

<b>POST TITLE B:</b> Deputy Headteacher	<b>GRADE</b> Leadership Scale
<b>RESPONSIBLE TO:</b> School Headteacher	
<b>DATE:</b> 1 <sup>st</sup> September 2021	

**Responsible for** Standards, the quality of teaching and learning, system leadership and the effective operation of the school. To lead colleagues on a professional level in order to promote a mutual understanding of the school curriculum and its impact on the school and Trust policies and practice.

**Key liaisons** Multi Academy Trust staff and leadership teams  
School staff and leadership teams  
Parents and students  
External agencies  
Visitors  
Governors

**Hours of Work** Full time

Please note that this job description should be read alongside the 'Conditions of Deputy Headteachers and Assistant Headteachers' in the School Teachers' Pay and Conditions Document which fully defines the professional duties expected of a deputy headteacher.

#### **Purpose (General)**

- To provide inspirational, dynamic and effective support to the leadership of the school by seeking to achieve the highest standards of staff performance, pupil achievement, pupil conduct; improving the quality of teaching and learning and ensuring the effective daily operation of the school.
- To support the Headteacher in carrying out their responsibilities and to carry out duties as assigned by the Headteacher
- If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body
- As a leading professional, the post holder will actively promote effective teaching and learning practices across the school
- Take a lead role in the monitoring and evaluation of standards across the school
- To work as a leader within WellsWay Multi Academy Trust and to contribute to its success
- To ensure that the work and successes of this school are shared effectively with other schools within the trust

#### **Purpose (SENCO)**

##### **SENCO**

- Lead, manage, develop and maintain high quality SEN provision and the day-to-day operation of the special educational needs (SEND) policy and provision in the school.
- Be responsible for effective implementation of inclusion of all children including Pupil Premium pupils, thus enabling excellent learning outcomes and success for all pupils and engage with SLT with their decision making around inclusion and SEN.

#### **Main Responsibilities**

##### **Strategic Direction (General)**

- Formulate and support the aims, ethos, vision and policies of the school and Trust
- Develop positive working relationships and sustain motivation across the school

- Co-lead the strategic direction of the school and provide the vision and leadership that will secure strong progress and outcomes for its pupils. Develop, implement, monitor and maintain policies and practices which reflect the school's commitment to high achievement
- To provide strong and effective co-leadership that inspires staff at all levels to give of their best
- To establish and maintain a strong school ethos that encourages ambition and aspiration and celebrates success
- To foster, and maintain, highly effective relationships both within the school and within the wider community
- Support the ongoing evaluation of the effectiveness of the school, including through the analysis and moderation of performance data.

### **Strategic Direction (SENCO)**

- Have a strategic overview of the provision for pupils with SEND, monitoring and reviewing the quality of provision
- Have a strategic overview of the provision for Pupil Premium pupils.
- Contribute to school self-evaluation for SEND and Pupil Premium.
- Maintain up to date knowledge of national and local initiatives.
- Evaluate the effective use of funding and propose changes when needed.
- Regularly monitor the provision for SEND and PP, ensuring impact is clear, appropriate and positive.

### **Operational Level (SENCO)**

- Provide professional guidance in the area of SEND and inclusion in order to secure high quality teaching.
- Maintain all associated documentation necessary for SEND and Pupil Premium.
- Support the monitoring of the quality of teaching, standards of learning and progress of pupils with individual needs across the school, including the analysis of performance data.
- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
- Work with all staff to develop ways of bridging barriers to learning.
- Support the monitoring and recording of progress made by identified pupils.
- Collect and interpret specialist assessment data gathered on pupils to inform provision and practice.
- Maintain effective partnerships between parents/carers and the school's staff.
- Work with class teachers in the preparation and review of 'One Page Profiles'.
- Co-ordinate the day-to-day operation of the SEND policy, in line with the Code of Practice;
- Ensure that pupils on the SEND Register make progress towards targets;
- Arrange meetings with outside support agencies and parents and be present for consultation.
- Co-ordinate interventions across the school, ensuring that, in consultation with class teachers.
- Ensure that EHCP Teaching Assistants fully understand their role and use their skills effectively.
- Complete applications for assessment for Education, Health and Care Plans (EHCPs).
- Prepare for and chair Annual Review Meetings.
- Ensure Personal Education Plans (PEPS) are in place for all Children Looked After (CLA) and attend relevant meetings, chairing where necessary;
- Report to the Governing Body on SEND and Inclusion policy and practice.
- Participate in arrangements for the school's appraisal within the agreed national framework.
- Provide senior leaders with relevant information about SEND and PP to inform progress meetings.
- Provide smooth transitions for pupils joining Wansdyke and moving to secondary school.
- Management and appraisal of teaching assistants.
- Encourage the professional development of support staff and inform the Headteacher of any suitable training that is relevant.

