



# **St Mary's Catholic Primary School**

## **DEPUTY HEADTEACHER JOB DESCRIPTION**

**Name:**

**Job Title:** Deputy Headteacher with responsibility for:  
Teaching, Learning and the Curriculum

**Responsible to:** Headteacher

**Scale:** Leadership Spine L12 – 16

### **Purpose and Role**

To lead and manage the school in consultation with the Headteacher and Governing body, in order to provide a Catholic educational community in which all pupils achieve well.

To maintain a positive Catholic ethos which reflects the dignity of each individual and is reflected in the day to day life of the school.

The purpose and role is further defined and clarified within the School Teachers' Pay and Conditions document, The Teachers' Standards and Leadership Expectations booklet.

### **Teaching:**

- To be responsible for the education and welfare and to raise achievement of pupils having due regard to the school's policies, procedures and the school's curriculum, alongside the National Curriculum / EYFS curriculum and our framework for assessment and record keeping
- To know and use the school's data and assessment systems regularly to prepare appropriate lessons which progress the learning of all groups of children
- To liaise with appropriate teaching staff and school leaders to ensure that all children are achieving well
- To share in the responsibility for the progress and attainment of all pupils

- To have a general awareness of the Health and Safety Policy and be responsible for your own personal safety and also the safety and security of others, especially pupils in your care
- To be responsible and have a strong commitment for your own learning and Professional Development, to further support excellent practice and professional growth in your career

### **Leadership of Assessment, Data and Outcomes:**

- To support assessment systems across the school to maximise pupil achievement
- To report on progress and attainment of pupils throughout the school and respond appropriately to secure high achievement of all pupils
- To ensure that the reporting of assessment is effective throughout the school, responsibilities are understood well and liaison with parents, governors are effective

### **Key Tasks:**

### **Teaching, Learning and the Curriculum:**

- To work as an enthusiastic member of the school team
- To ensure a well organised and structured learning environment in which pupils can readily access resources and develop independent learning resulting in outstanding progress
- To promote 'Learning without Limits' throughout the school to enrich both pedagogy and curriculum
- To promote 'Learning without Limits' and 'Choice and Challenge' throughout the school, to continue to build a learning environment that is inclusive and enabling for everybody
- To embed a curriculum that is rich and stimulating, ensuring progression
- To monitor intervention plans with the Inclusion Leader to ensure that our most vulnerable children are well supported and achieving well
- To have an awareness of the specific learning needs of the children and report to the Headteacher and appropriate others where there is cause for concern
- To ensure the quality of teaching and learning is excellent throughout the school
- To keep abreast of trends and developments in education and lead necessary CPD
- To participate in moderation both internally and externally

- To lead staff meetings and professional development meetings
- To attend Parents' Evenings and report on individual pupil achievement, progress and development
- To implement agreed school development plans and policies
- To participate in Staff Appraisal; monitoring and evaluation activities
- To carry out other duties as specified by the Headteacher

### **Leadership of Assessment, Data & Outcomes:**

**The role encompasses and includes responsibility for the progress of all children and a shared responsibility for the progress of the following groups of children:**

- Children with additional needs, learning difficulties or disabilities
- Children with complex needs; emotional or challenging behaviour and at risk of exclusion
- All groups of pupils matched to prior attainment, identifying support and challenge appropriately
- Children with English as an additional language and from ethnic groups
- Children who are newly arrived into this country, education system or school
- Children on the Free School Meals register at any time in the past six years
- Pupil Premium Pupils and Disadvantaged

**This will be achieved by the Deputy Headteacher undertaking the following:**

- Being a member of the Senior Leadership team and as such driving improvement on behalf of all pupils to ensure excellent learning and teaching across the school
- Supporting other leaders and teachers with teaching, learning and curriculum
- Liaising with parents in relation to progress and attainment
- Raising standards of achievement and progress across the school
- Mentoring new and existing staff on school policies and monitor their consistent implementation
- Analyse and evaluate school data termly to address developing trends and key issues
- Work in partnership with the Inclusion Leader to monitor pupil provision
- To support termly pupil progress meetings

### **Leadership:**

- To work closely with the Headteacher in implementing the strategic direction and development of the whole school

- Work alongside the Headteacher, Assistant Headteacher and middle leaders in holding others to account in raising standards and achieving the best outcomes for pupils
- Contribute significantly to the strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context
- Act as a 'sounding board' to the Headteacher, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Headteacher and Governing Body at all times
- Research and evaluate innovative curricular practices, drawing on research outcomes and other sources of external evidence to inform and reflect on own practice and that of colleagues regarding teaching, learning and curriculum
- Provide an example of excellence as a leading classroom practitioner across all key stages and inspiring and motivating other staff
- Monitor and evaluate the quality of teaching and standards of pupil's achievement, and use benchmarks and set next steps for improvement
- Support and contribute to the spiritual, moral, social and cultural development of pupils ensuring that the Catholic ethos is at the heart of the school's work, for academic and social learning

