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| **Ernest Bevin College**  **Job Description**    Deputy Principal  Group 5 |

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| **Title:** Deputy Principal | **Salary Scale:** Group 5 |
| **Supported by and reporting to:** The Principal | **Assisted by:** Teaching and Non-Teaching Staff |

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| **Personal and Professional Qualities** | The Deputy Principal will:   * Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct * Build positive and respectful relationships across the college community * Serve in the best interests of the college’s students * Have high expectations of young people * Model exemplary behaviours * Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * Have regard to the need to safeguard students’ well-being, in accordance with statutory provisions. * Show tolerance of and respect for the rights of others. * Promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * Ensure that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law. * Have professional regard for the ethos, policies and practice of the College in which they teach and maintain high standards in their own attendance and punctuality. |
| **Purpose of the Job** | The role and responsibility of the Deputy Principal is to support and assist the Principal with strategic planning and in managing, leading and developing the school. The Deputy Principal will undertake any professional duties as delegated to them by the Principal and deputise as and when the need arises.  The Deputy Principal is a member of the Senior Leadership Team who under the leadership of the Principal work together to:   * Formulate the aims and objectives of the college * Establish policies through which they shall be achieved * Manage staff and resources to that end * Monitor progress towards their achievement * Contribute to the crafting, implementation and review of the SEF, CIP and other whole school documentation, * Lead on whole-school strategies from the priorities within the CIP and in agreement with the Principal * Challenge underperformance at all levels and ensure effective support and challenge is in place when standards are not met.   The role of Deputy Principal ensures that the college acts as a catalyst for social change, improving the outcomes for students and the wider community   * The Deputy Principal will provide inspiring leadership to ensure an exceptional curriculum intent, implementation and impact across the college * The Deputy Principal will support and uphold the vision, ethos, principles and policies of the college, characterised by high expectations and a community which works ‘In Partnership’ to secure the aspirations and ambitions for all young people |
| **Strategic Planning**  *Within the context of the college’s aims and policies, the Deputy Principal should develop and implement policies, plans, targets and practices.* | Under the direction of the Principal, the Deputy Principal will:   * Establish and sustain the college’s ethos and strategic direction together with the governing board and through consultation with the college community * Establish and oversee systems, processes and policies so the college can operate effectively * Ensure staff and students’ safety and welfare through effective approaches to safeguarding, as part of duty of care * Manage staff well with due attention to workload Identify problems and barriers to college effectiveness, and develop strategies for college improvement that are realistic, timely and suited to the college’s context * Make sure these college improvement strategies are effectively implemented |
| **Governance, accountability and working in partnership** | Under the direction of the Principal, the Deputy Principal will:   * Understand and welcome the role of effective governance, including accepting responsibility * Ensure that staff understand their professional responsibilities and are held to account * Ensure the college effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties * Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students |
| **Teaching, curriculum and assessment**  *The Deputy Principal should use the processes of review and evaluation in order to sustain effective teaching and learning.  Target setting will be used to ensure that students accountable for their achievements.* | * Support high-quality teaching across all subjects and phases, based on evidence * Support teaching being underpinned by subject expertise * Effectively use formative assessment to inform strategy and decisions * Lead on the implementation of the college’s approach to curriculum planning and sequencing so that the intent is clear and gaps in students’ knowledge and skills are addressed and excellent progress is seen over time * Lead on curriculum planning, modelling and the development of an appropriately rich and flexible curriculum to ensure excellent student achievement, linked to accountability measures * Have an expert knowledge of national curriculum trends, issues and changes * Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities * Plan for the progress and attainment of all students exceeds national expectations * Line-manage leaders to ensure that they are highly effective in driving improvement in the implementation and impact of the curriculum across all subject areas. * Establish and maintain an effective quality assurance strategy and supportive line management in the following areas:    + Student outcomes   + Student support and development   + Staff support and development   + Curriculum design and development   + Reporting to stakeholders * Lead in developing a culture of continuous improvement and striving for excellence across the college |
| **Culture and behaviour** | * Create a culture where students experience a positive and enriching school life * Uphold educational standards to prepare students from all backgrounds for their next phase of education and life * Ensure a culture of staff professionalism * Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in the college * Use consistent and fair approaches to managing behaviour, in line with the college’s behaviour policy * Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the college’s Behaviour Policy * Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills * Ensure a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well- being of children and young people, so that learners feel secure and sufficiently confident to make an active contribution to learning and to the college * To be a visible presence in the college supporting students and colleagues throughout the day * To provide training and support which ensures that the Behaviour Policy is embedded and consistent across the college, with a focus on seeing behaviour as communication * Empower staff to understand and support students through the development and updating of Behaviour Support Plans with a focus on de-escalation strategies and reflective practice * To be one of the main points of contact for parents, offering advice and guidance in supporting behaviour in the home * To devise and lead strategies to support students, staff and their families in the follow up of any incidents including arranging for bespoke support or training * Maintain records and track data in relation to behaviour incidents and produce regular reports which trigger prompt and effective interventions * Develop pastoral tracking and reporting processes and ensure that they are interlinked with other reporting processes within the college and that data is shared and used meaningfully * With the Principal, ensure that the college meets statutory and regulatory requirements in relation to pastoral care and safeguarding, including contributing to inspection and audit preparation and processes |

