



## Job Description – Deputy Headteacher

### Trust Vision Statement

Ambition · Aspiration · Excellence

The John Milton Academy Trust (Company number 10298832) was incorporated on 26th July 2016. Prior to this, founding schools of the Trust operated as part of the Stowupland Pyramid, providing education to young people from the ages of 4 – 18. JMAT presently operates through four strategic sites: Bacton Primary, Cedars Park, Mendlesham Primary and Stowupland High Schools.

All partners have a passionate belief in developing and nurturing the aspirations of their learning communities and in securing excellence in all aspects of their work.

### The Trust aims to fulfil its vision by:

- Providing the **highest quality of educational experiences** so that all learners can secure the **highest possible outcomes**. We want them to become **inquiring, knowledgeable, resilient** and **caring** young people with the ability to contribute to the world in which they live;
- Offering an **inclusive** and **personalised** approach to learning. We will promote **equality** and develop the sense of community and worth which is vital for personal growth and development;
- Fostering **creativity and innovation** in both staff and students. There is an investment in professional development for staff so that students can benefit from new ideas and strategies. Equally, learners themselves are encouraged to become **independent** and to be **enterprising** and **entrepreneurial** in their approach;
- Demonstrating an unrelenting commitment to **collaboration**. We recognise and celebrate our diversity whilst working together to create a physical, intellectual and emotional environment where all partners can thrive and pursue the Trust's vision of aspiration and excellence.

<b>Job-title</b>	Curriculum Deputy Headteacher (Secondary)
<b>Grading/Salary:</b>	Leadership Scale: <b>L16 – L20</b>
<b>Accountable to:</b>	Headteacher
<b>Location:</b>	Stowupland High School

*The John Milton Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff across all sites to share this commitment.*

### PROFESSIONAL EXPECTATIONS

All staff, including the Deputy Headteacher, are expected to accept, abide by, and promote the professional expectations and procedures of the Trust and school and are expected to adhere to, and actively support, all Trust and school policies, including the scheme of delegation.

Also, in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers. The Deputy Headteacher will report to and work with the Headteacher to achieve all aspects outlined within this job description. The role of Deputy Headteacher also includes a teaching commitment.

All staff must undergo a Disclosure and Barring check and Safeguarding training prior to appointment.

## CORE PURPOSE

The purpose of the post of the Deputy Head, along with all other posts in the Trust, is to advance education for public benefit.

The Deputy Head will support the Headteacher in developing the highest possible educational standards at the school and creating a culture and ethos based on high professional expectations, outstanding Teaching and Learning and Outstanding Progress For All.

## STRATEGIC RESPONSIBILITIES

Operating in line with Trust policy and procedure, the Deputy Head will be expected to:

- Support the Headteacher in developing and implementing the agreed School Improvement and Development Plan;
- Ensure that curriculum intent and implementation is of the highest possible standard and leads to strong outcomes for all groups of students;
- Support the operational efficiency, effectiveness and safety of the school on a day-to-day basis, including arrangements for behaviour, safeguarding, SEND and vulnerable learners and to take responsibility for key areas of whole-school working (to be agreed with the leadership team);
- To lead on Curriculum Design, including the options process and the construction of an academic timetable that supports the needs of our students and staff.
- To oversee assessment and reporting to ensure all Stakeholders are provided with accurately and timely information

## PRINCIPAL RESPONSIBILITIES AND TASKS

In order to support the professional development of the Deputy Head, the following headings are based on the National Standards for Headship.

### A. Shaping the Future

**The Deputy Head will:**

- Understand, contribute to, and promote, both the Trust and the school's vision and values through personal work and teaching practice;
- Secure the understanding and commitment of all members of the school community to the direction of travel and particularly those holding posts of responsibility;
- Work alongside the Headteacher to promote creativity, innovation and appropriate use of technologies to achieve excellence.

### B. Leading Learning and Teaching

**The Deputy Head will:**

- Demonstrate the principles and practice of effective learning and teaching to an exceptional standard through personal classroom teaching (contact time will be dependent on context);
- Initiate and support research and debate about learning and teaching with the Headteacher;
- Support the Headteacher to develop relevant strategies for improvement across the school, including the implementation of monitoring and evaluation schedules;

### C. Developing Self and Working with Others

**The Deputy Head will:**

- Work with internal and external partners (including the Trust) supported by the Headteacher for the benefit of the school and its learners;
- Identify the training needs of self and others and discuss these with the Headteacher;
- Support the Headteacher to identify need and arrange coaching for colleagues in order to secure good and better teaching consistently across the school in line with Trust CPD approaches;

- Ensure that the range, quality and use of available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.

