



Job Description

Deputy Headteacher with Kodesh

Title and Grade of Post	Deputy Headteacher with Kodesh Leadership Group Pay Spine - Outer London Area L6 – L9
Status of Post	<p>This is a senior post within the schools staffing structure, which carries with it membership of the School Leadership Team. This post holder is accountable to the Headteacher. This post holder is to deputise for the headteacher in their absence. As deputy headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the headteacher.</p> <p>The post holder will hold strategic responsibility for the leadership, development and quality assurance of Kodesh across the school. This will include ensuring that Kodesh provision is ambitious, meaningful and appropriately adapted to meet the needs of pupils within a specialist setting. The Deputy Headteacher will ensure that Kodesh learning, Jewish life, school ethos and wider enrichment are embedded across the school in a way that reflects the school's values and supports pupils' spiritual, moral, social and cultural development.</p>
Job Purpose	<p>To provide leadership, development and management of the whole school curriculum, assessment, teaching and learning of all pupils; to take a lead role in the monitoring and evaluation of standards across the whole school; and to be a leading professional actively promoting effective teaching and learning practices across the school. The deputy headteacher will line manage the assistant headteachers and the kodesh teacher.</p> <p>The Deputy Headteacher will hold strategic responsibility for Kodesh across the school. This will include leading the development of the Kodesh curriculum, strengthening assessment, monitoring the quality of teaching and learning, supporting and line managing identified Kodesh staff, and ensuring meaningful links between Kodesh, the wider curriculum, Jewish life and pupils' personal development.</p> <p>The post holder will work in partnership with the Headteacher, governors, trustees, staff, families and the wider Jewish community to ensure the continuous improvement of the school and to promote the school as an active and valued part of the Jewish educational community.</p>
Reporting to	<p>The post holder is responsible to the headteacher in all matters</p> <p>The post holder is also expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the schools vision and values</p>
Main Expectations of the role	
<p>In addition to the whole school responsibilities of the Deputy Headteacher, the post holder will provide strategic oversight of Kodesh provision, Jewish life and Jewish ethos across the school. They will line manage and support identified staff within the Kodesh team, ensure that Kodesh teaching and learning is monitored effectively, and lead the continued development of a broad, balanced, age-and-need-appropriate Kodesh curriculum.</p>	

1. Shaping the Future

- Support the headteacher and governors in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity
- Play a leading role in the school development planning process, taking account of the agreed priorities of the school and how these link with National and local initiatives
- Contribute to the identification of key areas of strength and weakness in the school.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues
- Promote a culture of teamwork, in which views of all members of the school community are valued and taken into account
- Contribute to the self evaluation of the school
- Lead the strategic development of Kodesh across the school, ensuring that it is reflected within school improvement planning, self evaluation and quality assurance processes.
- Ensure that the school's Jewish ethos is clearly articulated, understood and embedded across the curriculum, daily routines, assemblies, enrichment, celebrations and wider school life.
- Develop links with the local Jewish community, other schools, families, trustees and relevant organisations to strengthen Kodesh provision and promote the school as an active part of the Jewish educational community.
- Ensure that Kodesh provision reflects the diversity of the school community and is delivered in a way that is broad, balanced, age-and-need-appropriate, respectful and accessible to pupils with a wide range of SEND.

2. Leading Learning and Teaching

- Develop and ensure the curriculum meets the changing needs of the school's cohort
- Lead the development of an innovative and forward thinking Kodesh curriculum which meets the needs of pupils across the school and is adapted effectively for pupils with SEND.
- Lead responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted
- Take responsibility for the development of an effective timetable which meets the needs of pupils within the statutory frameworks and the resources available
- Provide training and modelling for staff on effective teaching and learning.
- Promote the active involvement of pupils in their own learning
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the school.
- Support strategies to promote high standards of behaviour
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school
- Ensure that Kodesh is meaningfully connected to the wider curriculum through cross curricular learning, enrichment opportunities, Jewish calendar events, community involvement and pupils' wider personal development.
- Support the development of an effective assessment framework
- Lead the development and implementation of an effective assessment framework for Kodesh learning, ensuring that pupil progress is captured in a meaningful way and used to inform planning, teaching and intervention.
- Promote the use of ICT to enhance and extend pupils learning
- Monitor and evaluate classroom practice

- Monitor and evaluate the quality of Kodesh teaching, learning, curriculum delivery, assessment and pupil engagement, using evidence from learning walks, planning scrutiny, pupil voice, staff feedback and progress information.
- Provide support for colleagues in improving their classroom practice
- Provide training, modelling and coaching for Kodesh staff and wider teaching teams to support high quality teaching, effective adaptation, strong subject knowledge and meaningful links between Kodesh and the wider curriculum.
- Promote the active involvement of pupils in Kodesh learning, ensuring that lessons are engaging, accessible, age appropriate and responsive to pupils' communication profiles, sensory needs and learning styles.

