

Job Description: Deputy Headteacher

This post is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the Teachers' Standards and other current educational legislation.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

You are required to perform any such tasks or duties as may be reasonably assigned to you by the Headteacher to ensure the smooth running of the school.

In addition to the requirement of a class teacher and any other agreed responsibilities the post holder will be accountable for the following areas:

CORE PURPOSE

To be a visible teaching and learning leader alongside the leadership team, which requires the skill for developing all staff; being able to effectively identify areas for development and to find ways as required to drive improvement in pupil outcomes and staff ability and satisfaction through:

- Formulating the aims, objectives and strategic direction of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources
- Work in partnership with TKAT to ensure that The Oaks works effectively and in line with the trusts' vision
- Monitoring and accountability of progress towards the achievement of the school's aims and objectives
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board. In this instance The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

SHAPING THE FUTURE - Strategic direction and development in co-operation with the Headteacher and the Senior Leadership team

1. Support and secure the commitment of others to the vision, ethos and policies of the school by working within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
2. Demonstrate the vision and values in everyday work and practice
3. Promote high levels of achievement in the school leading by example; motivating and inspiring others to create a shared learning culture and positive ethos and climate
4. Ensure creativity, innovation and the use of appropriate new technologies and current research to achieve excellence

5. Support the development and implementation of strategic planning that takes account of the diversity, values and experience of the school and community at large and take responsibility for appropriately delegated aspects of it
6. Support the development and implementation of strategic planning which identifies priorities and targets for ensuring that pupils achieve high standards and make progress
7. Support all staff in achieving the priorities and targets of the school, and monitor progress
8. Monitor, evaluate and review the effects of the school's policies and practices, ensuring that these take account of national, local and school data and inspection and research findings.
9. Support the Governing Body in challenging and supporting the school effectively
10. Work in partnership with TKAT

LEADING TEACHING AND LEARNING

1. Take joint responsibility with the Head Teacher, to lead the development and improvement of Teaching, Learning and Assessment across the school
2. Support the Headteacher to ensure a consistent and continuous school-wide focus on pupils' achievement, including the analysis of performance data and benchmarks to monitor progress in every child's learning
3. Support the Headteacher to ensure that improvements in English and Mathematics are priority targets for all children and ensure that learning is at the centre of strategic planning
4. Support a culture and ethos of high expectations, challenge and support where all pupils can achieve success and become engaged in their own learning
5. Ensure that pupils are fully involved in their own learning, discussing their targets and what they need to do to sustain good progress
6. Work with the Inclusion Lead to ensure that pupils receive an effective and appropriate education according to their individual needs and abilities to enable them to meet all targets and secure, and enjoyment and achievement in learning
7. Support the Headteacher in determining, organising and implementing a diverse, creative and rich curriculum and its assessment across the school
8. Develop and monitor the curriculum provision and planning, liaising appropriately with subject leaders, support staff and class teachers to ensure appropriate skills progression and good practice
9. Support the Headteacher in establishing a learning environment that helps pupils develop study skills in order to learn more effectively and with increasing independence
10. Monitor, evaluate and review classroom practice, challenging under-performance at all levels and promoting improvement strategies
11. Support colleagues and ensure high standards of pupil behaviour and discipline and pastoral care of all children
12. Be responsible for the teaching of a class/groups of children (when required) and exemplify consistently good/outstanding practice, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement and behaviour

DEVELOPING SELF AND WORKING WITH OTHERS - Leading and Managing Staff

1. Treat people fairly, equitably, with dignity and respect to support a positive school culture and the well-being of staff
2. Support the Headteacher in developing positive working relationships with and between all pupils and staff in the school
3. Support a collaborative learning culture within the school and actively engage with other schools and the wider community to build effective learning communities
4. Lead whole school professional development activities and evaluate impact.
5. Provide support and act as a coach to staff across all phases, offering professional development and promote the dissemination of good practice
6. Act as a Team Leader and appraiser for performance management and use the process to support teachers and other staff in developing personal and professional effectiveness
7. Provide support to newly qualified teachers, supply teachers, teachers and teaching assistants who are new to the school
8. Regularly review own practice, set personal targets and take responsibility for own personal development

MANAGING THE ORGANISATION - Effective deployment of staff and resources

1. Support the production and implementation of clear, evidence-based improvement plans and policies for the development of the school
2. Work with the Headteacher to recruit high calibre staff and ensure the effective deployment of staff and resources
3. Work with the Headteacher in establishing priorities for expenditure across the school, and in monitoring the effectiveness of spending and usage of resources
4. Support the Headteacher with the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations
5. To ensure staff and volunteers understand safeguarding expectations and practice and understand the processes for raising concerns about poor or unsafe practice

SECURING ACCOUNTABILITY

1. Work with the Headteacher, governing body and Academy Trust, providing information regarding school development and performance
2. Ensure consistent implementation by staff of school policies, including the behaviour and discipline of pupils throughout the school
3. Ensure the ongoing monitoring and regular evaluation and development of teaching and learning and curriculum
4. Ensure that parents are well informed about the curriculum, targets, children's progress and attainment
5. Set a good example in terms of dress, punctuality and attendance
6. Attend and participate in open evenings and school performances
7. Lead staff probation and induction as required
8. Attend and lead team and staff meetings