### **Teaching & Learning**

- Provide a professional and effective model of teaching and learning, which secures high standards of achievement, behaviour and discipline
- Lead, monitor and evaluate the quality of teaching and learning across the school.
- Undertake monitoring and evaluation exercises in conjunction with the Headteacher and other leaders.
- Provide guidance on a choice of appropriate methods for teaching and learning approaches to be developed e.g. Peer Observation/ Lesson Study
- Contribute to the completion of the SEF, the SIP and any plans linked to raising achievement.
- Work with colleagues to promote and uphold the relevant policies to ensure high standards of behaviour and attendance.
- Oversee the development and monitoring of the curriculum so that it provides an increasingly differentiated experience for pupils as they move through the school (Appendix A).

- Ensure that colleagues at all levels have the skills to carry out their roles and hold them effectively to account for achieving high standards.
- Encourage the use of solution-based thinking and innovative problem-solving ideas.

### **Leading and Managing**

- Make effective use of staff expertise and assist the Headteacher in the performance management and development of staff.
- Model appropriate professional behaviours and a commitment to ongoing learning through attendance at professional development courses and online training etc.
- Promote a creative and collaborative working environment.
- Create, maintain and enhance effective working relationships.
- Plan, delegate and evaluate work carried out by team(s) and individuals, and ensure a consistent approach across the school.
- Have an active commitment to CPD and lead by example in this area.
- Lead groups and support colleagues in staff development activities and evaluate the outcomes of these.
- Act as Designated Safeguarding Officer in the absence of the Headteacher (DSL).

### **Resource management**

- Identify resources needed to meet the needs of pupils with advice from the Headteacher/Governing Body of priorities for expenditure.
- Monitor and control the use of these resources.
- In addition, during the absence of the Headteacher the post holder will undertake to the extent required by the Headteacher or the Governing Body, the professional duties of the Headteacher to ensure the effective day-to-day management of the school.

### **Community & Partnership**

- Work alongside other academies in Wellsway Multi Academy Trust to ensure the vision of the Trust is successfully met.
- Secure the commitment of parents/carers and the wider community to the vision and direction of the school.
- Ensure that the school acts as a resource for the whole community.

### **Accountability**

- Support the Headteacher on the development of a whole school approach to monitoring and evaluation, in line with the Trust's self-evaluation policy.
- Support the Headteacher on the preparation of the school and staff for Ofsted and any other inspections and monitoring carried out by the trust or local authority.
- Guide the work of the school's local governing body in conjunction with the Headteacher.

### **General**

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- MAT policies
- The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment
- SEN Code of Practice
- The responsibility for providing and safeguarding the welfare of children and young persons; he/she is responsible for or comes into contact with.
- Those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document
- The completion of any other such duties that the Head Teacher may, from time to time, ask the post-holder to perform.