The above responsibilities and duties will be undertaken in addition to the duties of a schoolteacher contained in the School Teachers’ Pay and Conditions Document. This job description does not direct the particular amount of time to be spent on carrying out the above duties and responsibilities and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendments at any time after consultation with the post holder. **June 2022**

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| **Ernest Bevin College**  **Personal Specification**    Deputy Principal  Group 5 |

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| **Supported by and reporting to:** The Principal | **Assisted by:** Teaching and Non-Teaching Staff |

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| QUALIFICATIONS | * An honours degree (or equivalent) in a subject relevant to the post. * Qualified Teacher Status (QTS) * Further senior level qualification | * NPQH |
| EXPERIENCE, KNOWLEDGE AND SKILLS | * Varied and successful leadership experience across 11-19 range, preferably in more than one educational setting * Personal teaching is consistently of a high standard * Experience of successful implementation of a whole school initiative * Successful experience of innovative performance management and CPD systems * Experience of successful whole school intervention processes * A thorough understanding of current developments and initiatives in 11-19 and post-16 education * The ability to monitor, review and evaluate the work of the college against OFSTED criteria * Deep understanding of the college curriculum and specialisms * Ability to exploit opportunities for success and remove barriers to achievement for pupils and staff * Experience of whole school review process * Commitment to the safeguarding of students |  |
| PERSONAL QUALITIES AND CHARACTERISTICS | * The drive to help EBC becomes and sustain a position of being the school of choice in the local area * Energy, enthusiasm and stamina * Flexibility and determination * Ability to work under pressure, meet deadlines, and establish positive relationships with students, parents, staff and outside agencies * Proactive, charismatic and inspirational leader * Commitment to the promotion of equal opportunity |  |
| SPECIFIC TO THE POST | The ability and enthusiasm to:   * Lead, drive and improve the quality of teaching and learning across all Key Stages and areas through whole college strategic planning * Be proactive in identifying areas of college improvement and lead on this area * Lead by example and have high expectations of standards from both students and staff * Analyse external and internal pupil assessment data and drive on improving pupil outcomes * Challenge underperformance * Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners’ attainment, progress and areas for development * Contribute to curriculum development and monitor its impact * Take a leading role in developing, implementing and evaluating policies and practice that contribute to college improvement * Exhibit highly developed interpersonal skills which allow the Deputy Principal to be effective in the college * Lead on day-to-day whole college management * Be flexible in carrying out duties in accordance with changes in the college’s priorities * Enjoy working with students, parents and staff * Be proactive in preparing for headship * A commitment to abide by and promote the College’s Safeguarding Equal Opportunities, Health and Safety, Child Protection Policies * The post-holder will require an enhanced DBS |  |

**June 2022**