

**JOB DESCRIPTION**

***Job title:*** Deputy Headteacher

***Salary Range:*** L12 - L16

***Accountable to:*** Headteacher

***Place of Work:*** Thornhill Primary School

***FTE:*** Full time

***Key Purpose:***

The Deputy Headteacher will be responsible for:

* Contributing to the formulation of 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 deputise in the absence of the Headteacher, as directed by the governing board. 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).

***Main Responsibilities:***

**Leadership**

* Support the Headteacher with the day-to-day management of the school
* Communicate the school’s vision compellingly and support strategic leadership
* Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
* Build positive and respectful relationships with all members of the school community
* 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
* Develop and lead the curriculum so that it both fulfills statutory requirements whilst engaging and inspiring children
* Ensure assessment is systematic and accurate and is used to evaluate the effectiveness of the curriculum

**Pupils and staff**

* Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil 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 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 conduct and practice
* Ensure all academic interventions are effective in enabling pupils to make accelerated progress

**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 pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
* Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
* Work with the governing board as appropriate
* Support strategic, curriculum-led financial planning to ensure 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 pupils
* Develop effective 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

***Other areas of responsibility***

* 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.

***Other Duties:***

At an appropriate level, according to the job role, grade and training received, all employees in the Trust are expected to:

* Support the aims, values, mission, and ethos of the Trust and participate to the team approach of the Trust
* Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
* Take appropriate responsibility for safeguarding and children’s welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately
* The post holder at all times, whether or not in the employ of our schools or Trust and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or Trust and its customers/stakeholders, products, and product lists
* Be aware of health and safety issues and act in accordance with the Health and Safety Policy
* To liaise with other staff, contractors, and outside agencies/organisations as appropriate

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and he/she has appropriate qualifications or received appropriate training to carry out these duties.

**Manager Signature:**  ……………………………………………………………………………………………

**Employee Signature:** ……………..…………………………………………………………………………….

**Date:** …………………………………………………………



**PERSON SPECIFICATION**

The person specification comprises of:

* Part one - Qualifications, training, and experience
* Part two - Qualities and Behaviours: for school leadership now and in the future

Candidates should note that the elements markers with an ‘APP’ are expected to be addressed in the written statement as part of the application. These will be used by the panel to shortlist for the interview stage.

**Part 1: Qualifications, training, and previous experience**

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| --- | --- |
| **Candidate is able to provide pertinent evidence of their previous education, training and experiences** | **Essential or Desirable** |
| **Professional experiences and qualifications:**   1. Qualified Teacher Status 2. Degree 3. Professional development in preparation for a leadership role 4. Successful leadership and management experience in a school 5. At least four years teaching experience 6. Involvement in school self-evaluation and development planning 7. Line management experience 8. Experience of contributing to staff development 9. Experience of curriculum development 10. Involvement in leading assessment | Essential  Essential  Essential  Essential  Essential  Desirable  Desirable  Essential  Desirable  Desirable |

**Part 2: Qualities and Behaviours**

|  |  |
| --- | --- |
| **Leadership Qualities and Behaviours: Candidate is able to give significant examples of the ways in which they exhibit the following characteristics** | **Essential or Desirable** |
| 1. Data analysis skills, and the ability to use data to set targets and identify weaknesses 2. Understanding of high-quality teaching, and the ability to model this for others and support others to improve 3. Understanding of school finances and financial management 4. Effective communication and interpersonal skills 5. Ability to communicate a vision and inspire others 6. Ability to build effective working relationships 7. Understand how to manage change effectively 8. Ability to build effective relationships with parents/carers 9. Ability to build effective relationships with the wonder community | Essential  Essential  Desirable  Essential  Essential  Essential  Desirable  Essential  Desirable |
| **Has the following personal qualities:**   1. A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school 2. Ability to work under pressure and prioritise effectively 3. Commitment to maintaining confidentiality at all times 4. Commitment to safeguarding and equality | Essential  Essential  Essential  Essential |