

THE HARMONY TRUST

JOB DESCRIPTION

Job Title: Deputy Principal	
School Group Size: 335	Individual School Range: 7-11
Responsible to: Principal	Responsible for: Supporting the Principal with the day-to-day running of the school playing a key role in the implementation of the School Development Plan.
Job Description - This job description is based on the national standards for Teachers and may be amended at any time following consultation between the postholder, Principal and Board of Directors.	

Core Purpose of the Post:

The deputy principal will:

- Undertake the normal responsibilities of the class teacher.
- Be a member of the senior leadership team.
- Assist the Principal in managing the school.
- Support and represent the Principal at meetings as and when required.
- Undertake the professional duties of the Principal during his/her absence.
- Undertake such duties as are delegated by the Principal.
- Play a major role under the overall direction of the Principal in formulating and reviewing the School Development Plan, aims and objectives of the school by:
 - Establishing the policies through which they shall be achieved.
 - Managing staff and resources to that end.
 - Monitoring progress towards their achievement.

Key Areas of Responsibility:

Class teacher responsibilities

- 1.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.

1.3 To be responsible for a specific class or age group of children to be decided on appointment and reviewed annually.

2. The internal organisation, management and control of the school

2.1 To lead on phonics and reading.

2.2 To contribute to:

- Fulfilling the school's aims and objectives
- Maintaining and developing the Harmony Trust ethos, values and overall purpose of the school.
- Formulating the aims and objectives of the school and policies for their implementation.
- A development plan which will translate school aims and policies into actions.
- Monitoring and evaluating the performance of the school and its achievements
- Implementing the trust's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs.
- The efficient organisation, management and supervision of school routines

3. Curriculum Development

3.1 To contribute to:

- The development, organisation and implementation of the school's curriculum.
- School policies on curriculum, teaching and learning styles, assessment, recording and reporting.
- Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals, including those with special educational needs.
- Providing high quality personal, social, health education and citizenship.
- Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school.
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.
- The promotion of extra-curricular activities in accordance with the educational aims and ethos of the school.

4. Pupil care

4.1 To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance
- The effective induction of pupils.
- The determination of appropriate pupil groupings.
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good.
- The development among pupils of self-discipline.
- The handling of individual disciplinary cases.

5. The management of staff

5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school.

5.2 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.

5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school.

5.4 To contribute to staff development policies in relation to:

- The induction of new and newly qualified teachers and other staff.
- The provision of professional advice and support and the identification of training needs.
- Students under training/work experience.

5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.

5.6 To maintain good relationships with individuals, groups and staff unions and associations.

6 The management of resources

6.1 To contribute to the formulation of the school's policies and procedures concerning resource management in accordance with the school's Development Plan.

6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the principal.

6.3 To promote an attractive environment which stimulates learning and enhances the appearance of the school.

6.4 To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.

6.5 To maintain effective working relationships with external agencies and services contracted to the school and the trust.

7 Relationships

7.1 To advise and assist senior and trust leaders as required in the exercising of its functions including attending meetings and making reports.

7.2 To help in maintaining and developing effective communications and links with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children's education.

7.3 To assist liaison with other educational establishments, especially other trust academies, in order to promote the continuity of learning, progression of achievement and curriculum development.

7.4 To assist liaison with other professional bodies, agencies and services.

7.5 To promote a positive image of the school.

7.6 To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

The applicant will be required to safeguard and promote the welfare of children and young people.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Headteachers.

PERSON SPECIFICATION

Job Title: Deputy Principal

***Information for applicants: when completing the application form please remember that you are only required to supply relevant evidence to satisfy the emboldened criteria below**

	Criteria	Essential (E) / Desirable (D)	How Assessed
Education & Qualifications	Qualified teacher status	E	Application form
	Degree	E	
Work related experience	Experience in a Senior Leadership role	E	Application Form
	Experience of leading a journey of improvement in a primary setting.	E	
	Experience of successful strategies for raising pupils' achievement and educational development, promoting pupils spiritual, moral, social and cultural development and their good behaviour.	E	Application Form Selection process
	Experience of and strategies for effectively managing a wide range of staff.	E	Application Form
	Experience of implementing and overseeing successful school / academy improvement initiatives.	E	Selection process
	Experience of analysing comparative data, together with information for pupils' prior attainment, to establish benchmarks and to set targets for improvement in teaching and learning.	E	Application Form
	Experience of current good practice in assessment techniques and curriculum development.	E	Application Form
	Experience of strategies for curriculum enrichment that have shown successful	E	

	Criteria	Essential (E) / Desirable (D)	How Assessed
	<p>impact for all age groups.</p> <p>Experience of different leadership styles and practices and their effects in a variety of contexts within school.</p> <p>Experience of equality of opportunity and inclusion and the implications for this academy.</p> <p>Experience of thinking and planning strategically that will continue to build, communicate and carry forward a coherent and shared vision.</p> <p>Experience of leading innovation, creativity and change in a school and wider educational context.</p> <p>Experience of the strategies for improving the quality of learning and teaching including promoting excellence and challenging poor performance.</p> <p>Experience of monitoring and evaluating the effectiveness of learning and teaching including its outcomes in terms of standards, achievement, personal development and wellbeing.</p>	<p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Selection process</p> <p>Selection process</p> <p>Selection process</p> <p>Application Form / Selection process</p> <p>Application Form / Selection process</p> <p>Selection process</p>
Skills & Abilities	<p>Able to think creatively to anticipate and solve problems and demonstrate balanced and fair judgement.</p> <p>Able to consult and negotiate to achieve the best possible outcomes for children and their families.</p> <p>Able to work in partnership and accept appropriate support from others, including colleagues, Governors and the Trust.</p> <p>Able to work in collaboration and network within and beyond the academy.</p> <p>Able to establish and sustain effective organisational structures, systems, policy</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Application Form / Selection process</p> <p>Selection process</p> <p>Selection process</p> <p>Selection process</p> <p>Selection process</p>

	Criteria	Essential (E) / Desirable (D)	How Assessed
	<p>and practice including safeguarding.</p> <p>Able to engage in dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities at the academy.</p> <p>Able to build and sustain effective relationships with all stakeholders that will enhance the education of all pupils.</p>	<p>E</p> <p>E</p>	<p>Selection process</p> <p>Application Form/ Selection process</p>
Knowledge	<p>Knowledge of the principles and practice of Quality Assurance systems including school review, self-evaluation and appraisal.</p> <p>Knowledge of early reading, how pupils learn to read and the importance of reading.</p>	<p>E</p> <p>D</p>	<p>Application Form / Selection process</p> <p>Application Form / Selection process</p>
Work Circumstances	<p>Requirement to work flexibly to meet the demands of the post including some evening and weekend work.</p> <p>An enhanced Disclosure and Barring check is required.</p>	<p>E</p> <p>E</p>	<p>Selection process</p> <p>Selection process</p>