

## **Trust Appointed DHT- Job Description and Personal Specification**

**Title:** Trust Appointed Deputy Head Teacher

**Accountable to:** Head Teacher of deployed school

**Salary:** L8- L16 (pay scale to be determined based on the ISR of designated school)

### **Position Overview**

The role of the Deputy Head Teacher is integral to the leadership and management of the school. They will be the 'critical friend' of the Head Teacher and will support the Head in delivering the vision for the school and be the custodian of the school's ethos. The role will be varied and developing and will include elements of teaching as directed by the Head Teacher. In addition, the Deputy Head Teacher will be expected to assist the Head Teacher and Senior Leadership Team in the management and development of the school through key responsibilities, linked to quality and standards.

In fulfilment of all responsibilities and duties, the Deputy Head Teacher should show a commitment to the ethos, aims and policies of the Flying High Trust, and strive to maintain these through personal conduct and effective relationships with colleagues and pupils.

### **Main purpose**

- Deputising for the Head Teacher and when required acting up in the absence of the Head Teacher.
- Assisting the Head Teacher and SLT in delivering bold and inspirational leadership.
- Formulating the aims and objectives of the school.
- Monitoring performance and progress towards the schools aims and objectives.
- Demonstrating strong people management for allocated team members and across the school.
- Assessing the needs of all pupils to ensure that their potential is reached.
- Responsibilities as required by the school capacity and priorities, aligned to quality and standards.
- Ensuring the values of the school are upheld in accordance with the policies of Flying High Trust, the governing body and the school's values and ethos.

The job description is to be performed in accordance with School Teachers' Pay and Conditions Document and within the range of duties set out in that document, so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales and to locally agreed conditions of employment, to the extent that they are incorporated in the postholder's individual contract of employment.

If the Head Teacher is absent from the school, a Deputy Head Teacher must undertake their professional duties as set out in School Teachers' Pay and Conditions Document, as directed by Flying High Trust.

## **Duties and Responsibilities**

### **Strategic Leadership**

- Act as a custodian of the school's and Trust's vision and ethos, consistently communicating and enrolling others to this vision.
- Act as "critical friend" and provide effective professional challenge and support to the Head Teacher.
- Deputise for the Head Teacher and when required act up in the absence of the Head Teacher.
- Demonstrate a relentless drive to improve the school and go the extra mile.
- Support the development and implementation of School Improvement Planning, School Development Planning and Self Evaluation.
- Lead by example, articulating a clear moral purpose and relentlessly focusing on providing excellent outcomes for all children.
- Manage time effectively, prioritising tasks to ensure deadlines are met.
- Provide a professional presence at SLT meetings, offering informed and strategic contributions to discussions.
- Identify and model innovative approaches to teaching and learning and school improvement.
- Keep up to date with development in education and have a good knowledge of education systems locally, nationally and globally.
- Support the day-to-day management of the school.
- Prioritise Continuous Professional Learning, ensuring on-going reflection and growth.
- Inspire, motivate and provide purposeful leadership.

### **Teaching and Learning**

- Consistently demonstrate high quality teaching and learning, maintaining a classroom that is inspirational for other staff and provides an outstanding environment for learning.
- Undertake a teaching commitment as directed by the Head Teacher.
- Establish a culture of 'open' classrooms; as a basis for role modelling and sharing best practice.
- Raise standards in teaching and learning across the school, by supporting and developing others.
- Develop high expectations and a strong culture for behaviour management, in line with the school's policy.
- Support high quality CPL, driving the development of teaching and learning.

### **Quality Assurance and Standards**



- Demand ambitious standards for all children, instilling a sense of accountability in staff for the impact of their work on pupil outcomes.
- Contribute to the tracking and reporting of pupil progress and attainment across the whole school; analysing national and local data to provide a solution focused approach.
- Contribute to developing and presenting of a coherent, understandable, and accurate account of the school's performance to a range of audiences, including Flying High, Head Teacher, governors, and parents/carers.
- Hold staff to account to ensure that there is accelerated progress and high expectations in order that the attainment gap to national is narrowed through clearly defined, understood, and agreed targets.
- Rigorously review and evaluate pupil progress data with staff through regular pupil progress reviews.
- Interrogate the internal and external moderation of progress and attainment data.
- Track and report on the progress and attainment of vulnerable groups.
- Contribute to monitoring a range of activities, including work scrutiny, planning, and feedback from children and monitor the impact.
- Report on the above in a timely manner and at the reasonable request of the Head Teacher and Chair of Governors.

