

**WALTHAMSTOW SCHOOL FOR GIRLS**

***“NEGLECT NOT THE GIFT THAT IS IN THEE”***

Job Description

**The specific responsibilities will be defined following the successful appointment.**

**Job title:** **Deputy** **Headteacher (Teaching and Learning)**

**Reporting to**: Headteacher

**Responsible for:** Allocated Heads of Faculties (HOF) and other named members of staff

**Liaising with:** SLT, HOFs, Student Progress Leader (SPL), wider pastoral team, relevant staff with cross-school responsibilities, relevant teaching and support staff, LEA personnel, governors, parents/carers and external agencies.

**Working time:** 195 days per year – full time. Attendance at identified calendared events during the school year

**Salary / TLR Allowance:** L25-L29

**Disclosure:** Enhanced

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| **Key Responsibilities** | The key responsibilities for this post will be:   * To provide strategic whole school direction for Teaching and Learning, ensuring that there is a relentless focus on overcoming barriers to learning and progress. * To develop a strategic approach to staff development/ CPD which is based on a robust internal evidence base and informed by evidence-based pedagogy. * To provide a coherent, supportive and ambitious approach to Performance Development (appraisal) for all staff, such that leaders are enabled to provide robust support and challenge for their teams. * To provide oversight of pastoral and academic systems in one key stage, ensuring that the needs of students are successfully met and that we ‘bring out the gift’ in each one. |
| **Core Purpose** | The Deputy Headteacher will lead by example and provide inspiration and motivation for the school community by:   * Proactively supporting and embedding the school ethos, vision and values and associated policies * Sharing responsibility for the development of whole school improvement initiatives and strategically planning for both the short and long term * Working in partnership with staff and governors to create a sense of shared ownership and to ensure that school improvement strategies are monitored and evaluated rigorously * Developing appropriate evidence informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context * Ensuring strategic planning takes account of the school’s vision and values, as well as our commitment to inclusion |
| **Leadership** | The Deputy Headteacher will work with the Headteacher to:   * Provide effective professional challenge and support to senior and other colleagues * Provide information and advice to colleagues and the governing body and support robust accountability processes throughout the school * Ensure that highly effective teaching and learning is at the heart of the school and share responsibility for raising the quality of learning and teaching * Promote a culture of ownership through rigorous self- evaluation. |
| **Leading and Developing Others** | The Deputy Headteacher will lead, motivate, support, challenge and develop staff in specified teams and departments to ensure the best outcomes for the school through:   * Being a role model for others, demonstrating a high standard of leadership * Recognising, developing and maximising the potential of others * Challenging ineffective practice and providing support through strategies for improvement * Building a collaborative culture which positively embraces change and progress through staff empowerment and teamwork * Treating people fairly, equitably, with dignity and respect to create and maintain a positive school culture and to allow an appropriate work-life balance * Creating a climate which enables staff to develop and maintain a passion for their subjects and confidence in their roles * Making sure that teaching and learning across the school ensures the highest standards in every student’s learning and the best possible academic outcomes * Supporting the development of positive working relationships with and between all staff * Leading and coaching groups of staff in appropriate professional learning activities, delegating appropriately and evaluating outcomes * Developing the role of subject leaders and HOFs so that there is a measurable impact on student learning * Developing the role of pastoral leaders so that the monitoring and improvement of students’ attendance, behaviour and home learning is systematic and highly effective. |
| **Effective deployment of staff and resources** | The Deputy Headteacher will utilise staff resources effectively by:   * Supporting the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities * Managing the school effectively in the absence of the Headteacher * Working with the School Business Manager and faculty leaders to identify priorities for expenditure and secure best value for money |
| **Quality Assurance** | The Deputy Headteacher will work to create a highly effective educational experience for all students by:   * Ensuring the whole school evaluation and monitoring procedures are rigorously applied and that they make substantial contribution to improving student and teacher performance * Leading self-evaluation of curriculum areas and making recommendations for improvement based upon process outcomes. |
| **Governance, accountability and working in partnership** | Under the direction of the Headteacher, the Deputy Headteacher will:   * Understand and contribute to the role of effective governance * Report termly to the Governing Body on plans and progress * 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, including through the Teaching School Hub * Maintain excellent relationships with fellow professionals and colleagues to improve educational outcomes for all students. |
| **Specific Duties**  **(These are subject to change depending on the strengths of the postholder)** | * To be responsible for the development of Teaching and Learning across the school, including strategic planning (School Improvement Plan) and development (Teaching and Learning team) * To use evidence to rigorously monitor and evaluate the effectiveness of Teaching and Learning through mechanisms such as lesson observations, learning walks, faculty reviews and work sampling or progress inquiries * To provide strategic oversight of our whole school CPD programme, based on a diagnostic analysis of the needs of students and staff * To keep up to date with the latest research and development and evidence-based pedagogy, using it to inform staff CPD, approaches to teaching and learning and the work of the Teaching and Learning Team * To be responsible for staff induction and for all aspects of the ECF and ITT * To be responsible for the delivery of literacy across the curriculum so that all our students are equipped to access the curriculum * To provide strategic oversight of equality, diversity and inclusion so that diversity is celebrated, misconceptions are challenged and equality is the expectation * To provide oversight of pastoral systems for a key stage, ensuring that we are embedding a safe, supportive and inclusive school culture in which everyone feels welcomed, valued and respected, delivered through a consistently restorative and nurturing approach towards students and families * To have strategic oversight of the PSHE curriculum * To have strategic oversight of extra-curricular activities and visits in order that students are offered the widest range of enrichment opportunities * To be responsible for the school calendar. |
| **Whole School Contribution** | * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example * To undertake continuous professional development * To comply with the school’s Health and Safety policy * To undertake any other duty as specified by STPCD not mentioned above. |

