



JOB DESCRIPTION

DEPUTY TO THE EXECUTIVE HEADTEACHER

At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of our students.

JOB TITLE: DEPUTY HEADTEACHER
GRADE: LEADERSHIP SPINAL POINT L19 - L23
RESPONSIBLE TO: EXECUTIVE HEADTEACHER

PURPOSE OF THE POST:

- To assist the Executive Headteacher with the leadership and management of the school and to deputise in the absence of the Executive Headteacher
- To work and lead the Senior Leadership team on the Primary site
- To assist the Executive Headteacher with maintaining effective parental relationships
- To maintain high standards of teaching and learning and quality of education alongside the Senior Leadership Team and be accountable for the reporting of data
- To oversee the management and organisation of the timetable
- To be responsible for relevant school policies and risk assessments in the school
- To lead and hold all staff accountable on school systems and procedures
- To take a leading role in the Safeguarding Team and liaise with professionals
- To be responsible for the health and safety of the Primary school site and the management of all related policies

KEY ACCOUNTABILITIES:

1. Deputising

- As Deputy Headteacher to undertake the duties of the Executive Headteacher in their absence, and to work collaboratively in promoting the established values and ethos of the school.

2. To lead the development and implementation of learning policies, targets and practices to ensure an effective contribution to the whole school development plan

- To lead and work collaboratively on School Development Planning and to assist the Executive Headteacher with School Self-Evaluation
- To work collaboratively with the Senior Leadership Team and Data Manager on all aspects of assessment across the school
- To lead with the Deputy Headteacher (Secondary) on the monitoring, evaluation and impact of the quality of education across the school
- To report on areas of responsibilities and to attend the Governors meetings
- To be responsible for all aspects of the Extended Schools programme including After School Club, and Holiday Playschemes
- To coordinate and oversee the organisation of school events
- To have oversight of parent relationships and parental engagement
- To have oversight for whole school policies

3. To secure and sustain effective teaching, evaluating the quality of teaching and the standards of students' achievements and setting targets for improvement to ensure high standards

- To be accountable for standards of teaching and learning across the school, including monitoring and evaluating the standards of teaching, identifying areas for improvement and planning and implementing strategies to improve where these needs are identified alongside the Senior Leadership Team
- To ensure that student progress, behaviour and attendance are optimised
- To work collaboratively with the Deputy Headteacher (Secondary) and Senior Leadership Team to design a curriculum plan and produce a whole school timetable which will ensure appropriate breadth, challenge and success for every student, taking account of statutory requirements
- To keep up to date with research, developments and initiatives in the field of autism and to lead staff in ensuring effective and consistent practice across the school
- To be responsible for the reporting of accurate and timely data to the DfE, Governors, & the LA and to produce an annual progress and achievement report
- To devise and deliver training on assessment data and target setting across KS1 to KS3
- To ensure that there are effective systems in place for tracking accurate student progress
- To have oversight of the assessment of students including standardisation and moderation of teacher assessment and to ensure that assessments are accurate and consistent
- To have oversight of the Annual Review and EHCP process

4. Leading and Managing Staff

- To take a lead role within the Safeguarding Team
- To work collaboratively with the Executive Headteacher to be responsible for Health and Safety across the whole school
- To be a Performance Management Appraiser for identified staff and to provide regular feedback on their performance so that achievements and good practice are recognised and targets for developments are agreed and monitored
- To set challenging but measurable and achievable targets for self and other staff
- To support and facilitate staff development, continuous professional development and training across the school with the Deputy Headteacher (Secondary) and the Senior Leadership Team, leading staff INSET as required
- To hold staff accountable for the quality of their work, lead and manage on performance-based challenges and initiate capability procedures as and when required and to ensure their successful outcome
- To monitor staff attendance and conduct formal staff attendance proceedings following the school's sickness and absence policy
- To work with the administration team in the monitoring of staff attendance, return to work interviews and probation reviews
- To support the Executive Headteacher in the coordination of therapies across the school
- To liaise with SaLT who have overall responsibility for SaLT Teaching Assistants and support in their day-to-day management and conduct
- To coordinate training and research and facilitate staff development and continuous professional development across the school in line with the School Development Plan
- To promote the pastoral care and welfare of staff including the support of harmonious team-working to ensure effective working relations, notifying the Executive Headteacher of any concerns
- To liaise with the Senior Leadership Team and identify training needs to plan for effective continuous professional development across the school

5. Identify and monitor appropriate resources to ensure they are used efficiently, effectively and safely

- To take responsibility for financial areas across the school as appropriate, in liaison with the Executive Headteacher

- To ensure that there are high quality and appropriate resources in place to support students' learning
- To risk assure student safety and to take immediate action where there are identified risks, especially where this would impact upon student safeguarding
- To ensure best value for money and to advise other staff on good planning and financial management
- To work in liaison with the Executive Headteacher for student consultations and admissions, working in partnership with the local authority

TEACHING

- To undertake an appropriate programme of teaching when necessary

ADDITIONAL RESPONSIBILITIES AND GENERAL REQUIREMENTS:

- To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and students.

VARIATION CLAUSE:

1. This is a description of the job, as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE:

1. Other duties and responsibilities express and implied, which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

EQUAL OPPORTUNITIES STATEMENT

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

PERSON SPECIFICATION



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PERSON SPECIFICATION

All post holders are expected to demonstrate a commitment to Equal Opportunities, a proven ability to work effectively in culturally, and linguistically diverse classrooms.

APPLICANTS MUST HAVE

TRAINING AND QUALIFICATIONS:

1. Qualified teacher status (QTS). A teaching qualification recognised by the DfE.
2. Experience or Training – a Special Educational Needs Masters, Post Graduate qualification in autism or relevant experience of autism that will support the role
3. Training and/or experience in areas of Senior Leadership
4. Experience of organising and running training with large groups of staff

EXPERIENCE AND EVIDENCE OF:

1. Successful classroom teaching with autistic students and working with additional adults
2. Supporting communication and interaction for non-speaking students
3. Managing and leading an area of the curriculum, including monitoring of teaching and learning and the analysis of data
4. Experience at Senior Leadership level and leading a large team.
5. Safeguarding principles and working in partnership with professionals

KNOWLEDGE AND UNDERSTANDING OF:

1. Successful communication and interaction strategies within the 3-19 age range.
2. Factors that influence the achievement of all students and how to raise levels of attainment for autistic students
3. The principles and practice of an effective approach to learning and the teaching of a broad relevant curriculum
4. The role of assessment and monitoring student progress in raising the achievement of all students.
5. Practices to create an inclusive environment for learning
6. Developing partnerships with parents and the wider community

SKILLS AND ABILITY TO:

1. Demonstrate a passion for learning, whilst reconciling diverse and conflicting agendas, challenging others in the students' best interest
2. Assess and monitor students' progress, maintain records and analyse data and to relate these to strategies that promote achievement at individual, class, team and whole school level
3. Support all students through a range of teaching styles and approaches and interventions appropriate to individual need
4. Communicate effectively and work as a member of various teams within the school.
5. Be self-motivated; effectively manage your time; be able to succinctly assess complex situations and take appropriate action, often under pressure