

TEACHING STAFF JOB DESCRIPTION

ROLE TITLE	Deputy Headteacher (Quality of Personal Development)
CONTRACTED HOURS	Full time
LOCATION	Thomas Gainsborough School
SALARY	Leadership range (L19 -24)
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that students learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Actively supporting and promoting Student voice.

JOB PURPOSE

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school;
- Establishing policies for achieving these aims and objectives;
- Managing staff and resources to that end;
- Monitoring progress towards the achievement of the school's aims and objectives.

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).

KEY TASKS & RESPONSIBILITIES

Under the direction of the Headteacher:

Qualities and Knowledge

- Support the day-to-day management of the school;
- Communicate the school's vision compellingly and support strategic leadership;
- Lead by example, holding and articulating alignment to the school's clear values and personal moral purpose and focusing on providing excellent education for all students;
- Build positive relationships with all members of the school community, showing positive attitudes to them;
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally;
- Work with political and financial astuteness, translating policy into the school's context;
- Seek training and continuing professional development to meet own needs.

Students and Staff

- Demand ambitious standards for all students, instilling a strong sense of accountability In staff for the impact of their work and student outcomes;
- Ensure excellent teaching in the school, including through training and development for staff;
- Establish a culture of 'open classrooms' as a basis for sharing best practice;
- Create an ethos within which all staff and students are motivated and supported to develop their skills and knowledge;
- Identify emerging talents, coaching current and aspiring leaders;
- Hold all staff to account for their professional and conduct.

Systems and Processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour;
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting to staff to improve and valuing excellent practice;
- Working with the governing body as appropriate;
- Support strategic financial planning to ensure the effective use of budgets and resources;
- Support distribution of leadership throughout the school.

The Self-improving School System

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all students;
- Develop excellent relationships with fellow professionals;
- Model entrepreneurial and innovative approaches to school improvement and leadership;
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Education and Training	Recognised QTS Degree Evidence of commitment to own professional	Further leadership development as MA / MED, NPQSL
Relevant experience	<p>Experience and proven impact of whole school strategic Leadership from holding a position on a leadership team;</p> <p>Knowledge and experience of teaching relevant key stages and with a proven record of improving outcomes;</p> <p>Knowledge and experience of School Improvement Planning;</p> <p>Skill in managing change;</p> <p>Experience of strategies to improve outcomes and experience for disadvantaged students;</p> <p>Knowledge and experience of SEND policies and procedures;</p> <p>Experience of Safeguarding procedures and a commitment to the wellbeing of all students;</p> <p>Evidence of liaising collaboratively with colleagues;</p> <p>Experience and knowledge of managing challenging behaviour;</p> <p>Evidence of working and liaising with families and outside agencies;</p> <p>Understanding the importance of using data to raise standards;</p> <p>Evidence of successfully mentoring or providing general pastoral support to colleagues and trainees;</p> <p>Ability to motivate and inspire others with sensitivity and energy;</p> <p>Ability to articulate personal vision and values with sensitivity and energy.</p> <p>Ability to communicate effectively, both written and oral, with a wide range of people;</p> <p>Stamina and a positive approach to work;</p> <p>Sense of humour.</p>	<p>Experience in one or more schools;</p> <p>Experience in organising and leading assemblies and tutor activities;</p> <p>Evidence of participating in and developing extra- curricular activities;</p> <p>Experience of Performance Management and CPD;</p> <p>Evidence of managing support staff;</p> <p>Experience of effective working with governors</p>