### **Data Protection and Safeguarding**

- Work within the requirements of Data Protection at all times
- Remain vigilant to ensure all pupils are protected from potential harm

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Wellsway Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. For this post prior to appointment, Wellsway Multi Academy Trust will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

<b>Person Specification - Deputy Headteacher</b>		<b>Essential (E) or Desirable (D)</b>
<b>Qualifications and training</b>		
Qualified teacher status or other equivalent qualification		E
Good honours degree or equivalent		E
A higher degree or management qualification		D
Evidence of continuous professional development relevant to the post		E
SENCO Qualification		D
<b>Knowledge, skills and expertise</b>		
Knowledge of the Ofsted Inspection Framework and the process and place of self-evaluation		E
Ability to build effective relationships with staff, pupils, governors and other agencies		E
Highly effective communication skills, both oral and written		E
Knowledge and understanding of educational development		E
Exemplary teaching skills		E
A proven track record of raising achievement		E
Primary school teaching across the age and ability range from YrR to Yr6 Level		D
Proven record of successful experience either as a Key Stage / Phase Leader, Assistant Headteacher or Deputy Headteacher		E
Ability to make and implement difficult decisions		E
Strong ability to analyse, interpret and explain relevant data and evidence		E
Well-developed coaching and mentoring skills		E
Commitment to Inclusive Education		E
<b>Leadership Skills – the ability to inspire and motivate</b>		
Involve staff, parents and governors in the process of establishing a clear and shared set of aims, objectives and values for the school		D
Be an inspiring role model for pupils and staff		E
Build, support and challenge high performing teams		E
Use vision, initiative and leadership in making change, to enhance and raise standards		E
Ability to think creatively and problem solve		E
<b>Self-management skills – the ability to work smartly and effectively</b>		
Ability to keep calm under pressure and meet deadlines		E
Achieve challenging professional goals		E
Ability to delegate effectively and productively		E
Take responsibility for your own professional development		E
<b>Personal Qualities</b>		
Sense of humour		E
<b>Attributes</b>		
Committed to the Wellsway Multi-Academy Trust aims		E
Committed to Equality and Diversity		E
<b>Other</b>		
Ability to work outside normal working hours if required		E

## Appendix A – Curriculum Leader

### Purpose

To be an inspirational and dynamic leader within a supportive Senior Leadership Team. To work as part of the SLT under the direction of the Headteacher in achieving the vision of the school and Multi Academy Trust. To think creatively as part of the team when establishing curriculum policies and practices. Mentor and develop staff and

manage resources to ensure the school curriculum objectives remain a focus and monitor progress towards their achievement.

### **Strategic Direction**

- To play a role in formulating and supporting the aims, ethos, vision and policies of the school and Trust.
- Develop, implement, monitor and maintain policies and practices which reflect the school's commitment to high achievement.
- To provide strong and effective curriculum leadership that inspires staff at all levels to give their best.
- To establish and maintain a strong school ethos that encourages ambition and aspiration and celebrates success.
- Consider the views of both pupils and parents/carers and respond appropriately.
- Attend SLT meetings as required.

### **Teaching & Learning**

- To be an excellent practitioner ensuring a high standard of outcomes for pupils and a strong role model for other teachers.
- Take a lead role in supporting the monitoring and evaluation of the intent, implementation and impact of the school and trust's curriculum.
- Monitor the quality of teaching and learning, in line with school policy. This may include learning walks, monitoring of planning and scrutiny of children's work.
- Provide guidance and support to colleagues in the teaching of the school curriculum.
- Contribute to the completion of the SEF and the SIP.
- Develop classroom environments and teaching practices which secures effective learning across the school.
- Create and review a curriculum action plan on an annual basis
- Review long term planning to ensure coverage and progression including a range of learning experiences, cultural capital and British Values.

### **Leading and Managing**

- Line manager for curriculum across the school including English and Maths
- Implement an effective schedule that is followed by all subject leaders and review the impact of this
- Review subject leader monitoring and action planning and offer support and challenge to subject leaders
- Hold subject leader interviews ('Deep Dive')
- Have an active commitment to CPD and lead by example in this area; lead CPD across the curriculum
- Evaluate pupils' progress, achievement and attainment across the curriculum, and report to the SLT
- Create, maintain and enhance effective working relationships.
- Lead groups and support colleagues in staff development activities and evaluate the outcomes of these.
- Ensure continuity and progression across the school.