### People Management

- Appraise a team of staff, reviewing and setting annual targets and holding to account for their performance, including making recommendations for pay performance to the Head Teacher.
- Work with the Head Teacher to develop and implement effective systems to manage the performance of all staff, in line with Trust policies.
- Provide appropriate support to staff in agreed areas for development, creating a culture to improve and value excellent practice.
- Robustly challenge under-performance, where appropriate.
- Develop and maintain positive relationships with all staff members and key stakeholders, including governors and parents.
- Assist in the recruitment of staff, following policies and procedures.

### General

- Engage with professional networks across the Trust, contributing to Trust-wide developments, where appropriate.
- Specific responsibilities will be assigned by the Head Teacher based on the priorities and capacity of the school, aligned to quality and standards.

## Other Areas

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:

- The positive implementation of the equal opportunities policy within the school.
- Safeguarding the health and safety of self and others in accordance with the school's Health and Safety Policy.
- Consistent application of the school's policies and procedures.
- FHT policies and procedures.
- National Professional Standards for Teachers.
- The Conditions of Service for School Teachers in England and Wales and with any locally agreed conditions of employment.
- Common core of skills and knowledge for the children's workforce.
- All teachers have a responsibility for providing and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.
- Act as advocate of the Flying High Partnership, modelling the Trust values and behaviours.

## Job Requirements

Criteria	Essential	Desirable
<b>Qualifications &amp; Training</b>		
Qualified Teacher Status	AF	
National Professional Qualification for Senior Leadership		AF
National Professional Qualification for Headship		AF
Degree or equivalent	AF	
Other professional Development in preparation for a leadership role	AF	
Designated Safeguarding Training		AF
<b>Experience</b>		

Successful experience as a consistently high performing teacher	AF/ I	
Successful whole school leadership responsibility.	AF/ I	
Experience of successful and sustainable school improvement.	AF/ I	
Evidence of managing or making a substantial contribution to the effective management of change.	AF/ I	
Experience of school improvement planning and self-evaluation	AF/ I	
Experience of successful line management.	AF/ I	
Experience of contributing to staff development.	AF/ I	
Experience of working with governors, parents, outside agencies and the wider community.	AF/ I	
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils.	AF/ I	
<b>Knowledge and understanding of:</b>		
Developing and implementing strategies for school improvement, including data analysis and strategies for improving the quality of teaching and learning for all pupils.	AF/ I	
A deep understanding and passion for teaching and learning.	AF/ I	
In-depth knowledge of curriculum development.	AF/ I	
Sound understanding of assessment, recording and reporting	AF/ I	
Sound knowledge of educational policy developments, research and implication for in-school practices	AF/ I	
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.	AF/ I	
How to promote inclusion and implement equal opportunities for all.	AF/ I	



Management of pupils' behaviour and attitudes to learning and the ability to put this into practice.	AF/ I	
Engaging parents/carers in their children's learning and the work of the school.	AF/I	
Clear understanding on safeguarding policy and practice	AF/I	
<b>Skills</b>		
Data analysis skills, and the ability to use data to set targets and identify areas for development.	AF/ I	
Strong communication skills, both written and oral, with the ability to inform and engage a range of stakeholders.	AF/ I	
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others.	AF/ I	
A leader, with the ability to inspire and motivate colleagues, providing the appropriate balance of challenge and support.	AF/ I	
Consistently role model excellent teaching and learning practice, forming positive relationships with all children.	AF/ I	
Able to challenge underperformance and communicate high expectations to all.	AF/ I	
Ability to galvanise others, supporting the formation of a positive school culture.	AF/ I	
Ability to build strong working relationships within the school, with parents, governors and across the Trust.	AF/ I	
Ability to act as a critical friend, balancing challenge with support.	AF/ I	

### Person specification

- Value all children; have high expectations and a commitment to the development of the whole child.
- Relate well to pupils, staff and parents and care about their individual needs.

- Adapt to changing circumstances and new ideas in a positive and creative manner.
- Ability to deal with sensitive issues in a professional manner.
- A tenacious approach, with an unshakeable drive to deliver great outcomes for all children.
- A commitment to professional development and determination to grow, develop and learn.
- Flexible and willing to respond to new challenges.
- Has high standards of self and others.
- A good sense of humour.
- Ability to manage workload appropriately.
- Uphold the Trust behaviours at all times.
- Willing to roll up their sleeves up and get stuck in.