

## **JOB DESCRIPTION – DEPUTY HEADTEACHER**

|                        |  |
|------------------------|--|
| <b>POSITION:</b>       | <b>DEPUTY HEADTEACHER</b>  |
| <b>ACCOUNTABLE TO:</b> | <b>EXECUTIVE HEADTEACHER AND GOVERNING BODY</b>                        |
| <b>ISR:</b>            | <b>L7 – L11 (£49,604 - £54,401) Negotiable depending on experience</b> |

### **MAIN JOB PURPOSE**

The core purpose of the Deputy Headteacher is to work in partnership with the Executive Headteacher and Head of Schools in securing effective education for all pupils at the school and the continuous improvement of teaching and learning in school. The deputy Headteacher will be responsible for all aspects of the school in the absence of the Executive Headteacher or Head of Schools.

### **KEY RESPONSIBILITIES**

*The role of the successful applicant will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement and/or meet the needs of overall school leadership requirements.*

- To assist the Executive Headteacher in providing professional leadership and management of the school in collaboration with staff and governors
- To work in partnership with the Executive Headteacher and other school leaders in ensuring high standards and continuous improvements in teaching and learning in order to secure the best possible outcomes for all children
- To promote and develop community and family engagement in all aspects of school life
- To promote and safeguard the welfare of all children in school
- To undertake the professional duties of the Deputy Headteacher as set out in the current Teachers Pay and Conditions of Service Document
- To ensure all pupils achieve high standards of learning and well-being and to provide high quality education and care in any area of the school which meets the requirements of the Professional Standards for Teachers Document

### **LEADERSHIP AND MANAGEMENT**

- To assist the Executive Headteacher, Leadership Team and Governors in shaping a vision and direction for the school, setting out very high expectations with a clear focus on pupil attainment and progress
- To play a significant role in setting the aims and objectives for the school and in formulating the School Improvement Plan (SIP) along with the Executive Headteacher, Senior leaders and Governors
- To inspire, motivate and influence staff and pupils, taking a lead role in maintaining the highest standards of teaching, learning, pupil engagement and children's safeguarding
- To assist and support the Executive Headteacher in school self-review and self-evaluation in order to effectively plan and manage all relevant school resources to secure continuous improvements in pupil outcomes

- To provide effective leadership, management and support to individuals and/or teams of staff and to contribute to the school's professional development programme including coordinating training or delivering INSET as required
- Monitor and evaluate the quality of teaching and learning
- To assist the Executive Headteacher with the implementation of the school's Performance Management Policy to secure school improvement and individual professional development and performance
- To provide an excellent role model for all members of staff and for pupils in all aspects of school life and offering professional support and guidance as required. To be an exemplar of all school policies and practices and to actively promote the aims, ethos and vision across the whole school community
- To lead on specific aspects of school systems e.g. lunchtime
- To keep up-to-date with local and national initiatives and research options for alternative school systems
- To assist the Executive Headteacher in all aspects of the day to day administration of the school and to undertake the professional duties of the Executive Headteacher in his/her absence
- To implement the governing body's policies and equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special educational needs

### **CURRICULUM DEVELOPMENT**

- To lead on the development, organisation and implementation of a broad and balanced school curriculum ensuring that teaching and learning across all key stages forms a coordinated, coherent curriculum entitlement for all pupils
- To monitor and evaluate school policies and curriculum development, teaching and learning, assessment, recording and reporting to support progress and development with regard to whole school standards
- To ensure that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, and to inform staff, governors and parents in order to secure continued school improvement
- To promote extracurricular activities in accordance with the educational aims and ethos of the school

### **TEACHING, LEARNING AND ASSESSMENT**

- To lead teaching and learning in EYFS, Key Stage 1 and Key Stage 2 as required
- To lead a core or foundation subject(s) at the discretion of the Executive Headteacher
- To be an outstanding practitioner and excellent role model, exemplifying high standards of teaching and learning and high expectations for all pupils and staff
- To carry out teaching duties as required providing a model of excellence for all colleagues
- To use coaching and mentoring to improve standards in teaching and learning
- To provide leadership and support in the development of high quality teaching and learning strategies throughout the school with a focus on continuous improvement in pupil outcomes
- To provide leadership and support for colleagues ensuring good or better teaching practice across the curriculum by maintaining an informed view of standards and the quality of teaching and learning across school

