

St Marys C of E Primary School Executive Deputy Headteacher

Job Description

St Marys C of E Primary School are working in partnership with Downham C of E Primary School and have an exciting opportunity for a dynamic, passionate and enthusiastic Executive Deputy Headteacher to provide additional leadership capacity to our schools. The role will be shared between both schools, but predominantly based at Downham C of E Primary.

Start date: April 2025. The position is Full Time. The salary range is Leadership Point 7 - 11 (£57,831 - £63,815)

Applications close: Midday on 27th February 2025.

Interview date: Thursday 6th March 2025.

St Marys C of E Primary School is one of ten schools which form the Berlesduna Academy Trust (www.berlesduna.co.uk), where the vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background. St Mary's C of E Primary School are proud to be graded as a 'Good' school in our recent Ofsted inspection and to be hosting an Enhanced Provision for pupils which provides support and education for children with Social, Emotional and Mental Health Challenges.

Downham Church of England School is a school with a Christian foundation and we welcome all children and adults into our community. We want our children, families and staff to know that they are valued, cared for and to be happy. We want our children to be passionate about learning and to equip them with the tools that will enable them to flourish academically, emotionally and spiritually.

This strategic role requires senior leadership experience and the ability to work in a wide range of roles which will include being the Designated Child Protection and Safeguarding Lead (DSL) and Special Educational Need and Disability Co-ordinator (SENDCO).

Your ability to ensure that our schools can make the most of their unique differences whilst embracing the benefits of working together through collaboration and partnership is critical. This requires strong leadership skills to bring together all staff to secure high performance and quality of education for every pupil.

The successful candidate will have:

- Fully supportive of the Christian vision, values and ethos of our schools
- Experience as a Qualified Designated Child Protection and Safeguarding Lead (DSL)
- Experience working as a Special Educational Needs and Disability Co-Ordinator (SENDCO)
- Ability to work flexibly and be deployed as required and identified by the CEO
- Substantial and sustained professional development in support of leadership at senior/whole school level
- Ability to inspire and motivate students and staff

If successful you can expect:

- A competitive salary and commitment to continued professional development
- Opportunities to work with enthusiastic and supportive colleagues across the Trust to share resources, ideas and build collaborative relationships

At Berlesduna Academy Trust we are proud of what we have achieved and our genuinely collaborative approach – we look forward to welcoming a dynamic Executive Deputy Headteacher who is enthused by our model and committed to high standards, inclusion, equality and diversity.

Application

If you would like to have an informal conversation about the role you can contact Lisa Perry on 01268 464759. Please take care to complete the application in full as incomplete applications will not be considered. We reserve the right to close the vacancy early so recommend that you submit your application at your earliest convenience. The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All successful applicants will be subject to an enhanced DBS check, medical clearance and satisfactory references. We are an equal opportunities employer.

Please click the following link to submit your application: [Executive Deputy Headteacher](#)

Executive Deputy Headteacher Job Description

Core Purpose

The Executive Deputy Headteacher shall play a major role under the overall direction of the Executive Headteacher in;

- (a) formulating the aims and objectives of the schools;
- (b) establishing the policies through which they shall be achieved;
- (c) managing staff and resources to that end; and
- (d) monitoring progress towards their achievement;

The Executive Deputy Headteacher shall undertake any professional duties of the Executive Headteacher reasonably delegated to them by the Executive Headteacher.

The Deputy Headteacher shall undertake the professional duties of the Executive Headteacher in the event of his/her absence from the schools.

Principle Accountabilities

- Support with the day-to-day management of the schools
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context

Safeguarding:

Fulfil personal responsibilities and support the Executive Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Take responsibility as the deputy designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice

- Operating and monitoring clear policies for dealing with allegations against people who work with children.

SENDCO:

- To oversee the day-to-day operation of the school's SEND / Inclusion policy and encourage all members of staff to recognise and fulfil their statutory responsibilities towards pupils with SEND and additional needs
- To line manage the Inclusion Team
- Provide training opportunities for Learning Support Assistants
- Oversee the support and development of all Learning Support Assistants (including Performance Management Reviews)
- Share good practice in Inclusion
- To maintain the list of SEND and supported pupils and to oversee their records
- Liaise with Class teachers, Learning Support Assistants and outside agencies when writing SEND documentation
- Map provision for pupils and take a lead in deploying staff to meet identified needs
- Have a clear understanding of the school development plan and work with the Leadership team to develop priorities
- Be responsible for collating evidence for specific sections of the school's self-evaluation form
- Be the designated teacher for children with medical needs
- To monitor and evaluate the quality of provision in SEND
- To manage the Inclusion budget and provide appropriate Inclusion resources
- To liaise with and update the designated SEND Governor

Designated Safeguarding Lead Responsibilities:

