



WIGMORE ACADEMY TRUST

Job Description



Deputy Headteacher

Organisation(s): Wigmore Nursery, Wigmore Primary and Wigmore High

Pay Range: L16-L20

Contract: Full-time and Permanent

Responsible to: Executive Headteacher

Responsible for: Whole School – Achievement, Curriculum or Pastoral support, Standards

Main Purpose of Job:

To deputise for the Headteacher in his absence, being responsible for all aspects relating to the leadership, management and day-to-day running of Wigmore Academy Trust.

To lead on Achievement, Curriculum or Pastoral support and Standards across Wigmore Academy Trust (High, Primary and Nursery schools).

Teacher Responsibilities:

- Carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document and the Teachers' Standards Document;
- Carry out the duties of a general class teacher as detailed in the school's generic class teacher job description, including the provision of cover for absent teachers;
- Maintain and develop the ethos, values and overall purposes of the school.

Senior Leadership Team Responsibilities:

- Carry out the responsibilities for Deputy Headteachers as set out in the current School Teachers' Pay and Conditions Document;
- Deputise for the Executive Headteacher across Wigmore Academies Trust and take responsibility for the leadership of all three schools in the absence of the Executive Headteacher;
- Contribute to the overall strategic direction of the school;
- Ensure high expectations of teaching;
- Maintain high standards of learning and pupil conduct;
- Work with the Executive Headteacher, Board of Trustees and others to develop the school's vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff;
- Articulate and model the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement;
- Lead specific initiatives and co-ordinate development programmes to ensure the schools promote and achieve the highest standards of teaching and learning;
- Embed ambition and drive across all areas of school development;
- Be responsible for the line management and performance management of specific teams;
- Be accountable for the progress that line managed teams make towards meeting the schools' statutory targets and strategic objectives for pupil performance;
- Participate in the recruitment and development of teaching and non-teaching staff of the school;
- Participate in arrangements for the appraisal of the performance of teachers;
- Communicate politely, effectively and appropriately with all stakeholders;
- Attend meetings with other staff, the Governing Body, parents and community bodies, providing reports and information as required;
- Undertake the principal of a collective team decision, promoting and upholding SLT decisions to all stakeholders;
- Organise school events as required.

Specific Responsibilities:

Achievement

- Rigorously monitor and evaluate academic standards, achievement and progress;
- In liaison with the Headteacher, raise standards of achievement and attainment in all key stages by ensuring that all pupils make good or better progress across the curriculum;
- Analyse and summarise all internal and external assessments and progress data (exam results, Raiseonline, FFT etc.), identifying areas of strength and development;
- Provide timely data and data analysis to teachers, curriculum leaders, SLT and Trustees, holding those responsible to account for improvements in attainment and progress;
- Implement tracking systems, evaluating their effectiveness and impact in raising attainment;
- Coordinate the schools' target setting procedures, supporting staff in setting and achieving challenging targets for all pupils.

Curriculum (depending on candidate)

- Lead the development of the curriculum in the context of national legislation and local demands;
- Work closely with all curriculum areas on subject developments and coordinate the updating of all schemes of work and planning mechanisms;
- Ensure that the learning experience is coherent, differentiated and appropriate;
- Oversee the Year 9 preferences process;
- Ensure that examination syllabi are regularly reviewed;
- Consider the curriculum implications for staffing and finance, working within employment legislation and budget constraints;
- Schedule, analyse, evaluate and publish the schools' timetables;
- Ensure that class/setting arrangements are appropriate and effective;
- Oversee the deployment of staff and pupils to classes.

