



POSITION: Deputy Head teacher – Teaching and Learning

GRADE: 12- 16

RESPONSIBLE TO: Headteacher

KEY PURPOSE OF THE JOB

To carry out professional duties of a teacher other than a head teacher, as described in Part X11 of the school Teacher's Pay and Conditions Document, including those duties particularly assigned to him/her by the head teacher.

This post will carry with it responsibility for teaching and learning throughout the school. This will include strategic oversight and monitoring of all learning across the school, collecting, analysing and monitoring data to track and improve the progress of pupils in the core and foundation subjects, managing, training and supporting colleagues and leading the senior and phase leaders of teaching and learning.

MAIN RESPONSIBILITIES

- To assist the Head Teacher in all areas of responsibility and to take full responsibility for the school in the absence of the Head teacher.
- In consultation with the Head Teacher and as part of the Leadership Team to play a leading role in the promotion of high standards of achievement and equal opportunities within the school.
- To assist the Head in appropriate ways and in consultation with staff and governors in the planning & implementation of School Improvement Plan and the effective use of all resources, including the deployment of both teaching and support staff.
- With the Head and Leadership Team to oversee implementation & development of the Curriculum
- To take a leading role in the establishment and maintenance of good and trusting relationships through sound communication and consultation procedures both within the school and with all appropriate agencies, including governors, parents and the Local Authority. To support and lead other members of staff in achieving these aims.

- To make positive professional relationships with all staff, to promote effective teamwork and to play an important part in supporting staff development.
- To maintain a good knowledge of current thinking in primary education and to demonstrate excellent practice as a teacher. To promote and develop West Hampstead Primary School policies and provide a model of good practice for others.
- To share with the Head Teacher and other members of the Leadership Team major responsibility for implementing the school's behaviour policy, establishing and maintaining good order as well as promoting the sensitive treatment of individuals.
- In consultation with the Head Teacher and Leadership Team, to keep the work and organisation of the school under review and to make major contributions to the school's Improvement Plan and School Self Evaluation and assessment.
- Phase leadership of two year groups e.g Years 1 and 2.
- To play a positive part in promoting the inclusion of SEND and disabled children.
- To support the work of the INSET co-ordinator and lead INSET for staff as and when appropriate.
- To play a full part in the life of the school community, sitting on chosen governor's committees and offering professional guidance and support, attending social and Parent Teacher Association events and strengthening community links.

PARTICULAR DUTIES & RESPONSIBILITIES

These duties will be reviewed on a yearly basis according to the needs of the school. The Deputy Head should be prepared in the long term to take responsibility for any major aspect of school development or organisation in the light of changing circumstances and as the need arises. (e.g. Leading a Team in EYFS, Key Stage 1 or Key Stage 2 , SEN, Equal Opportunities, a Curriculum Area, Curriculum development, assessment etc.)

The duties of the Deputy will also be reviewed yearly in the light of his or her teaching commitment in any one year.

SELECTION CRITERIA

QUALIFICATIONS:

Qualified Teacher Status.

Evidence of further relevant (but not necessarily certificated) study

EXPERIENCE

Substantial, successful and varied teaching experience with children of Primary School age, including work as a class teacher in an urban environment. Preferably this will be across the whole primary age range and will include significant experience of children with Special Educational Needs and children who are bilingual.

Previous senior management experience.

Experience of leading curriculum development, developing school policy and monitoring and evaluating progress.

KNOWLEDGE

Of the cognitive, emotional, social and physical development of young children.

Of recent developments in the National Curriculum.

Of effective Team Management.

Of Assessment and Planning procedures which promote good practice in the implementation of the National Curriculum.

SKILLS

Excellent interpersonal and communication skills, including:

The ability to motivate and gain the trust of others, including pupils, staff and parents.

The ability to communicate effectively with a wide range of individuals and to understand the factors and perspectives which influence relationships within a school community.

The ability to communicate effectively in a public setting.

The ability to work well and flexibly both as part of a team and independently.

The ability to work well under pressure and to resolve situations where conflict arises.

Excellent written communication skills

The ability to manage a budget in accordance with the school's financial regulations and prioritise expenditure in line with the School Development Plan.

Good organisational skills, including:

The ability to manage and prioritise time well.

The ability to organise resources effectively, including staff resources.

The ability to organise and to support others in the organisation of special events.

Excellent teaching skills, including:

The ability to provide a differentiated curriculum and to use a range of teaching methods, motivating pupils with a wide range of needs and offering equal opportunities for all to develop and to be successful.

Excellent classroom management skills, in the organisation of the teaching day, management of pupils and organisation of resources and the classroom environment.

The ability to evaluate the success of tasks given within the classroom and to assist others in monitoring their own effectiveness as teachers.

April 2026