

Deputy Headteacher Job Description and Person Specification



The purpose of the job is to

- Undertake a leadership role and support the Headteacher in the effective management and operation of the school

Duties and responsibilities

- Support the Headteacher to lead, develop and inspire a formidable team of teachers and support staff to deliver a culture of continuous school improvement
- Keep abreast of both local and national developments in relation to the primary curriculum and assessment
- Work alongside the Headteacher in evaluating school effectiveness
- Support the Headteacher with mentoring and induction

Leadership and management

- Support staff recruitment to ensure staff of the highest standards are attracted, selected, and retained within The Mead Trust
- Support the Headteacher to manage the school effectively in their absence
- Ensure exemplary professionalism from all staff
- Instil an ethos of high expectations for achievement and behaviour of all children
- Provide support to the leadership team for, and management of, all school staff and children
- Line manage and undertake performance appraisals
- Support trainee teachers

Learning and teaching

- Create a culture that supports inspired teaching, effective learning, and respectful relationships
- Train and support others in the teaching of engaging and effective lessons that motivate, inspire, and improve pupil attainment
- Set aspirational targets and secure the use of regular assessments to monitor progress
- Undertake termly Pupil Progress Reviews and learning conversations with a focus on vulnerable groups and review the effectiveness of all aspects of provision
- Ensure staff respond effectively to the actions deriving from such monitoring activity
- Ensure that all children achieve at or above expected level, or, if well below, ensure they are making significant and continuing progress towards their own unique goals
- Liaise effectively with colleagues, parents, and outside agencies
- Have a creative and flexible approach to teaching that builds success through challenge, personalisation, and innovation
- Have the confidence to help build skills for children to form positive relationships that help to break down barriers, build self-esteem and challenge disaffection
- Support staff to provide a stimulating learning environment

Whole-school culture, organisation, strategy, and development

- Maintain a strong, cohesive school community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Maintain a school culture and ethos that is utterly committed to achievement and to developing high aspirations in line with the vision of The Mead Trust
- Value and respect parents as partners in the learning journey of their children
- Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures, to support the school's / Trust's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity

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Assessment and reporting

- Ensure that staff provide effective feedback and use formative and summative data for all children
- Ensure that regular and meaningful pupil progress reports are written accurately and thoughtfully and shared with both children and their families
- Provide information and analysis of data collected according to the requirements of the school self-review process, and communicate this effectively to key stakeholders

Health and safety

- Promote the safety and well-being of all pupils
- Maintain a safe learning environment by managing behaviour effectively in accordance with the Trust's behaviour policy
- Maintain current and accurate Safeguarding records e.g., through CPOMS

Professional development

- Attend mandatory Trust induction training on Safeguarding and Health and Safety within the first few weeks of taking up the post (these sessions may be delivered outside standard school hours)
- Complete regular (at least annual) training on subjects including safeguarding
- Take a proactive role in the Trust's appraisal procedures
- Take part in further training and development to continually improve
- Keep abreast of initiatives and developments in education, especially those relevant to the duties and responsibilities of the post

Communication and working together

- Communicate effectively with children, parents, carers, and colleagues from our family schools
- Make and maintain strong links with outside agencies
- Manage the effective deployment of support staff and volunteers in the classroom
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop the effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out professional duties and responsibilities

Management of staff and resources

- Direct and supervise any assigned support staff, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources effectively

The post holder will be required to safeguard and promote the welfare of children and young people, follow school policies and the staff code of conduct.

This job description is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role.

	Essential	Desirable
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<p>Qualifications</p>	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of sustained, continuous professional development, preferably in more than one school 	
<p>Experience</p>	<ul style="list-style-type: none"> • Recent successful leadership as senior teacher or member of SLT • An active involvement in school self-evaluation and development planning • Working collaboratively with other colleagues, parents and governors • Supporting and mentoring other staff as and when required 	<ul style="list-style-type: none"> • Teaching experience in more than one school • To have taught both EYFS/KS1 and KS2 • Leading an aspect of school improvement with evidence of improving standards • Leadership of a subject or aspect of school life
<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • Significant teaching experience within the primary phase • A clear philosophy of primary education in line with that of the Trust / school • Demonstrates quality first, inclusive teaching that has an impact on all pupil outcomes • Knowledge of a range of effective strategies for inspiring all children to achieve their full potential • An understanding of cross curricular learning and teaching • Able to promote the social, moral, spiritual, and cultural development for all children • A detailed understanding of safeguarding duties • Excellent knowledge of the National Curriculum 	<ul style="list-style-type: none"> • Analysis and interpretation of school performance data to inform school self-evaluation
<p>Skills</p>	<ul style="list-style-type: none"> • Able to work in a way that promotes the safety and wellbeing of children • Excellent classroom practitioner • Ability to support children with a range of abilities • An excellent communicator with fantastic interpersonal skills and high levels of emotional intelligence • Lead by example with integrity, creativity, resilience, and clarity, drawing on own expertise and skills, and that of those around them • A good understanding of a range of behaviour management strategies • To have the ability to motivate, challenge and inspire others 	<ul style="list-style-type: none"> • Able to deploy staff effectively

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Personal Qualities	<ul style="list-style-type: none">• A visible presence around school, approachable and person centred• Able to empathise appropriately and take necessary steps to manage and resolve conflict• Inclusive, passionate, and principled• Passionate about providing memorable learning opportunities for all children within a creative and inspiring curriculum• Creative and dedicated to our children, with a belief that all children can succeed• High standards of personal organisation• Resilient, passionate, and hard-working• Determined to drive improvement to ensure the very best outcomes for the children• Relish accountability and take personal responsibility for own actions• Able to build trust and mutual respect between children, families, and staff• A cheerful disposition and good sense of humour• Energetic, warm, and caring	
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