

Job Description and Person Specification



We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure, barred list check, eligibility to work in the UK check, proof of identity, childcare disqualification check, online check, qualifications check and living/working overseas check.

SECTION A: Role Profile

Post Title	Deputy Headteacher	Post No	
Directorate	Solihull MBC		
Division	Schools Education		
Band and Salary	L7 - 11 Permanent Full-time Pay committee will review pay in accordance with the School's Pay Policy		
Responsible to	Head teacher		
Responsible for	Teachers, Teaching/Support Assistants, and Lunchtime Supervisors		
Location	Sharmans Cross Junior School, Sharmans Cross Road, Solihull B91 1PH		
DBS Check	Enhanced check for regulated activity for working with Children		
Fluency Duty	This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers		
Special Conditions			

Main Purpose

Under the direction of the Headteacher, the Deputy Headteacher will play a key leadership role in:

- Shaping and embedding the school's values, aims, ethos and objectives.
- Establishing and monitoring policies and practices to achieve these aims effectively.
- Leading, managing, and developing staff and resources to enhance school performance.

- Monitoring and evaluating progress towards key priorities and school development plans.
- Leading on teaching and learning, ensuring high-quality provision for all pupils.
- Acting as a safeguarding lead, promoting the welfare and safety of all children.
- Building partnerships with external providers, schools, and community networks to enhance opportunities for pupils.
- Leading and supporting Continuing Professional Development (CPD) and INSET training for staff.
- Deputising for the Headteacher when required, including fulfilling all relevant responsibilities as outlined in the School Teachers' Pay and Conditions Document (STPCD).

1	Role Responsibilities
	<ul style="list-style-type: none"> • Uphold public trust in school leadership, demonstrating the highest standards of ethics, professionalism, and integrity. • Foster positive and respectful relationships with pupils, staff, parents, and the wider school community. • Always act in the best interests of the pupils, ensuring high expectations and ambitious outcomes for all.
2	Key Leadership Responsibilities
2.1	Safeguarding, Pastoral Care and Inclusion
	<ul style="list-style-type: none"> • Act as Designated Safeguarding Lead (DSL), ensuring effective child protection and safeguarding procedures. • Lead on pupil behaviour, attendance, and well-being, creating a positive and inclusive school culture. • Lead the Inclusion Team, ensuring every child, including disadvantaged pupils, EAL learners, and looked-after children (LAC) have access to high-quality learning experiences. • Monitor and evaluate Pupil Premium spending to ensure maximum impact on learning outcomes. • Ensure effective induction, mentoring, and support for new staff and student placements.
2.2	School Culture and Behaviour
	<ul style="list-style-type: none"> • Promote and uphold the school's vision and values. • Lead strategies to improve attendance and engagement, ensuring all pupils benefit from an enriching school experience. • Ensure a culture of high expectations for both staff and pupils, fostering professionalism, respect, and collaboration. • Implement consistent behaviour policies, supporting staff in managing pupil behaviour effectively.
2.3	Teaching, Curriculum and Assessment

	<ul style="list-style-type: none"> • Support the curriculum team in developing and maintaining a broad, balanced, and inclusive curriculum. • Champion high-quality teaching across all subjects, ensuring evidence-based best practices are followed. • Work with subject leaders to ensure teaching is underpinned by deep subject knowledge. • Oversee effective use of formative and summative assessment to drive pupil progress and attainment. • Lead on data analysis and school improvement planning, ensuring interventions are targeted and effective.
2.4	Special Educational Needs & Inclusion
	<ul style="list-style-type: none"> • Work with the SENDCo to oversee provision for pupils with SEND, ensuring compliance with the SEND Code of Practice. • Foster strong relationships with parents, carers, and external agencies to provide appropriate support and adaptations for pupils with additional needs.
2.5	Organisational Management and School Improvement
	<ul style="list-style-type: none"> • Support the Headteacher in setting and delivering the school's strategic vision. • Ensure policies, processes, and systems operate efficiently and effectively. • Manage staff workload and well-being, promoting a positive and supportive working environment. • Identify barriers to progress and develop realistic, evidence-based strategies for school improvement. • Support the effective use of financial resources, ensuring value for money in school operations.
2.6	Professional Development and Staff Leadership
	<ul style="list-style-type: none"> • Lead CPD and INSET training, ensuring staff have access to high-quality professional learning opportunities. • Stay updated on educational research, policy changes, and best practices, sharing insights with colleagues. • Provide coaching, mentoring, and appraisal support to staff, ensuring continuous professional growth.
2.7	Governance, Accountability and Partnerships
	<ul style="list-style-type: none"> • Work closely with the governing board, ensuring accountability and transparency in leadership decisions. • Ensure compliance with statutory frameworks and educational policies. • Build collaborative relationships with local schools, networks, and external partners to enhance pupil learning and staff development. • Maintain strong links with parents and the wider community, supporting engagement initiatives and school events.
2.8	Additional Responsibilities
	<ul style="list-style-type: none"> • Contribute to school-wide initiatives, events, and PTA activities. • Support residential trips, extracurricular clubs, and school performances. • Attend parent consultation evenings, staff meetings, and training as required.