#### **Impact on educational progress beyond the teacher's assigned pupils:**

- Develop and implement policies and practices for the key responsibility areas which reflects the school's high expectations and commitment to high achievement, consistent with national and school strategies and policies
- Monitor and implement short, medium and long-term plans, to support teaching, learning and curriculum
- Monitoring the progress made in achieving the action plans and targets, and evaluate the effects on teaching and learning and the progress made by children
- Contribute data and information for whole school development
- Plan, implement and evaluate the effectiveness of intervention strategies provided by support staff across the school

#### **Leading, developing and enhancing the teaching practice of others:**

- Develop teaching, learning and curriculum with individuals to improve pedagogy, ensuring excellent practice is shared throughout the school
- Monitor and evaluate the quality of teaching and learning through observations, coaching, peer to peer support, sharing best practice and discussions, identifying next steps for development and improvement
- Plan, delegate and evaluate work carried out by team(s) and individuals

- Create, maintain and enhance effective relationships and team working
- Disseminate consistent, excellent practices across the school when assessing core and foundation subjects
- Ensure consistently high expectations and excellent standards are being maintained throughout school
- Ensure consistency and validity with teacher assessments

**Developing successful links with parents, community and the parish:**

- To promote good relationships with parents, parent helpers and encourage involvement and support so that all children make at least good progress
- To establish good partnerships with schools both locally and nationally

**Additional responsibilities:**

- Contribute to the safeguarding of pupils, promote pupil welfare and work with the Senior Leadership Team to ensure that pupils feel safe and staff are trained to identify safeguarding needs
- Deputise for the Headteacher when required and in their absence
- To assist with taking whole school and key stage assemblies
- To assist with maintaining an attractive, stimulating whole school environment
- To act as induction mentor to staff new to the school
- To refine the teaching and learning by supporting groups of pupils across the school, particularly in Year 2 and 6.

**General Duties:**

Act in accordance with the Equal Opportunities Policy, Health and Safety Policy and School Confidentiality Guidelines.

Take part in the school's performance management system in order to identify strengths and undertake relevant professional development to meet individual and school needs.

To carry out any other duties commensurate with the scale of job that the Headteacher may from time to time require.

'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

‘The undersigned will hold in confidence all matters that come to their attention while working at St Mary’s Catholic Primary School and respect the privacy of the children, staff and families and will confer with those designated as their supervisors in respect to these matters.’

**This job description is subject to review by the Headteacher in consultation with the post holder as appropriate to the changing needs of the school.**

It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss any proposed amendments. It will be reviewed as part of the annual performance management process.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

**Headteacher:** \_\_\_\_\_

## APPENDIX A

### A. EXPECTATIONS OF YOU AS A SENIOR LEADER

The leadership and co-ordination of your whole school responsibility is a key part in school improvement.

In order that you can fulfil this role effectively you will be expected to: -

- a) Provide **professional** direction to the work of others across the school
- b) Take responsibility for your professional development
- c) Access positively any relevant training/development opportunities that are made available
- d) Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching, leadership and involvement in other aspects of school leadership and management
- e) Work positively and effectively with your Headteacher and the Senior Leadership Team to model best practice, promote consistency in line with school policies and implement initiatives/interventions to secure improvement where teaching practice and achievement is less than good

### PERSON SPECIFICATION

#### Qualifications

##### Essential:

- Qualified Teacher Status
- Excellent knowledge of using data and assessment to support school development
- Experience of leading pupil progress meetings
- Up to date DSL Safeguarding and Child Protection training

##### Desirable:

- NPQ or similar (or working towards this)

#### Experience

##### Essential:

- Substantial and successful teaching experience across or within specified Primary age range

- Demonstrable experience and practical application of the primary curriculum, planning, assessment and how to make the curriculum accessible to pupils at risk of underachievement
- Effective leadership, development and deployment of staff
- Successful experience of leadership of leading year groups, key stages or assessment
- Significant and successful experience of developing and implementing effective programmes for professional development of all staff, particularly in assessment practices
- Evidence of experience of resource planning, financial management and leading involvement in School Improvement Planning

## **Knowledge**

### **Essential:**

- Understand and implement Learning without Limits and Choice and Challenge to support pupils
- Knowledge of how data and assessment can support school development
- The ability to support the school in the identification of improvement issues through data analysis and school evaluation
- A good understanding of diversity issues and how to promote these practically within the school community to overcome barriers to learning
- Effective assessment and reporting systems which inform teaching and learning
- Working effectively with staff, parents, pupil, governing body and the wider community

## **Professional qualities**

### **Essential:**

- To promote and respect the Catholic ethos, teaching and values across the school
- A reflective, dynamic and flexible person able to promote the ethos and values of the school
- The ability to communicate effectively both verbally and in writing to a wide range of audiences
- Has a good record of attendance and punctuality
- Is able to cope with change and working with different age ranges
- Has a strong commitment to own learning and continued professional development
- An excellent role model to others, able to maintain professional relationships
- The ability to lead and motivate staff and to successfully bring about and manage change



## **Skills**

### **Essential:**

- Excellent interpersonal skills, communication skills and a commitment to team working
- The ability to work under pressure to tight deadlines by prioritising and using time effectively
- The ability to maintain positive relationships