Pastoral Leadership (depending on candidate)

- Lead and manage the school's behaviour and sanctions system, working with other colleagues with pastoral responsibility to ensure that behaviour incidents are fully investigated, parents involved and appropriate sanctions issued
- Track and monitor data on behaviour so that appropriate support and interventions can be put in place
- Lead and manage the schools reward systems so that students are engaged with learning and motivated to succeed
- Lead and manage the school's extra-curricular provision including clubs, activities, revision programmes, trips and excursions
- Manage the school's provision of Careers Information, Advice and Guidance and that Wigmore School is compliant with the Gatsby benchmarks
- Work with other staff to ensure transition processes are effective for students joining or leaving Wigmore High School
- Work with outside agencies responsible for Post-16 provision so that all students in Year 11 have a destination identified once they leave Wigmore. Work with the LA in order to audit and account for the final destination of students.
- To act as Designated Safeguarding Lead for Wigmore High School, delegating to deputies as appropriate
- Ensure that the child protection policies and procedures are understood by all staff members, and are implemented correctly;
- Refer cases of suspected child protection issues to the appropriate investigating agency, and keep detailed, accurate and secure written records of all concerns and referrals;
- Collaborate and effectively implement child protection plans;
- Continuously keep the Executive Headteacher informed of any safeguarding issues or ongoing enquiries, and update the Board of Trustees where appropriate;
- Act as Designated Teacher for Looked After Children and Previously Looked After Children
- Oversee detailed, accurate and secure written records of arrangements, and any concerns, for LAC and GRT;

- Play an active role in the discussions relating to the potential exclusion of a LAC and GRT, ensuring that the virtual headteacher and/or LA which looks after the pupil and the pupil's parents are involved in the discussions;
- Manage funds associated with provision for LAC
- Have a working knowledge of how LAs conduct a child protection case conference and Child in Need meetings, and be able to attend these, as well as effectively contribute when required;
- Refer cases of suspected abuse to the LA and children's social care and, where radicalisation is a concern, to the Channel programme;
- Continuously liaise with the Looked After Children Service to seek specialist services and resources to support the Trust's LAC
- Liaise with the police as and when required;
- Liaise with the LA and follow up any referrals made, ensuring the Trust aids the LA's work where necessary;
- Undertake training and updates on an annual basis, including child protection, exams officer and safeguarding training annually;
- Keep staff members up-to-date with guidance regarding safeguarding and LAC, and provide support and guide training with child protection issues, such as radicalisation;

Standards

- Lead and coordinate the schools' rigorous quality assurance processes;
- Evaluate the evidence from quality assurance tasks to provide details of strengths and areas for development;
- Ensure pupils attend regularly and oversee the overall attendance strategy, ensuring the school meets attendance targets;
- Lead and monitor the schools' admissions policies;
- Ensure high standards of teaching and learning;
- Lead, monitor and develop positive behaviour for learning across the schools;
- Ensure high standards of uniform by monitoring and reinforcing uniform standards.

General Information:

This job description summarises the main duties and accountabilities of the post and is not exclusive. The post holder may be required to undertake other duties of similar level of responsibility.

It is anticipated that this job description will change over time in accordance with the needs of the role. The role holder will be consulted on any proposed amendments.

It is a condition of employment that staff will not disclose any information obtained in the course of their duties other than to those entitled to receive it. The postholder must ensure that the confidentiality of personal data remains secure and the terms of the Data Protection Act and relevant Trust policies are met in respect of information held on the Trust's computerised systems.

The Trust is committed to equality of opportunity. All staff are required to comply with current legislation, Trust policies and good practice guidance.

This job description should be read in conjunction with the Staff Induction Policy, Staff Handbook, Teachers' Standards and the current School Teachers' Pay and Conditions Document.

All staff are required to participate in the Trust's appraisal process and undertake any necessary training and development, to keep up to date with the requirements of the job.

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

Under the H&SAWA 1974 the post holder must take reasonable care of their own health and safety and that of any other person who may be affected by their acts or omissions. The post holder must also co-operate

with the Trust on all matters concerning health and safety and not interfere with, or misuse, anything provided for the purpose of health, safety or welfare.

All staff are required to undertake child safeguarding training, adhering to policies and established practices. This post is subject to an enhanced disclosure.