These are the main areas of responsibility but all job descriptions may be reviewed according to the needs of the school.

This job description is carried out in accordance with provisions of the School Teachers’ Pay and Conditions document and within the range of teachers’ duties set out in that document.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunity for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

February 2023

*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.*

Person Specification

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|  | **Criteria** | Essential | Desirable |  | Assessed by application | Assessed by selection process |
|  | **Qualifications** | | | | | |
| 1 | A good honours degree or equivalent | / |  |  | / |  |
| 2 | Qualified Teacher Status (QTS) | / |  |  | / |  |
| 3 | Registered with GTC | / |  |  | / |  |
| 4 | Further relevant post graduate study or NPQH |  | / |  | / |  |
|  | **Experience** | | | | | |
| 5 | At least 3 years of senior leadership experience in a secondary school | / |  |  | / |  |
| 6 | Outstanding classroom practitioner with a strong track record of results | / |  |  | / | / |
| 7 | Successful recent strategic impact as an AHT or DHT in a comprehensive school setting | / |  |  | / | / |
| 8 | Successful experience of raising standards for all, with measurable outcomes, as a result of own contribution in own school or across other schools | / |  |  | / | / |
|  | **Qualities, skills and Knowledge** | | | | | |
| 9 | A vision for education that is closely aligned with the ethos, vision and values of the school | / |  |  | / | / |
| 10 | Excellent knowledge and understanding of the wider educational agenda including current national policies and educational issues, particularly relating to staff development and teaching and learning | / |  |  | / | / |
| 11 | An understanding of effective strategic planning, including the measure impact with precision and experience of leading and managing change |  | / |  | / |  |
| 12 | Be able to analyse data meaningfully and act effectively on the outcomes | / |  |  | / | / |
| 13 | Possess excellent verbal and written communication skills, with the ability to present effectively to a range of audiences | / |  |  | / | / |
| 14 | Be a visible and high-profile leader who models excellence and can support and challenge others | / |  |  | / | / |
| 15 | Be ambitious for all our students, demonstrating a commitment to and evidence of promoting equality, inclusion and diversity | / |  |  | / | / |
| 16 | Have a thorough understanding of the key features of effective learning, teaching and assessment and the ability to embed such practice across the school | / |  |  | / | / |
| 17 | Evidence of substantial and successful line-management experience which has developed the skills and competency of post-holders | / |  |  | / | / |
| 18 | Be able to create an environment in which colleagues are keen to develop their own skills and knowledge and to collaborate in their support of one another | / |  |  | / | / |
| 19 | Appreciate and promote the safety and wellbeing of all students and staff, whilst also being mindful of own wellbeing | / |  |  | / | / |
|  | **Systems and Processes** | | | | | |
| 20 | Be able to maintain and further develop a safe, calm, and ordered environment for students and staff that is rooted in the effective safeguarding of students and the promotion of exemplary behaviour | / |  |  | / | / |
| 21 | Have experience of effectively managing the performance of staff and addressing underperformance | / |  |  | / | / |
| 22 | Have experience of developing systems to identify and share effective practice | / |  |  | / | / |
| 23 | Have experience of successful contribution to whole school self-evaluation, including successfully leading and sustaining change | / |  |  | / | / |
| 24 | Have experience of successfully working with Governors in pursuit of whole school strategic objectives |  | / |  | / | / |
| 25 | Have experience of effectively monitoring the distribution of resources to meet strategic objectives |  | / |  | / |  |
| 26 | Understand how to distribute leadership across teams in a way that encourages responsibility and accountability | / |  |  | / | / |
|  | **Personal Attributes** | | | | | |
| 27 | Reflective, self-motivated and driven to achieve the best for all students | / |  |  | / | / |
| 28 | Excellent team building and coaching skills | / |  |  | / | / |
| 29 | Approachable, reliable and has presence | / |  |  |  | / |
| 30 | Thinks creatively, solves problems and has an eye for detail | / |  |  | / | / |
| 31 | Demonstrates high levels of professionalism, loyalty and integrity | / |  |  | / | / |
| 32 | Models and exemplifies the school’s values | / |  |  | / | / |
| 33 | Has the emotional intelligence to offer appropriate levels of support and challenge at all levels, including for the Headteacher | / |  |  |  | / |
| 34 | Relentlessly optimistic, with the desire to find positive solutions to problems, often in pressurised and challenging circumstances. | / |  |  | / | / |

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