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**Job Description**

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| **School: South Wilford Endowed CE Primary School** |
| **Post Title: Deputy Head Teacher**  |
| **Grade/Pay Range: L8-12 £50,151-£55,338** |
| **Hours/weeks: Full Time** |
| **Reporting to: Head Teacher and Governors of the school** |
| **Department/Team: Leadership** |

**Overall Purpose of Post**

 Carry out the duties of this post in line with the remit outlined in the current ‘School Teachers’ Pay and Conditions Document’ including the conditions of employment for Deputy Headteachers and the school/Trust’s own policies.

Under the overall direction of the Headteacher:

* Play a leading role in formulating the aims and objectives of the school.
* Be responsible for assessment, data preparation and analysis of all pupils, including monitoring of progress towards achievement.
* Proactively manage staff and resources, building effective relationships.
* Support in organising professional development for teaching staff in line with identified needs and school improvement priorities. Monitor and evaluate its impact.

Take full responsibility for the school in the absence of the Headteacher.

Carry out professional duties of a teacher, as required.

Take responsibility for child protection issues, as appropriate.

Take responsibility for promoting and safeguarding the welfare of children and young people within school.

To embrace and exhibit the key behaviours in line with those of Transform Trust Deputies

**Main Duties and Responsibilities**

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

**Shaping the Future**

* In partnership with the Headteacher, Governors and Trust, establish and implement an ambitious vision and ethos for the future of the School.
* Play a leading role in the school improvement and school self-evaluation planning process.
* Devise, implement and monitor action plans and other policy developments.
* Lead by example to motivate and work with others.
* In partnership with the Headteacher, lead by example when implementing and managing change initiatives.
* Promote a culture of inclusion within the school community where all views are valued and taken in to account.
* Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
* Ensure that the school carries out its statutory responsibilities regarding all pupils with a Statement of Special Educational Needs.

**Leading ‘Teaching and Learning’**

* Be an excellent role model, exemplifying a high standard of teaching when necessary, and promoting high expectations for all members of the school community.
* Work with the Headteacher to raise standards through staff performance management.
* Lead the development and delivery of training and support for staff.
* Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
* With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.
* Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school.
* Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
* Ensure through leading by example, the active involvement of pupils and staff in their own learning.
* Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
* Collect and interpret specialist assessment data to inform practice.
* Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.

**Developing Self and Others**

* Organise and support the induction of staff new to the school and those being trained within school.
* Participate as required, in the selection and appointment of teaching and support staff including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher.
* Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
* Take responsibility and accountability for identified areas of leadership including statistical analysis of pupil groups, progress data and target setting.
* Work with the Headteacher to deliver an appropriate programme of professional development for all staff, in line with the ‘School Improvement Plan’ and performance appraisal.
* Actively engage in professional development opportunities provide by Transform Trust including supporting the Deputy Head network.
* Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings;

**Managing the Organisation**

* Lead regular reviews of all school systems to ensure statutory requirements are being met and improved where appropriate.
* Working with the Headteacher, undertake key activities related to professional development and personnel/HR issues.
* Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across school.
* Be a proactive and effective member of the Senior Leadership Team.
* Ensure the day-to-day effective organisation and running of the school including the deployment of staff, as appropriate.
* To undertake any professional duties, reasonably delegated by the Headteacher.

**Securing Accountability**

* Lead and support the staff and Governing Body in fulfilling their responsibilities with regard to the school’s performance and standards.
* Support the Headteacher in reporting the school’s performance to its community and partners.
* Promote and protect the health and safety welfare of pupils and staff.
* Take responsibility for promoting and safeguarding the welfare of children and young people within school.

**Strengthening Community**

* Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.
* Develop and maintain contact with all specialist support services, as appropriate.
* Promote the positive involvement of Parents/Carers in school life.
* Organise and conduct meetings, where appropriate with Parents/Carers to ensure positive outcomes for all parties.
* Strengthen partnership and community working.
* Promote positive relationships and work with colleagues in other schools, across the Trust and external agencies.

**The Position of Designated Safeguarding Lead (DSL)**

* The Governing body has appointed an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead.
* The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
* This DSL will have the appropriate status and authority within the school to carry out the duties of the post.
* They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so and to contribute to the assessment of children.
* There will be appointed a deputy designated safeguarding leads who will be trained to the same standard as the designated safeguarding lead.
* Whilst the activities of the designated safeguarding lead can be delegated to the deputy, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility will not be delegated.
* This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process, or as appropriate.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
* Participate in the Trust Appraisal process and undertake training and professional development as required.
* Contribute to the overall aims and ethos of Transform Trust
* Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

**Person Specification**

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| ***Essential*** | ***Desirable*** |
| **Qualifications** |  |
| Qualified Teacher Status | Evidence of additional further educational qualifications.  |
| **Experience** |  |
| Be a consistently excellent teacher and be able to model and exemplify this to others.Substantial knowledge and understanding of learning and teaching across the primary age range.Experience of a significant leadership role.Experience of Assessment for Learning, delivery of the Curriculum.Leading and managing change.Experience or understanding of the unique challenges of working within a multiculturally diverse school/community. | Experience of working with school Governors.Experience of teaching in more than one key stage.Awareness of the additional opportunities and challenges of Academy status.SEN and/or Safeguarding strength/background. |
| **Knowledge & Understanding** |  |
| A practitioner with a very good knowledge and understanding of:* Current national education initiatives.
* Target setting; pupil tracking; and other methods of analysing both pupil attainment and achievements.
* The importance of measuring the impact of interventions and taking next steps to ensure progress.
* Strategies for inclusion and development of all children.
* A commitment to developing an enriched and diverse curriculum in school and through extra- curricular activities.
* ICT and its effective use as a management tool as well as across the curriculum to enhance teaching and learning.
* Child Protection and Safeguarding procedures and legislation.
 | * Active contribution to the whole School Improvement Plan.
* Monitoring and reviewing the School Improvement Plan.
* Working in partnership with parents and outside agencies.
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| **Leadership Skills** |  |
| Take a lead role in school development* Demonstrate outstanding practice in class teaching.
* Communicate clearly and effectively with all those involved in the life of the school.
* Be flexible and supportive of all staff.
* Contribute to staff development activities; Experience of coaching and mentoring staff to improve quality of teaching.
* Set a good example in terms of punctuality, attendance and general professionalism.
* Think creatively and imaginatively to solve problems and identify opportunities.
* Lead and manage people to work both individually and in teams; to facilitate a collaborative approach to decision making.
* Ability to work in tandem with the headteacher enabling school vision to be put into practice.
 | * Experience of motivating and inspiring confidence in pupils, staff, parents, governors and the wider community in order to further develop and promote the school.
* Dealing sensitively with people and resolving conflicts.
* Deploying staff to ensure children/ groups of children make good or better progress.
* Attending Governor’s meetings.
* Willingness to partake in Trust networks
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| **Personal Attributes** |
| Ability to plan time and organise work effectively.This will include an ability to:* Prioritise and manage time.
* Have a sense of humour, energy and enthusiasm.
* Be an excellent communicator.
* Capacity to influence others.
* Be approachable.
* Work under pressure and meet deadlines.
* Be self-motivating and set personal goals.
* Be innovative
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| **References are essential**At least two fully supportive references, one from the current employer. |

**Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks**