



Job Description

Deputy Headteacher

Main purpose

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Lead on specific aspects of school improvement as directed by the Headteacher

If the headteacher is absent, the deputy headteacher will deputise, as directed by the Local Academy Committee and/or the Trust Executive Team.

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).

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

Duties and responsibilities

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
- Understand and display servant leadership akin to the values and Teachings of the Gospel





- 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
- Show kindness and respect in all relationships including those with students and those with adults

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
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

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 Trust Board, Executive Team and Local Academy Committee 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 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
- Engage in and promote the Trust Professional Development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
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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 to the Trust Board, the Trust Executive Team and the Local Academy Committee
- 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

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.





Person Specification

Deputy Headteacher

Qualifications and Experience	Essential / Desirable
Qualified teacher status	Essential
Evidence of significant and relevant continued professional learning	Essential
Has substantial experience across the range of leadership areas as a Senior Leader within the Secondary Phase	Essential
Has achieved NPQH	Desirable
Catholic Life	
Is a practicing Catholic	Essential
Supports the Catholic community	Essential
Models excellence in Catholic leadership through respect, subsidiarity and stewardship	Essential
Shaping the Future	
Is able to articulate a strong, clear vision for high quality secondary and cross phase education which maximises the potential of the school	Essential
Can articulate ways of building, communicating, and implementing a shared vision	Essential
Has experience of school self-evaluation and can describe effective strategies for undertaking this	Essential
Demonstrates understanding of the strategic planning process	Essential
Has experience at senior level of leading significant change which has impacted upon student outcomes	Essential
Has first-hand experience and involvement in school improvement planning	Essential
Leading Teaching and Learning	
Demonstrates personal enthusiasm for teaching and learning	Essential
Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard	Essential
Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress	Essential
Can articulate strategies for improving the quality of teaching of colleagues	Essential
Has an excellent understanding of the secondary curriculum and how to structure learning to secure rapid progress	Essential
Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning	Essential
Has successful experience of teaching and leadership in more than one school	Desirable
Has experience of curriculum design and management	Desirable





Developing Self and Working with Others	
Understands the importance of working in partnership with colleagues	Essential
Demonstrates commitment to shared leadership and effective teamwork	Essential
Has experience of working alongside colleagues to improve their classroom practice	Essential
Can demonstrate understanding of the relationship between managing performance, professional development and school improvement	Essential
Can articulate strategies to develop professional learning of individuals and teams	Essential
Has experience of giving effective feedback to improve the performance of others	Essential
Demonstrates high expectations for self and others	Essential
Has experience of dealing with conflict and managing challenging situations	Essential
Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment	Essential
Ability to prioritise, plan and organise own workload and that of others	Essential
Ability to identify, establish and sustain appropriate leadership structures and systems	Essential
Has experience of implementing the performance management process	Desirable
Managing the School	
Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment	Essential
Ability to identify, establish and sustain appropriate leadership structures and systems	Essential
Displays the ability to think creatively to anticipate and solve problems	Essential
Has experience of project management for planning and implementing change	Essential
Has successfully developed, implemented, monitored and evaluated school policies	Essential
Strengthening Community Links	
Has successfully used a range of strategies to encourage parents to support their students' learning and realise the school's vision	Essential
Shows a commitment to a multi-agency approach for the well-being of pupils and their families	Essential
Can build partnerships in the community	Essential
Is able to listen to, reflect and act on feedback from stakeholders as appropriate	Essential
Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the wider community	Essential
Has experience of working collaboratively with other schools or communities to improve outcomes	Essential
Personal Skills and Attributes	
Demonstrates a genuine empathy with children	Essential
Is able to communicate effectively and concisely	Essential





Is a good listener	Essential
Is flexible and consistent with strength of character and impeccable integrity	Essential
Is capable of making reasoned judgements	Essential
Is approachable	Essential
Has a presence that inspires confidence and trust	Essential
Is able to motivate and inspire	Essential
Is able and willing to delegate appropriate responsibilities	Essential
Has confidence in others to take a leadership role	Essential
Uses humour and character to deescalate, support and connect	Essential
Securing Accountability	
Has worked within or demonstrates a reasonable understanding of the accountability/ delegated responsibility framework of a Multi Academy Trust	Desirable
Has a good understanding of the role of governance	Essential
Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school	Essential
Has previous experience of challenging and supporting others in order to achieve specific targets	Essential
Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes	Essential
Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting and improvement planning	Essential
Has experience of reporting attainment and progress to a range of audiences	Essential
Has a good understanding of school financial management	Desirable

