



THE FOREST SCHOOL ACADEMY TRUST	
DEPUTY HEADTEACHER	
JOB DESCRIPTION	
<p>Duties and responsibilities under the direction of the Headteacher. Responsibilities will depend on the strength of the candidate.</p> <p>This Job Description is subject to review and redefinition in line with school development</p>	
Qualities and knowledge	
<ul style="list-style-type: none"> <li>• Support with the day-to-day management of the school.</li> <li>• Communicate the school's vision compellingly and support strategic leadership.</li> <li>• Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students.</li> <li>• Build positive relationships with all members of the school community, showing positive attitudes to them.</li> <li>• Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.</li> <li>• Work with political and financial astuteness, translating policy into the school's context.</li> <li>• Seek training and continuing professional development to meet own needs.</li> <li>• Monitor and ensure high standards of student progress throughout the school.</li> <li>• Have responsibility for the creation, implementation, monitoring and evaluation of the School Improvement Plan.</li> <li>• Share responsibility for the accurate creation and upkeep of the school self-evaluation, demonstrating the ability to professionally challenge colleagues to drive school improvement to outstanding.</li> <li>• Articulate and model the school's vision and strategic direction, embedding ambition and driving improvement, across all areas of responsibility.</li> <li>• Direct and supervise support and teaching staff assigned to them.</li> <li>• Contribute to the recruitment, selection and appointment and professional development of other teachers and support staff.</li> <li>• Establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all students and staff.</li> </ul>	

<b>Students and staff</b>
<ul style="list-style-type: none"> <li>• Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.</li> <li>• Ensure excellent teaching in the school, including through training and development for staff.</li> <li>• Maintain a culture of ‘open classrooms’ as a basis for sharing best practice.</li> <li>• Maintain the ethos within which all staff are motivated and supported to develop their skills and knowledge.</li> <li>• Identify emerging talents, coaching current and aspiring leaders.</li> <li>• Hold all staff to account for their professional conduct and practice.</li> </ul>
<b>Systems and processes</b>
<ul style="list-style-type: none"> <li>• Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, with a focus on data.</li> <li>• Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour.</li> <li>• Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.</li> <li>• Work with the Academy Trust as appropriate.</li> <li>• Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.</li> <li>• Support distribution of leadership throughout the school.</li> </ul>
<b>The self-improving school system</b>
<ul style="list-style-type: none"> <li>• Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all students.</li> <li>• Develop effective relationships with fellow professionals.</li> <li>• Model entrepreneurial and innovative approaches to school improvement and leadership.</li> <li>• Inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education.</li> <li>• Develop positive progress measures through effective use of data.</li> </ul>
<b>Responsibilities as a member of Senior Leadership Team</b>
<ul style="list-style-type: none"> <li>• Participate in departmental and whole School self-evaluation.</li> <li>• Carry out performance management in line with School policy.</li> <li>• Monitor and evaluate the quality and effectiveness of teaching.</li> <li>• Ensure rigorous monitoring of student progress, standards and achievements.</li> <li>• Use, understand and analyse assessment information including data.</li> <li>• Ensure the maintenance of good order and discipline at all times during the School day</li> </ul>

<p>and when students are engaged in School activities.</p> <ul style="list-style-type: none"> <li>• Challenge under-performance by staff.</li> <li>• Participate in arrangements for recruitment of staff.</li> <li>• Devise and deliver staff training and development.</li> <li>• Devise and deliver assemblies.</li> <li>• Line-manage staff.</li> <li>• Attend Academy Trust meetings as appropriate.</li> <li>• Manage finances and resources as appropriate.</li> <li>• Promote effective relationships with bodies outside the School.</li> <li>• Fulfil the professional duties of teachers other than those of the Deputy Headteacher.</li> <li>• Contribute to the life and development of the School as appropriate.</li> <li>• Any other duties as required by the Headteacher.</li> </ul>		
<b>Other areas of responsibility</b>		
<p>The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</p> <p>Please note, that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or The Academy Trust.</p>		
<b>DEPUTY HEADTEACHER</b>		
<b>PERSON SPECIFICATION</b>		
<b>Attributes</b>	<b>Requirement</b>	
<b>Qualifications and training</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• QTS with recent teaching experience within the secondary sector</li> <li>• Undergraduate degree and/or relevant qualifications.</li> <li>• Evidence of recent and appropriate level of Continuing Professional Development e.g. NPQH, NPQSL, MA.</li> <li>• Evidence of recent professional development in preparation for a leadership role.</li> </ul>	✓  ✓	  ✓ ✓
<b>Leadership and Management</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• An enthusiastic leader, with the ability to inspire, challenge, motivate and empower teams and individuals.</li> <li>• Ability to provide clear direction and shared purpose for staff and students.</li> <li>• Ability to inspire trusty and confidence across the school and the community.</li> <li>• Understanding of the requirements and expectations of the</li> </ul>	✓  ✓ ✓ ✓	

<p>Ofsted framework.</p> <ul style="list-style-type: none"> <li>• Ability to develop and sustain good relationships with staff, parents and Governors.</li> <li>• Ability to lead CPD programmes.</li> </ul>	✓	✓
<b>Experience and skills</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Successful leadership and management experience in a school for at least 2 years in a significant role in a secondary school e.g. Leader of age phase, whole school curriculum leadership/assessment.</li> <li>• Teaching experience of at least 6 years.</li> <li>• Involvement in school self-evaluation and development planning.</li> <li>• Experience of working in a diverse environment across the 11-18 age range.</li> </ul>	✓   ✓ ✓	✓
<b>Knowledge of education</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Data analysis skills and the ability to analyse, interpret, identify weaknesses and to act on test data to set targets.</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve through strong CPD.</li> <li>• Vision of education in a wider context than a single subject/school.</li> <li>• Experience of wider reading and educational issues.</li> <li>• High expectations and a commitment to raising standards of attainment, including for children from socially disadvantaged areas.</li> <li>• Commitment to equal opportunities.</li> </ul>	✓ ✓  ✓  ✓ ✓	✓
<b>Knowledge of teaching, curriculum and assessment</b>		
<ul style="list-style-type: none"> <li>• Proven ability, knowledge and understanding of curriculum, planning and assessment.</li> </ul>	✓	
<b>Improving Teaching &amp; Learning</b>		
<ul style="list-style-type: none"> <li>• Knowledge and experience of a range of teaching and learning styles and strategies.</li> <li>• Experience of observing and evaluating the quality of teaching.</li> <li>• Experience of mentoring or supporting colleagues.</li> </ul>	✓ ✓ ✓	
<b>Professional development</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Active involvement in recent and relevant INSET/training</li> <li>• Training in management issues and skills.</li> </ul>	✓	✓
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school.</li> </ul>	✓	