- To take lead responsibility for safeguarding and child protection (including online safety and 'filtering and monitoring') within the school
- Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding.
- Raise awareness of the school's child protection policies ensuring they are understood and used appropriately
- Ensure the school's Child Protection Policy is reviewed (at least annually) and known, understood and used appropriately.
- Refer cases (or support staff making referrals)
 - of suspected abuse to the local authority children's social care
 - where there is a radicalisation concern to the Channel programme.
- Refer cases to Disclosure and Barring Service or Police as required
- Liaise with the Executive Headteacher, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
- Understand the unique risks associated with online safety and recognise the additional risks that children with SEN and disabilities face online

- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENDCOs) on matters of safety and safeguarding including online and digital safety,
- Ensure child protection files are transferred as appropriate in line with Keeping Children safe in Education (Annex B) as amended from time to time.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements.
- In conjunction with the Executive Headteacher, make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term
- Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained.
- Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Annex B) as amended from time to time

Specific Duties

Teaching

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Model the Teachers' Standards to a consistently high standard and be a lead example to other practitioners.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Assessment lead, developing and implementing the assessment calendar and leading on arrangements for preparing pupils for external examinations, including Access arrangements.
- Organising and overseeing statutory assessment in line with STA guidance.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.
- Design and oversee implementation of the school's curriculum in order to meet the needs of the pupils.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

Pupils, Staff and resources

- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in and seek arrangements for their own further training and professional development and that of other teachers and support staff including induction.
- Oversee successful induction for newly qualified Teachers and trainee teachers.

Communication

- Communicate with pupils, parents and carers.
- Working with colleagues and other relevant professionals
- Collaborate and work with colleagues and other relevant professionals within and beyond the school and the Trust.

General

- The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.
- This job description is neither exclusive nor exhaustive, but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties;
- An annual review of the job description and allocation of duties and responsibilities will take place as part of the Performance Management Review process;
- All posts are subject to an enhanced DBS check, satisfactory references and medical clearance.

The duties may be varied to meet changing circumstances in the post held. Any such developments will only take place after consultation with all those involved and do not form part of the staff member's contract.

The post is portable across any school in the Trust.

Executive Deputy Headteacher – Person Specification

Area	Requirement	Essential	Desirable
Professional Qualifications	<ul style="list-style-type: none"> Qualified teacher status Evidence of recent professional development relative to the post SENCO Qualifications 	Y Y	Y
Teaching & Learning (demonstratable across all key stages)	<ul style="list-style-type: none"> Enthusiasm for teaching and learning An outstanding classroom practitioner with a track record of good and outstanding teaching Excellent understanding of assessment and how to use it to maximise pupil progress Experience of improving the quality of teaching of others Experience of working within a leadership team to monitor, evaluate and improve teaching and learning across a school Experience of co-ordinating and developing a core curriculum area Has experience of using research evidence to inform teaching and learning Data analysis skills, and the ability to use data to set targets and identify weaknesses Experience and understanding of working with children who have SEN 	Y Y Y Y Y Y	Y Y Y Y
Strategic Development	<ul style="list-style-type: none"> Able to communicate a strong clear vision for high quality primary education with maximises the potential of the school Able to articulate ways of building, communicating and implementing a shared vision Experience of school self-evaluation, and able to discuss effective processes for undertaking this Evidence of leading significant change which has impacted on pupil progress Significant involvement in school improvement planning 	Y Y Y	Y Y
Working with Others	<ul style="list-style-type: none"> Understands the importance of working in co-operation and partnership with colleagues Approachable, accessible and flexible High expectations and standards of self and others Experience of mentoring, giving effective feedback and supporting colleagues to improve performance Experience of managing difficult situations and conflicts Understanding of the relationship between managing performance, professional development and school improvement 	Y Y Y Y	Y Y
Management Ability	<ul style="list-style-type: none"> Ability to anticipate and solve problems Ability to establish and sustain appropriate management structures 	Y Y Y	

	<ul style="list-style-type: none"> • Understanding of the need to develop and sustain a safe, secure and healthy school environment • Experience of developing, implementing, monitoring and evaluating school policies • Able to prioritise, plan and organise own workload and that of others 	Y Y	
Personal Skills and Attributes	<ul style="list-style-type: none"> • Possesses a genuine empathy with children • Energetic and enthusiastic, with the ability to motivate and inspire others • Able to communicate effectively and concisely • A good listener, capable of making reasoned and considered judgements • Approachable, and possessing integrity • Inspires confidence and trust 	Y Y Y Y Y Y	
Accountability	<ul style="list-style-type: none"> • Understands the role of the governing body and can describe how the Assistant Head • Teacher will assist governors in carrying out their responsibilities effectively • Understands the role of Ofsted • Has a good understanding of the need to be accountable to parents for the education of their child and can demonstrate a knowledge of strategies that would enable parents to be involved in the life of the school • Has previous experience of challenging and supporting others in order to achieve specific targets • Can articulate an understanding of individual, team and whole school accountability for pupil learning outcomes • Has a comprehensive understanding of school data and how it can be used to benchmark a school's performance and for target setting • Experience of reporting attainment and progress to a range of audiences 	Y Y Y Y	Y Y Y Y