- To support the Executive Headteacher in the analysis of class, key stage and whole school data to evaluate specific areas of pupil progress and attainment to continue to drive standards forward
- To undertake a significant role in maintaining a high standard of pupils' behaviour, discipline and learning engagement and supporting other staff as necessary

### **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

- To ensure the maintenance of a structured environment for effective learning and teaching, good behaviour and for pupils' spiritual, moral, social, physical and cultural development
- Show commitment to continuing professional development and help lead the professional development of all staff through performance management, coaching, mentoring, peer support and target setting
- To actively promote equality of opportunity and inclusion in ensuring that the school provides the best possible education for all pupils taking into account ethnicity, gender, special educational need, disability, pupils learning English as an additional language and others with social and/or emotional needs that may impact on learning and development
- To contribute to the development, organisation and implementation of the school's policies regarding the personal and social development of pupils including pastoral care, behaviour management, guidance and safeguarding
- To liaise with parents and families to support pupil well-being, attendance and active involvement in school life
- To have a commitment to inclusion, equal opportunities and the development of community cohesion

### **THE MANAGEMENT OF STAFF AND RESOURCES**

- To participate in association with the Executive Headteacher in the selection and deployment of teaching and non-teaching staff in the school
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers and teaching support staff within the school
- To contribute to staff development and the provision of professional advice and to support the identification of staff training and professional development needs
- To demonstrate effective leadership, representation and liaison both within the school community and with external stakeholders and agencies
- To maintain good relationships with individuals, groups of and staff unions and associations
- To contribute to the formulation of the school's policies and procedures concerning resource management
- To allocate, control and account for those financial and material resources of the school which are delegated by the Executive Headteacher
- Understand how to evaluate and review the cost effectiveness of spending decisions in terms of best value and value for money
- To promote an active learning and working environment which stimulates learning and enhances the appearance of the school

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

### **RELATIONSHIPS**

- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and presenting reports
- To help in maintaining and developing effective communications and links with parents and families and to provide positive responses to concerns and problems regarding their children's education
- To develop family partnerships for learning including parent workshops and homework
- To liaise with other professional bodies, agencies and services
- To develop and maintain positive links and relationships with the community, local organisations and employers and 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
- To promote a positive image of the school

### **CONTACTS**

Teaching staff, teaching support staff, other support staff, pupils, parents, governors, visitors to school and other professional agencies

### **RELATIONSHIPS TO OTHER POSTS**

Supervision given to teaching staff, teaching support staff and other support staff as required/directed. Supervision received from the Executive Headteacher or Head of School.

### **SPECIAL CONDITIONS**

The post is subject to an enhanced Disclosure and Barring Service (DBS) check and the applicant will be required to actively promote the safeguarding and welfare of young people and children

## Person Specification/Selection Criteria for Deputy Headteacher at MY Schools Together – Yew Tree Community School

*Source Key: A= Application Form; I = Interview*

*Note: Candidates failing to meet any of the essential criteria will automatically be excluded*

