

Job Description

Purpose of Job:

The Deputy Headteacher, in partnership with the headteacher, will take a pivotal 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
- Deputise for the headteacher in the event of their absence from the school.

Introduction:

The Deputy Headteacher will have delegated responsibilities which are both school- wide and of considerable weight as directed by the headteacher. This will be in addition to carrying out the professional duties of a teacher.

Key Responsibilities:

1. Strategic Leadership

- a. establish and sustain the school's distinct christian ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- b. In collaboration with the headteacher, make use of effective self-review to identify and analyse complex or persistent problems and barriers to school improvement, identifying priority areas for improvement
- c. In collaboration with the headteacher and local governing body, play a key role in ensuring the effective implementation of improvement strategies, in line with the school's development plan, which will lead to sustained school improvement over time
- d. establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- e. Play a key role in creating and maintaining a culture where pupils experience a positive and enriching school life

2. Leading Teaching and Learning

- a. Continually uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- b. establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- c. ensure teaching is underpinned by high levels of subject expertise and approaches



which respect the distinct nature of subject disciplines or specialist domains
d. ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught

3. Securing Accountability

- a. Promote high expectations for progress and attainment through analysis of assessment data, target setting and performance management.
- b. To performance manage allocated staff effectively in order to achieve best possible outcomes.
- c. To play a key role in setting the school's self review schedule and monitoring and evaluation activities such as lesson observations, book looks and learning walks.

4. Developing Self and Others

- a. ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- b. prioritise the professional development of staff, ensuring effective planning, delivery and evaluation
- c. establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- d. be committed to your own professional development

5. Strengthening Community

- a. forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- b. commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- c. establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

This is not intended to be an exhaustive list and the deputy headteacher may hold other responsibilities commensurate with the post.



Person Specification

This person specification relates to the requirements of the post as determined by the job description. Shortlisted candidates must meet the essential requirements of the person specification. It would be highly advantageous for candidates to meet some or all of the desirable requirements. Please write a personal statement detailing how you meet the criteria below (five areas) and how your examples demonstrate impact.

Qualifications and Training

	Essential	Desirable
Qualified Teacher Status	*	
Evidence of relevant further professional development and/or leadership qualifications		*

Experience (show evidence of)

	Essential	Desirable
Experienced teacher	*	
Experience of working in other schools/settings		*
Leading one or more curriculum areas and raising standards of teaching and learning at key stage or whole school level	*	
Coaching, mentoring and leading continuing professional development for self and others	*	
Managing whole school change at middle or senior leadership level	*	
Experience of whole-school curriculum management leading to school improvement		*

Special Knowledge, Understanding and Skills



	Essential	Desirable
Understanding of the whole school primary curriculum	*	
Understand the features of high quality teaching and learning	*	
Secure knowledge of and commitment to inclusion	*	
Excellent classroom practitioner	*	
Knowledge of current developments, national priorities and statutory frameworks in education	*	
Knowledge and understanding of effective strategies to manage the behaviour of pupils	*	
Excellent understanding of safeguarding practices especially the safety and welfare of vulnerable and disadvantaged pupils	*	

Leadership and Management

	Essential	Desirable
Proven success at middle or senior leadership level	*	
Ability to develop and implement policies and procedures to support the school's aims	*	
An understanding of how to use data to evaluate performance to raise standards	*	
Knowledge, understanding and experience of the practical application of whole-school self-evaluation processes		*
Demonstrate leadership qualities and people management skills	*	
Support, motivate and inspire both colleagues and pupils by leading through example	*	
Knowledge of the role of governance		*



Personal Skills and Attributes

	Essential	Desirable
Commitment to the school's Christian vision and ethos	*	
Ability to work under pressure and whilst prioritising whole school objectives	*	
Excellent communication with all stakeholders within the school community	*	
Develop positive working relationships in school	*	
Demonstrate high standards of personal integrity, loyalty, discretion and professionalism	*	
Good attendance and excellent punctuality	*	