Executive Headteacher's Name: Rob Patterson (Executive Headteacher)

Executive Headteacher's Signature:

Date:

Employee Name:

Employee Signature:

Date:

Date Job Description reviewed:



WIGMORE ACADEMY TRUST

Person Specification



Deputy Headteacher

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none">• First Degree or equivalent (AF)• QTS (AF)• Recent relevant educational training (AF, I)	<ul style="list-style-type: none">• Further leadership qualifications, e.g. Leadership Pathways, Med, NPQs (AF)• Working towards or willingness to work towards NPQH (AF, I)
Experience	<ul style="list-style-type: none">• Teacher for at least 5 years across at least two key stages (AF)• Experience working with a senior leadership team (AF)• Successful middle leader (AF, I)• Pastoral or curriculum leadership (AF, I)• Effective line management of middle leaders (AF, I)• Performance management of teachers (AF, I)• Contribution to raising standards (AF, I)• Ensuring high standards of teaching and learning (AF, I)• Effective management of change (AF, I)• Training and/or leading INSET (AF, I)• Working with a range of stakeholders (AF, I)• Dealing with parents (AF, I)• Collaborating with external agencies (AF, I)• Effective quality assurance processes (AF, I)	<ul style="list-style-type: none">• Working in Nursery, Primary and Secondary sectors (AF, I)• Safeguarding leadership (AF, I)• Leadership of a school in the absence of a Headteacher (AF, I)• Managing budgets (AF, I)• Teacher in more than one school (AF)• Member of a Senior Leadership Team (AF)•
Knowledge and Understanding	<ul style="list-style-type: none">• Current educational initiatives (I, R)• Ofsted requirements (I, R)• School Leadership (I, R)• Strategies for behaviour for learning (I, R)• Outstanding teaching and learning – what it looks like and how to develop it (I, R)	<ul style="list-style-type: none">• Whole school finance (I, R)• Academies (I, R)• Governing bodies (I, R)• Trusts (I, R)• Curriculum from 3 to 18 (I, R)•
Abilities and Skills	<ul style="list-style-type: none">• Ability to teach outstanding lessons (I, R)• Ability to build and maintain effective relationships through effective interpersonal skills (I, R)• Ability to inspire, challenge, motivate and empower others (I, R)• Ability to differentiate approach to get the best outcomes (I, R)• Ability to think creatively to anticipate and solve problems (I, R)• Ability to build on current good practice whilst moving the school forward with vision and vigour (I, R)• Ability to develop effective teamwork and be able to contribute effectively to a range of teams (I, R)• Ability to think strategically and contribute to creating a coherent school vision (I, R)	<ul style="list-style-type: none">•

	<ul style="list-style-type: none"> • Ability to listen to others and articulate own point of view (I, R) • Ability to accept and reinforce a collective decision (I, R) • Ability to analyse and summarise data, drawing conclusions (I, R) • Ability to manage and resolve conflict (I, R) • Ability to work under pressure, maintaining a sense of perspective (I, R) • Ability to manage own time effectively (I, R) • Excellent communication and presentation skills (I, R) • Excellent literacy skills (AF, I, R) 	
Personal Attributes	<ul style="list-style-type: none"> • Resilient (I, R) • Reliable (I, R) • Committed (I, R) • Honest (I, R) • Trustworthy (I, R) • Dedicated (I, R) • Patient (I, R) • Good sense of humour (I, R) • High expectations of self and others (I, R) 	
Other Factors	<ul style="list-style-type: none"> • Excellent health and attendance record (R) • Outstanding references (R) • A commitment to high educational standards, which maximise the achievements of all pupils (I, R) • A commitment to equality of opportunity for all pupils (I, R) • A belief in working in partnership and as part of an established team (I, R) • A commitment to continuous professional development (I, R) 	<ul style="list-style-type: none"> • Aspiration to move to Headship within the next 5 years (I)

Evidence Key:

(AF) – Application Form

(I) – Interview

(R) - References