|  | Essential (E)<br>Desirable (D) | Source |
|--|--------------------------------|--------|
| <b>Qualifications, Experience and Professional Development</b>   |                                |        |
| <ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>   | E                              | A      |
| <ul style="list-style-type: none"> <li>• Degree</li> </ul>   | E                              | A      |
| <ul style="list-style-type: none"> <li>• Other relevant qualifications</li> </ul>  | D                              | A      |
| <ul style="list-style-type: none"> <li>• Professional development in preparation for deputy headship</li> </ul>  | E                              | A/I    |
| <b>Leadership and Management Experience</b>  |                                |        |
| <ul style="list-style-type: none"> <li>• Substantial and current experience as a senior leader in a primary school</li> </ul>  | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Experience in school self-evaluation and improvement planning</li> </ul>  | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Experience of monitoring, evaluation and review</li> </ul>  | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Experience of securing and sustaining effective learning and teaching to raise standards, successfully challenging underperformance</li> </ul>  | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Experience of data analysis and target setting</li> </ul>   | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Has successfully led, planned, managed and evaluated change which has had a significant impact at whole school level</li> </ul>                 | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Experience of policy development and implementation</li> </ul>  | E                              | A      |
| <ul style="list-style-type: none"> <li>• Experience of and the ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET)</li> </ul>          | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Experience of contributing to the performance management of colleagues</li> </ul>   | D                              | A/I    |
| <ul style="list-style-type: none"> <li>• Awareness of financial management requirements within a primary school</li> </ul>   | D                              | A/I    |
| <ul style="list-style-type: none"> <li>• Experience as a Deputy or Assistant Headteacher</li> </ul>  | E                              | A      |
| <b>Teaching Experience</b>   |                                |        |
| <ul style="list-style-type: none"> <li>• Evidence of outstanding, sustained and successful experience as a teacher</li> </ul>  | E                              | A      |
| <ul style="list-style-type: none"> <li>• To be an outstanding classroom practitioner setting high expectations and standards of achievement, progress and behaviour</li> </ul>           | E                              | A/I    |
| <ul style="list-style-type: none"> <li>• Ability to use data, assessment and target setting to raise standards and meet the needs of all pupils through high quality teaching</li> </ul> | E                              | A/I    |

|  |   |     |
|--|---|-----|
| <ul style="list-style-type: none"> <li>Varied experience and understanding of teaching and learning across the primary age range</li> <li>Experience of teaching in a school in similar circumstances/serving a similar community</li> </ul> | E | A/I |
|  | D |     |
| <b>Personal Skills and Attributes</b>  |   |     |
| <ul style="list-style-type: none"> <li>Be a leader of learning – demonstrating, promoting and encouraging outstanding classroom practice</li> </ul>  | E | A/I |
| <ul style="list-style-type: none"> <li>Skill in coaching and mentoring colleagues to develop them professionally</li> </ul>  | E | A/I |
| <ul style="list-style-type: none"> <li>Be able to inspire, challenge, motivate and empower teams and individuals to achieve goals</li> </ul>   | E | I   |
| <ul style="list-style-type: none"> <li>Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to our children</li> </ul>   | E | I   |
| <ul style="list-style-type: none"> <li>Build and maintain quality relationships through interpersonal skills and effective communication</li> </ul>  | E | I   |
| <ul style="list-style-type: none"> <li>Demonstrate personal and professional integrity, including modelling values and vision</li> </ul>   | E | I   |
| <ul style="list-style-type: none"> <li>Manage and resolve conflict</li> </ul>  | E | I   |
| <ul style="list-style-type: none"> <li>To be able to work effectively under pressure, to prioritise work and operate to tight deadlines</li> </ul>   | E | I   |
| <ul style="list-style-type: none"> <li>Think analytically and creatively when solving problems</li> </ul>  | E | I   |
| <ul style="list-style-type: none"> <li>Be aware of own strengths and areas for improvement and listen to, reflect and act upon feedback from others</li> </ul>   | E | A/I |
| <ul style="list-style-type: none"> <li>Demonstrate a capacity for sustained hard work with energy and vigour</li> </ul>  | E | I   |
| <ul style="list-style-type: none"> <li>Demonstrate resilience, optimism and a sense of humour</li> </ul>   | E | I   |
| <ul style="list-style-type: none"> <li>An ability to work in partnership with the Headteachers, staff, governors, parents and outside agencies and to actively promote community links</li> </ul>  | E | A/I |
| <ul style="list-style-type: none"> <li>Show commitment to sustain excellent attendance at work</li> </ul>  | E | A   |
| <ul style="list-style-type: none"> <li>Excellent written and oral communication skills</li> </ul>  | E | I   |
| <ul style="list-style-type: none"> <li>Confidence in the use and development of ICT</li> </ul>   | E | A   |
| <ul style="list-style-type: none"> <li>Commitment to the safeguarding of children and young people</li> </ul>  | E | A/I |
| <ul style="list-style-type: none"> <li>Aspires to move on to headship and demonstrates a commitment to meeting the ‘national standards of excellence for headteachers’</li> </ul>  | E | A/I |