

Deputy Headteacher – Thames Park Secondary School - Job Description – FEB 24

Post: Deputy Headteacher (11 – 16)

Salary: Leadership Range 21-25

Responsible To: Headteacher

Purpose of Job: Behaviour and Attitudes

To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the school and trust policies through which they shall be achieved. Managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. In conjunction with the school's staffing community, continue to develop the positive behaviour and attitudes across the school, impacting on student progress and attainment.

Introduction: The Deputy Headteacher will have delegated responsibilities which are both school wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Headteacher.

Key Responsibilities

1. Core Purpose and Accountability

- 1.1. To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- 1.2. Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher.
- 1.3. Undertake the professional duties of the Headteacher, in the event of their absence from the school.
- 1.4. In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of Behaviour and Attitudes throughout the school.
- 1.5. To provide professional leadership and management of School Development Plan priorities.

2. Generic/Teachers

- 2.1. You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Thames Park Secondary School.
- 2.2. To facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.

- 2.3. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- 2.4. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- 2.5. All staff will take an active role in the School Self Evaluation process. As Deputy Headteacher you will be expected to be part of the school improvement team and help develop the School Self Evaluation process.
- 2.6. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching, and mentoring, and self-evaluation and peer review.

3. Professional Development Process

- 1.1. To undertake the annual professional development process, setting and agreeing targets linked to school development plan priorities with the Headteacher.

4. Key Areas

- 4.1. Impact on educational progress:
 - a. Support the Headteacher in: Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all, demonstrating the vision and values of the school in everyday work and practice, motivating and working with others to create a shared culture and positive climate.
 - b. Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy.
 - c. Lead on the implementation, monitoring and evaluation of the Personal Development and Behaviour curriculum including an effective SMSC provision.
 - d. Lead on the PR3 Behaviour system and the school's Behaviour Curriculum to ensure that the school creates a safe, calm, orderly and positive environment which allows students to make good progress and achieve positive outcomes.
 - e. Promote high expectations for progress and attainment and support the students to develop in many diverse aspects of life.
 - f. Establish short-, medium- and long-term plans for the development and resourcing for the specific areas of responsibility.
 - g. Monitor the progress made in achieving subject/area plans and targets and evaluate the effect on teaching and learning.
 - h. Lead on whole school attendance, pupil premium progress, and promote school enrichment and extra-curricular provisions.

- i. Work with outside agencies and stakeholders to inform future action, including alternative provision, both internally and externally.
- j. Lead the school's House System, encouraging student celebrations and rewards.

4.2. Whole school impact:

- a. Work with the Headteacher to raise standards and pupil achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes and school systems.
- b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on student progress.
- c. Attend local governing body/trustee meetings as required by the Headteacher.
- d. Create, maintain, and enhance effective relationships.
- e. Support the recruitment and selection of teaching and support staff.
- f. Be the Deputy Designated Lead for Safeguarding, ensuring CPOMS is implemented effectively, including line management of the Designated Lead for Safeguarding
- g. Represent the school at the Behaviour and Attendance Panel, and vulnerable panel meetings.
- h. Effectively line manage curriculum areas as directed by the Headteacher.
- i. Ensure effective provisions are in place for SEND Students.
- j. Lead on school phase transitions and admissions.

4.3. Securing Accountability

- a. Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors, Trust and OFSTED; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community. Develop a school ethos which follows the Trust values and enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. Work with the Local Governing Body and Trust (providing information, objective advice and support) to enable it to meet its responsibilities. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Trust, governors, parents and carers. Reflect on personal contribution to school achievements and take account of feedback from others.
- b. Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.
- c. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school behaviour and learning strategies.
- d. Provide guidance on a choice of teaching and learning methods/strategies including:

- Coaching and mentoring; Modelling and demonstrating excellent teaching practice; Act as a consultant for other staff.
 - Undertake shared planning, team teaching.
 - In line with Trust expectations implement systems for recording individual pupil's progress
- e. Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

4.4. Resource Management

- a. Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- b. Work with the Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- c. Oversee and evaluate the subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.
- d. Secure and allocate resources to support effective learning and teaching within the subject area(s).
- e. Monitor and control the use of resources and budget according to the school's and trust's agreed financial procedures.
- f. Attend after school and community events to act as a representative of the school.
- g. SLT / Staff Duties and rotas including visibility and statutory duties.

4.5. Developing Self and Working with Others

- a. Work with the Headteacher to build a professional learning community which enables others to achieve.
- b. As an SLT Link, support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
- c. Be committed to your own professional development.
- d. Implement successful performance management processes with allocated team of staff
Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- e. Build a collaborative learning culture within the school and actively engage with other schools within the Trust and outside to build effective learning communities.
- f. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- g. Develop and maintain a culture of high expectations for self and others. Lead the Assistant Headteacher (Inclusion) and other members of the SLT as directed.
- h. Regularly review own practice, set personal targets and take responsibility for own professional development.

4.6. Achievement of Pupils

- a. Evaluate analysis of data to identify barriers to learning and suggest ways to address these.
- b. Monitor the progress of pupils throughout the year, identifying gaps and any underachievement alongside middle leaders (through classroom learning visits, book scrutiny, discussion with pupils, teachers and leaders).

4.7. Strengthening Community

- a. Work with the Headteacher to engage with the internal and external school community to secure equity, equality and entitlement.
- b. Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.
- c. Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

5. Assessment and Data

- a. Analyse assessment data from a variety of sources to inform whole school planning and resourcing.
- b. Present behaviour and attendance data to a range of stakeholders.
- c. Evaluate analysis of data to identify barriers to learning and suggest ways to address these.
- d. Monitor the progress, behaviour, and attendance of pupils throughout the year, identifying gaps and any underachievement (through planning checks, observation, discussion with pupils etc).
- e. Organise Professional Development meetings and evaluate outcomes.
- f. Work with a range of staff to analyse assessment data.
- g. Contribute to discussions with the Local Governing Body and Trust.

6. Duties for Deputy Headteacher

- 6.1. To provide professional leadership and management of a key area of the School Improvement Plan as agreed, on an annual basis, with the Headteacher.
- 6.2. To be responsible for behaviour policy & practice across the school.
- 6.3. To provide professional leadership and management of the Curriculum.
- 6.4. To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- 6.5. To lead the professional development process across the school.