3. Developing self and managing others

- Whole school deputy designated safeguarding lead
- Promote and safeguard the safety and welfare of children and young people
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school
- Set high expectations for your own performance and that of others
- Engage in relevant professional development activity as necessary
- Line manage and support identified members of the Kodesh team, ensuring that they understand their roles, deliver consistently strong provision and contribute effectively to the school's wider vision and values.
- Support the induction of new staff in relation to the school's Jewish ethos, Kodesh provision, expectations for Jewish life and the role of Kodesh within the wider curriculum.
- Set high expectations for the quality of Kodesh teaching, learning, assessment, behaviour, safeguarding and professional conduct.
- Support Kodesh staff to engage in relevant professional development, including subject knowledge, SEND, adaptive teaching, communication, behaviour and assessment.
- Promote a culture of teamwork within the Kodesh team and between Kodesh and secular teaching staff, ensuring that all colleagues work collaboratively in the best interests of pupils.

4. Managing the organisation

- Contribute to a regular review of the organisation of the school to ensure it meets statutory requirements
- Ensure that resources are distributed to enhance the effectiveness of the curriculum delivery
- Develop action plans in specified areas of responsibility, in order to bring about improvements
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money
- Ensure that staffing, timetabling, resources and learning environments support the effective delivery of Kodesh across the school.
- Oversee the planning and organisation of Jewish calendar events, celebrations, assemblies, enrichment activities and community opportunities, ensuring that these are safe, inclusive, well planned and meaningful for pupils.

- Ensure that Kodesh resources are appropriate, accessible, well maintained and used effectively to enhance pupils' learning and engagement.
- Contribute to the planning and evaluation of resources linked to Kodesh provision, ensuring value for money and clear impact on pupils' learning, engagement and Jewish life.

5. Securing Accountability

- Support the governing body in meeting its responsibility to account for the performance of the school
- Work alongside the Head to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary
- Hold identified Kodesh staff to account for the quality of curriculum delivery, teaching, assessment, pupil progress, safeguarding and professional practice.
- Use a range of evidence, including pupil progress information, EHCP outcomes, lesson visits, planning, pupil voice and staff feedback, to evaluate the quality and impact of Kodesh provision.
- Report to the Headteacher, governors, trustees and other key stakeholders on the quality, development and impact of Kodesh provision, Jewish life and community engagement.
- Ensure that Kodesh provision contributes meaningfully to pupils' personal development, cultural understanding, communication, confidence, independence and preparation for adulthood.

6. Strengthening Jewish Life, Ethos and Community

- Contribute to the development of the school as a hub within the Jewish community, strengthening partnerships with families, other schools, community organisations, trustees and wider services.
- Promote Jewish life across the school in a way that celebrates pupils' success, strengthens belonging and ensures that all pupils can access meaningful Kodesh and Jewish learning.
- Plan and oversee events linked to the Jewish calendar, ensuring that they enrich pupils' learning, involve families and community partners where appropriate, and reflect the school's ethos and values.
- Support staff across the school to understand and promote the school's Jewish ethos, including through daily routines, curriculum links, assemblies, displays, celebrations and relationships with families.
- Develop opportunities for pupils to enhance their learning within the wider community, including community inclusion, enrichment, employability and preparation for adulthood opportunities where appropriate.
- Promote and model positive relationships with parents and community stakeholders, particularly in relation to Kodesh provision, Jewish life and the school's role within the wider Jewish community.

Person Specification Deputy Headteacher with Kodesh

Introduction

In order to meet the high standards expected of a leading professional in our school, the governing body is seeking to employ a person with the following qualities, experience, skills and abilities.