#### **D. Shaping the Organisation**

##### **The Deputy Head will:**

- Contribute to School Improvement Planning with the Headteacher;
- Inform the Headteacher of concerns regarding the management the workload of staff;
- Support the Headteacher to manage and organise the school environment efficiently and effectively in liaison with designated school leads and ensure that the environment meets the needs of the curriculum;
- Exemplify the application of agreed policies, priorities and expectations;
- Provide a role model for others in order to motivate and create a shared culture and positive atmosphere;
- Contribute to rigorous self-evaluation.

#### **E. Securing Accountability**

##### **The Deputy Head will:**

- Support the Headteacher in the development of the culture of accountability within the school so that all staff strive for excellence in their own practice;
- Develop an ethos in line with the Trust's vision which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Support the Headteacher in securing school improvement through performance management;
- Work with the Trust and Headteacher to set realistic yet challenging targets for all children.

#### **F. Strengthening Community**

##### **The Deputy Head will:**

- Support the Headteacher to build a culture and curriculum, within the context of the Trust's vision, which takes into account the need for students to experience richness and diversity of local and wider communities;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the children's experiences, in line with published plans and discussions with the Head of School;
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families in line with Trust policies;
- Maintain and develop effective partnerships with parents and carers to support and improve children's achievement and personal development;
- Ensure, and contribute to, a high quality website, newsletters and informative documents for stakeholders, in line with Trust guidelines;
- Contribute to Trust developments and publications as requested (e.g. Annual Review or competitions).

### **ADDITIONAL RESPONSIBILITIES**

- Maintain a high profile on the school site and act as an ambassador for the Trust;
- Support all Trust staff to carry out their duties on the school site where required. Highlight any areas of concern regarding premises, H&S, safeguarding etc. to the Headteacher or relevant Trust team using the reporting systems available.

#### **NOTE:**

This job description outlines the main accountabilities relating to the post, but may not describe in detail all the tasks required to carry them out. It should be read as an addition to the requirements of a class teacher's job description. It will be reviewed annually and may be amended, after consultation, to reflect the changing needs of the school or the Trust.

## Person Specification

Criteria		Essential / Desirable
<b>Qualifications and Professional Development</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of CPD relating to school leadership /curriculum development</li> <li>• NPQSL or further professional qualification</li> <li>• Experience of Timetabler software</li> </ul>	E E D D
<b>Teaching and Management Experience</b>	<ul style="list-style-type: none"> <li>• Successful leadership of at least one curriculum area</li> <li>• Experience of effective monitoring and evaluation of others' teaching and learning</li> <li>• Experience of dealing with staff giving cause for concern</li> <li>• Successful teaching experience at secondary level               <ul style="list-style-type: none"> <li>◦ Teaching experience in Key Stage 3</li> <li>◦ Teaching experience in Key Stage 4</li> <li>◦ Teaching experience post-16</li> </ul> </li> <li>• Advanced Skills /Leading Practitioner status</li> <li>• At least 5 years' teaching experience</li> <li>• Experience teaching in more than one school</li> <li>• Experience of working with other schools and organisations</li> <li>• Senior leadership experience in a secondary school with strong evidence of success and impact</li> <li>• Strong experience of having an impact when working with students with SEND</li> </ul>	E E E E D E E E E D
<b>Teaching and Management Skills</b>	<ul style="list-style-type: none"> <li>• Highly effective classroom practitioner</li> <li>• Experience of successfully leading and evaluating whole school improvement initiatives</li> <li>• Ability to inspire and motivate all stakeholders</li> <li>• Understanding of, &amp; commitment to, safeguarding students</li> <li>• Experience of developing the quality of education to support strong progress and positive learning experiences</li> <li>• Experience of using effective methods of communication, consultation and dissemination</li> <li>• Ability to coordinate the work of individuals &amp; teams</li> <li>• Ability to analyse and use student data on attainment and progress to raise standards</li> <li>• Secure knowledge of the Ofsted Framework</li> <li>• Understand the principles of effective teaching and learning</li> <li>• Ability to work well with Local Board Members</li> <li>• Has organised and/or delivered whole school training</li> <li>• Successful experience of change management</li> </ul>	E E E E E E E E E E D D D
<b>Managing Resources</b>	<ul style="list-style-type: none"> <li>• Ability to manage resources, ensuring value for money</li> <li>• Experience of recruiting and deploying staff</li> </ul>	D D
<b>Personal Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Strong commitment to raising standards</li> <li>• High expectations of self and others</li> <li>• Ability to establish and maintain positive relationships with all stakeholders including parents and carers</li> <li>• Ability to remain positive, including when under pressure</li> <li>• Good communication skills</li> <li>• Empathy with children</li> <li>• Effective IT skills for both teaching and management</li> </ul>	E E E E E E E