9. Work with governors, LEAs and neighbouring schools as well developing links within TKAT.

STRENGTHENING COMMUNITY AND PASTORAL CARE

1. Support the DSL and Headteacher in promoting and safeguarding the welfare of children and young persons
2. Maintain an ethos in which all individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the school and wider community
3. Maintain an environment where all members of the school community actively demonstrate their care and concern for everyone and fulfil the requirements of the school's equalities policies paying particular attention to vulnerable learners and hard to reach families
4. Promote an effective partnerships with parents to support and improve pupils' achievement, personal development and wellbeing
5. Promote learning experiences that are linked and integrated with the wider community
6. Collaborate with a wide range of other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
7. Work with parents and carers to ensure children have access to extended services, extra-curricular opportunities, homework and other educational and social experiences
8. Be actively involved in the life of the school and wider and global community e.g. extended school activities and locality group, community events
9. Support the Headteacher in taking account of, and respond to feedback sought from pupils, parents and the wider community

GENERAL

1. Be responsible for the leadership of key areas of improvement or areas of the curriculum as agreed with the Headteacher
2. Take on specific tasks related to the day to day administration, organisation and running of the school as requested by the Headteacher
3. To liaise as necessary with any other recognised body or agency in the furtherance of the school's needs, or those of any pupil, employee or parent/carers
4. To attend relevant meetings and events outside the normal school day for example Parent Teacher Association events and governor meetings
5. To help to maintain the school's positive online presence
6. To work with TKAT, and any other school within the trust
7. Any other additional duties reasonably requested by the Headteacher

DEPUTY HEADTEACHER PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications and training		
Education	<ul style="list-style-type: none"> • Qualified teacher status • Graduate 	<ul style="list-style-type: none"> • Additional relevant qualifications such as NPQ, MA
Professional Development	<ul style="list-style-type: none"> • Experience of planning and delivering CPD for staff in school • Experience of leading teachers 	<ul style="list-style-type: none"> • Experience of successful induction of new teachers
Experience		
Teaching	<ul style="list-style-type: none"> • At least three years classroom teaching experience • Some experience of at least 2 key stages • Excellent classroom practitioner 	<ul style="list-style-type: none"> • Taught in at least two schools • Experience of a wide range of age ranges
Knowledge and understanding		
National Agendas	<ul style="list-style-type: none"> • Understanding the conduct and value of performance management • Awareness of current and future developments in education and the implications of these 	
EYFS & National Curriculum	<ul style="list-style-type: none"> • Understand the principles of planning from the EYFS and the NC • Knowledge of the different assessment systems used to track progress 	<ul style="list-style-type: none"> • Experience of planning the curriculum across more than one key stage • Involved in curriculum design and management
Parents and the community	<ul style="list-style-type: none"> • Understanding of the role which can be played by the parents and the community supporting the school to raise standards • Understanding of the importance of community cohesion to prepare pupils to live and contribute to society 	<ul style="list-style-type: none"> • Experience of implementing successful strategies to promote community cohesion • Good understanding of strategies which encourage parents and carers to support their children's learning
Leadership and management		
Resources	<ul style="list-style-type: none"> • Coordination and deployment of staff • Management of teaching resources 	<ul style="list-style-type: none"> • Involved in the appointment and induction of staff • Use of ICT for administration, resource and budget purposes
Leadership	<ul style="list-style-type: none"> • Lead by example to motivate pupils and staff to achieve high standards 	<ul style="list-style-type: none"> • Experience of using a variety of information, including performance data, to support, monitor, evaluate and improve education of children

	<ul style="list-style-type: none"> • The use of a range of tools and evidence to improve attainment of children in class • Set high standards and provide a focus for improvement • Undertaken, either solely or as part of team, whole school improvement work 	<ul style="list-style-type: none"> • Experience of playing a leading role in implementing a School Development Plan • Experience of challenging under performance
Management	<ul style="list-style-type: none"> • Ability to manage change in a school, monitoring and evaluating its impact • Knowledge and practice in using a range of behaviour management techniques 	<ul style="list-style-type: none"> • Possess a good understanding of the differences between leadership and management
Standards	<ul style="list-style-type: none"> • Understand the characteristics of an outstanding school • Awareness of strategies to raise pupil achievement 	<ul style="list-style-type: none"> • Involved in setting targets for key stage/whole school • Knowledge of the SEN code of practice
Personal Attitudes and Attributes		
Education Philosophy	<ul style="list-style-type: none"> • A commitment to raising achievement through partnership with parents and outside agencies • A determination to progress school improvement and a desire to fulfil each child's potential • A commitment to inclusive education and willingness to respond to the needs of individual learners 	<ul style="list-style-type: none"> • Knowledge and use of work of the EEF • Pedagogy geekiness
	<ul style="list-style-type: none"> • Commitment to equality of opportunity for all • To have a drive to reduce barriers to learning • Understand the need to promote oneself as a positive role model 	<ul style="list-style-type: none"> • Experience of implementing strategies for social inclusion
	<ul style="list-style-type: none"> • Ability to communicate effectively in writing and orally • Confident in the use of ICT • Flexible and approachable • Resilient under pressure • Ability to deal sensitively with people and resolve conflicts 	<ul style="list-style-type: none"> • A positive and energetic approach to work
	<ul style="list-style-type: none"> • Self confident • Organisational awareness • Optimism • Inspirational 	<ul style="list-style-type: none"> • An excellent health and attendance record