Criteria:	
Essential	Desirable
Qualifications and Training	
Qualified Teacher Status.	Leadership qualification, such as NPQSL or NPQH, or willingness to work towards this.
Evidence of professional development related to SEND, curriculum, leadership and/or Kodesh education.	Relevant qualification or training in Jewish Studies, Kodesh education or Jewish educational leadership.
Deputy DSL or DSL training.	
Experience	
Successful leadership experience within a SEND, specialist or highly inclusive setting.	Evidence of outstanding teaching and learning in Kodesh.
Experience of leading curriculum, teaching, assessment and pupil progress across a school or significant phase.	Experience of line managing a Kodesh team or subject team.
Experience of leading or contributing to the development of Kodesh, Jewish Studies, Jewish life or ethos within a school or educational setting.	Experience of developing cross curricular links between Kodesh and wider curriculum areas.
Experience of supporting, coaching and developing teaching staff and support staff.	Experience of planning Jewish calendar events, enrichment opportunities or community engagement activities.
Experience of working effectively with parents, trustees, governors, external agencies and community stakeholders.	
Professional Development	
A record of continuous professional development that includes training in leadership and management	
Experience of supporting, training and helping to coordinate the professional development of colleagues	

Leadership and Management	
To have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others	Ability to lead the strategic development of Kodesh as an integral part of the whole school curriculum and ethos.
To provide evidence of good management, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies	Have the ability to access and analyse relevant data and to use this information to set priorities and determine school action
To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school	Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management
Ability to inspire, support and hold staff to account while maintaining positive professional relationships.	Ability to lead change sensitively within a faith based and specialist SEND context.
Ability to balance whole school Deputy Headteacher responsibilities with strategic oversight of Kodesh provision.	
Safeguarding	
<p>Knowledge and qualifications of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding at Level 3.</p> <p>To have a current, enhanced DBS clearance</p>	Experience of being a Safeguarding Lead
Teaching and Learning	
Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about	The ability to help create and maintain a school site that ensures the health and safety of staff and pupil and which presents a stimulating and attractive learning environment for pupils
To have a good understanding of how assessment strategies and target-setting are used to inform learning in order to help pupils make progress	Strong understanding of how Kodesh teaching can be adapted to meet the needs of pupils with a wide range of SEND, communication profiles, sensory needs and developmental levels.
A clear understanding of what constitutes a broad and balanced and relevant curriculum that meets	Ability to support staff to deliver Kodesh lessons that are engaging, meaningful, accessible and appropriately ambitious.

statutory requirements and which is sufficiently well differentiated and resourced to meet the needs of all pupils	
Ability to develop assessment approaches that capture meaningful progress in Kodesh learning, Jewish life, personal development and wider curriculum links.	
Knowledge and Understanding of	
Statutory education frameworks, including governance	Ways to build, communicate and implement a shared vision
Leading change, creativity and innovation	Strategic planning processes
Strategies for communication, both within and beyond school	New technologies, their use and impact
Models of learning and teaching	Schools self evaluation process
Models of behaviour and attendance management	Building and sustaining a learning community
Strategies for ensuring inclusion, diversity and access	The impact of change on organisations and individuals
Curriculum design and management	Legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation
Strategies to promote individual, team and organisational development	Experience of working with other agencies and opportunities for collaboration
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school, including challenging poor performance	Knowledge of effective Kodesh curriculum design, sequencing, assessment and enrichment.
The wider curriculum, beyond school and the opportunities it provides for pupils and the school community	Understanding of how Jewish ethos and Jewish life can be embedded across a specialist school in an inclusive and meaningful way.
Strategies which encourage parents and carers to support their children's learning	Understanding of the role of community links, family engagement and Jewish calendar events in strengthening pupils' learning and belonging.
Understanding of how to promote equality, inclusion and respect within a faith based SEND setting.	Strong understanding of safeguarding responsibilities within a specialist school context.
Additional Skills and abilities	
Suitability for work with children and young people; Enhanced DBS clearance	

The ability to relate positively with the headteacher, pupils, colleagues, parents, governors and others who contribute to the work of the school	
The communication skills needed to provide clear and accurate information and well informed advice	
The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate	
To have high expectations of pupils' learning, attainment and behaviour and of one's own professional abilities and those of colleagues	
An excellent health and attendance record	
Ability to communicate confidently and sensitively with parents, trustees, governors, community leaders and external partners regarding Kodesh provision and Jewish life.	
Ability to plan, organise and evaluate Jewish calendar events, enrichment opportunities and community partnerships.	
Ability to model professional credibility across both whole school leadership and Kodesh leadership.	
Personal Qualities	
Self Awareness <ul style="list-style-type: none"> ● Emotional self awareness ● Accurate self assessment ● Self confidence 	Social Awareness <ul style="list-style-type: none"> ● Empathy ● Organisational awareness
Self Management <ul style="list-style-type: none"> ● Emotional self control ● Transparency ● Adaptability ● Initiative ● Optimism 	Relationship Management <ul style="list-style-type: none"> ● Develop others ● Inspirational leadership ● Change catalyst ● Influence ● Conflict management ● Team work and collaboration