

St Peter's Church of England Junior School

Deputy Headteacher Job Description

Reporting, planning and setting expectations: The post holder is responsible to the Headteacher and through them to the school's Local Academy Committee their duties and responsibilities.

The post holder will work on a professional level with SLT, teachers and support team colleagues, also pupils and parents, seeking always to establish and maintain productive relationships with them in order to promote the vision and ethos of the school with the aim of improving the quality of teaching and learning and pupils' achievement.

In addition to carrying out the professional duties of a class teacher across the age range of the school, the post holder will work with and support the Headteacher in leading and managing an effective Junior school within its local context, including managing the pastoral care framework of the school, and responsibility for the line management of Teachers and Support Staff

To assume the responsibilities of the Headteacher by deputising for them at any time when they are absent from the school.

Professional Duties:

The key tasks below may be amended from time to time, bearing in mind the needs of the school and the Deputy Headteacher. The Deputy Headteacher's line manager is the Headteacher.

Key elements of the role include but will not be limited to the following:

- To support, and contribute strongly to, the school's commitment to excellence in education and achievement of all pupils professional experience, development and performance for staff
- To offer a model of high quality and effective teaching
- To offer a model of continuing commitment to one's own professional development
- To support, and contribute to the development of the ethos of the school, and to lead acts of worship
- To support, and contribute strongly to, the school's commitment to, and provision of, equality of opportunity for all pupils and staff
- To support and deputise for the Headteacher in their absence
- To undertake leadership in curriculum areas and/or aspects of school life, as agreed with the Headteacher
- To be responsible for the compilation and review of the School Improvement Plan
- To be responsible for the compilation, review and development of school documentation, including policy documents and the Staff Handbook
- To contribute to the day-to day running of the school including arrangements for routine duties and for organising sickness supply cover liaising with the school's Business Manager
- To coordinate and contribute to the school's enrichment programme
- With the Headteacher, develop and manage the purposeful tracking of pupils' progress, and the monitoring of standards of attainment .
- With the Headteacher, coordinate and organise the curriculum

- With the Headteacher, monitor quality of teaching and learning, and support continuing improvement and development
- With the Headteacher, develop and support whole-school systems in connection with behaviour and discipline, including rewards and sanctions
- With the Headteacher, manage and develop the school's use of all available resources: human, financial and premises.
- To be involved in staff recruitment
- With the Headteacher, pursue and secure partnerships which are helpful to the school, e.g. with the LEA, local businesses, other schools
- To lead an aspect or aspects of School Self Evaluation, as agreed with the Headteacher
- To attend full Local Academy Committee meetings by agreement as required

Teaching:

- Assess the on-going needs of all pupils within your class and teaching the children according to their educational needs.
- Assess, record and evaluate the development and progress of all children in accordance with arrangements agreed.
- Create a well-ordered, imaginative and secure environment which will ensure the educational wellbeing of individual children within the group.
- To maintain discipline in accordance with the rules and disciplinary systems of the school.
- To promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.
- Incorporate differentiation into all aspects of the delivery of the curriculum.
- Undertaking other duties which may be reasonably assigned by the Headteacher.
- To use ICT, innovation and emerging technology to promote the effective delivery of the curriculum.
- Develop and maintain the positive partnership with parents which actively involves them in the classroom and in their child's learning journey.
- Participate in and take an active role in training sessions, including in meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole
- Contribute towards the development, establishment and implementation of whole school policies and procedures.
- Contribute and co-operate with other professional agencies as appropriate to the needs of the children.
- Undertake professional development in order to continually develop as a teacher.

SENCO:

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.
- Add any other duties of particular relevance to your school

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Add any other duties of particular relevance to your school

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- Add any other duties of particular relevance to your school

The **job description** is not necessarily a comprehensive definition of a post. It will be reviewed annually and may be modified or amended after consultation with the post holder.

Person specification

Category	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> NPQH Honours degree from a recognised university Masters or equivalent in relevant discipline SENDCo qualification
2. Experience	<ul style="list-style-type: none"> Successful experience of leading teachers in a 4-11 school Experience of whole-school responsibility Substantial, successful teaching experience with evidence of high quality teaching Teaching experience in Foundation Stage, or KSI or KS2 Experience of teaching in more than one 4-11 school with all-ability diverse intake 	<ul style="list-style-type: none"> Experience of Senior Leadership in a 4-11 school either as a Deputy or Assistant Headteacher or a Curriculum and/or Key Stage Co-ordinator

<p>3. Professional Development and Experiential Learning</p>	<ul style="list-style-type: none"> • Evidence of continuing professional development including one or more of school leadership, curriculum management, and teaching 	<ul style="list-style-type: none"> • Experience of leading/ co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs
<p>4. Strategic leadership</p>	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of a Church of England School • Ability to inspire and motivate staff and pupils to achieve the aims of the school • Evidence of successful strategies for planning, implementing, monitoring, evaluating school performance • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards • Understanding of and commitment to promoting safeguarding of pupils • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils 	<ul style="list-style-type: none"> • Experience as an executive leader across institutions

	<ul style="list-style-type: none"> • A secure understanding of assessment strategies and the use of assessment • Experience of effective monitoring and evaluation of teaching and learning 	
5. Teaching and Learning	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • A secure knowledge of the key principles of quality first teaching and learning • A proven track record of either raising attainment or sustaining good or outstanding attainment and progress in a whole school environment. 	<ul style="list-style-type: none"> • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development

<p>6. Leading and managing staff</p>	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Successful involvement in recruitment, appointment/ induction • Understanding of how financial and resource management enable a school to achieve its educational priorities
<p>7. Accountability</p>	<ul style="list-style-type: none"> • Ability to communicate on school performance effectively, orally and in writing to staff • Experience of whole school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff 	<ul style="list-style-type: none"> • Experience of presenting reports to Local Academy Committee Meetings • Leading sessions to inform parents

<p>8. Skills, Qualities & Abilities</p>	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the vision and ethos of Derby Diocesan Academy Trust • Commitment to their own personal development and that of pupils • High expectations of pupils' learning and achievement, academic and non-academic 	
<p>9. Skills, Qualities & Abilities</p>	<ul style="list-style-type: none"> • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships in school • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	

10. References

- Positive recommendation in professional references
- DBS(E) clearance
- List 99 clearance