	<ul style="list-style-type: none"> Undertake any additional duties in line with the evolving needs of the school, as directed by the Headteacher.
2.9	Safeguarding
	<ul style="list-style-type: none"> School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or encounters.
	Financial
	Buildings and Equipment
	Health and Safety
	<ul style="list-style-type: none"> Health and safety laws require all employees to help the School maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the School, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented daily. All duties and responsibilities must be carried out in line with the School's Health and Safety Policy and any local safety procedures.
	Information Management
	<ul style="list-style-type: none"> As an employee of the School, the post holder will be expected to manage information in accordance with School policies. The postholder will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection legislation and guidance.
	Policies and Procedures
	<ul style="list-style-type: none"> The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

3	Other Conditions
3.1	Mobility

	<ul style="list-style-type: none"> Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the school they may be required.
3.2	Equal Opportunities
	<ul style="list-style-type: none"> School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
3.3	Variations to Job Descriptions
	<ul style="list-style-type: none"> Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.
3.4	Training and Development
	<ul style="list-style-type: none"> The School is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.
3.5	Solihull Behavioural Framework
	<ul style="list-style-type: none"> The School expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.
	<ul style="list-style-type: none"> This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually, and it may be subject to modification or amendment at any time after consultation with the post holder. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head teacher.

Section B: Person Specification

	Essential Criteria	Desirable Criteria	Measured By
Qualifications & Training	Qualified Teacher Status (QTS)	NPQSL (National Professional Qualification for Senior Leadership) or equivalent leadership qualification	Application form Certificates
	Degree of equivalent qualification		Application form Certificates
	Evidence of recent and relevant CPD (Continuing Professional Development)		Application form Interview
	DSL (Designated Safeguarding Lead) training or willingness to undertake		Application form Interview

Leadership & Management Experience	Proven experience as a successful middle or senior leader	Experience in budget and resource management	Application form Interview
	Experience in leading whole-school initiatives that have improved outcomes	Experience of leading SEND team/Inclusion team	Application form Interview Task
	Ability to develop and implement school improvement strategies including leading training		Application form Interview Task
	Experience in leading and managing staff teams, including performance management		Application form Interview Task

	Experience in monitoring teaching, learning, and assessment to raise standards		Application form Interview Task
	Experience of working with governors, parents, and external agencies		Application form Interview

Personal Qualities & Skills	Strong communication skills both verbal and written including accurate record keeping		Application form Interview Task
	Be able to develop effective relationships with parents, staff and pupils and be student focused to transform lives for the better		Application form Interview
	Confident user of ICT		Application form Interview
	Be able to implement child protection and wider safeguarding policies and procedures effectively and contribute to the safeguarding ethos of the school		Application form Interview
	Possess a 'can do' and 'will do' attitude		Application form Interview
	Ability to work effectively as part of a team		Application form Interview Task
	Ability to organise and manage own time and workload		Application form Interview
	Able to deal with confidential information sensitively and appropriately in line with school policy		Application form Interview

Other Requirements	Willingness to undertake specific training for the role		Application form Interview
	Be emotionally resilient		Application form Interview

Core Behaviours	Excellence - With enthusiasm, you work to deliver a high-quality service from your work location, whether that be in a Council building or in a remote working location, to meet customer, organisation and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.
	Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all taking into account hybrid working.
	Trust and Respect - You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve.
	Responsibility - You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions.
	Leadership - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.

Compiled/Reviewed by	Sara Wilkes
Date	1.4.25

Section C: Additional Information

Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

Health and Safety

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

Information Management

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Training and Development

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

Solihull Behavioural Framework

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.