>	<b>A/R</b>

*The local governors and directors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.*

## **Professional Skills**

Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions Document. The deputy Headteacher must be exemplary and be able to:

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes by students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Manage behaviour effectively
- Fulfil wider professional responsibilities

## **Important advice regarding faith references**

As you are aware the person specification for the post to which you are making an application states that you are asked to provide a faith reference from a priest where you regularly worship.

The Local Governing Bodies and Directors will be seeking to appoint a practising Catholic who joins in the parish celebration of the Sunday Eucharist and receives the sacraments regularly.

At a time when priests are increasingly assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references.

1. Speak to the priest before completing your application and ask if he agrees to your including him as a referee.
2. Provide him with an outline of:
  - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
  - your present post – school, areas of responsibility
  - the post to which you are applying – name of school, post, etc

By following the above advice you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

### **Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.

### **\*Application/Interview/References/Selection Process/Checking Certificates**

The WCAT uses the appropriate CES application forms for each role advertised. The CES Leadership Application Form must be fully completed and typed. **The supporting statement should be typed in Arian 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post and setting applied for in order to gain an interview. Local Governors and Directors expect the supporting statement to show the impact of your actions. Candidates failing to meet any of the essential criteria will automatically be excluded.**