**Deputy Head teacher (L8-12)**

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| **JOB DESCRIPTION** |  |  | |
| **POST TITLE: DEPUTY HEADTEACHER** | | | |
| **DEPT: People, Communities and Society** | | **BARE TREES PRIMARY SCHOOL** | |
| **Post No:** | **Grade: L8-L12** | | **Hours: Full-time** |
| **PURPOSE OF POST:**  To be an exemplary classroom practitioner. To assist the Headteacher with the professional leadership and management of the school, ensuring: its success; continuing improvement; high quality education for all its pupils; improved standards of learning and achievement. | | | |
| **KEY TASKS:**  **Strategic direction and development of school**   1. To work with the Headteacher to develop the shared vision and drive the school development process, empowering others to see their role in the school learning community. 2. Play a significant role in the preparation, implementation and monitoring of the school’s development plan. 3. Support the Headteacher in ongoing school evaluation. 4. Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies, thereby promoting the school’s values, aims and objectives. 5. Support the Headteacher in the safeguarding of children throughout the school by developing, monitoring and implementing best safeguarding processes.   **Learning, Teaching and Curriculum**   1. Takea lead in establishing and securing commitment to teaching and learning policies throughout the school. 2. Set appropriate expectations for staff and pupils in relation to standards of pupils’ achievement; establish clear targets for improving and sustaining pupils’ achievement. 3. Lead by example, thus achieving high standards of pupil attainment, behaviour and motivation. 4. Be responsible for the co-ordination, monitoring and evaluation of aspects of school life as required. 5. Monitor and evaluate specific aspects of our curriculum provision across the whole school to ensure effective learning takes place. 6. Ensure a consistent focus on pupil progress and raising standards through working with the Head teacher to set targets and analyse data. 7. Take a strategic role in the development of new and emerging assessment practices.   **People and Relationships**   1. Develop effective relationships in supporting and working collaboratively with all stakeholders in the school and external agencies. 2. Lead and manage EYFS and Key Stage One. 3. Lead, motivate and support, challenge and develop staff to maintain their continuous personal development. 4. Be a team leader in the performance management process and pupil progress meetings. 5. Act as confidante and sounding board for the Headteacher.   **Human Materials and Resources**   1. Support the Headteacher in leading the professional development of staff through example, coaching, peer support and target setting. 2. Contribute to the audit of staff’s development and training needs and the provision of effective INSET. 3. Monitor and support the induction of new staff and trainee teachers. 4. Work with the Headteacher and support the implementation of the school development plan within budgets. 5. Ensure the maintenance of a structured environment for: effective teaching and learning; good behaviour and discipline; pupils’ spiritual, moral, social and cultural development. 6. In partnership with the Headteacher and governors deploy people and resources effectively and efficiently, thereby meeting specific objectives in line with the school development plan and within budgetary constraints.   **Accountability**   1. Work collaboratively to ensure that the development of school improvement initiatives takes place within a coherent strategy for raising pupil achievement. 2. Report to the Headteacher, senior management team, whole staff, governing body and parents on pupils’ progress and achievement and the aspects for which there is direct responsibility. 3. Work with the Headteacher to ensure that staff responsibilities are clearly defined and their accountability is understood, reviewed and evaluated. 4. Support the Headteacher in maintaining a high morale among all staff and pupils. | | | |
| **EXPERIENCE, EDUCATION, SPECIAL**  **QUALIFICATIONS AND TRAINING REQUIREMENTS:**   1. Qualified Teacher Status 2. Experience of teaching a range of Year groups within a Primary School 3. Experience of delivering high quality professional development programmes. 4. Experience of curriculum leadership and management. 5. Experience of team leadership and management. | | | |

**PERSON SPECIFICATION**

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|  | **Selection Criteria** | **How Assessed** |
| **Qualification**  **& Training:** | 1. Qualified Teacher Status 2. Evidence of ongoing professional development training including leadership and management | Application Form/  Certificates/  Selection Process |
| **Successful Experience:** | 1. A variety of teaching experience in a primary school, in particular in EYFS and KS1. 2. Significant leadership experience within a management team. 3. Recent experience of leading and innovating curriculum / assessment development. 4. Experience of securing and sustaining effective learning and teaching, with a proven track record of raising standards of attainment. 5. Thorough knowledge and extensive experience of best safeguarding practices. 6. Experience of monitoring and evaluating all forms of data, to raise standards and inform the school development plan. 7. Experience of leading, motivating, supporting, challenging and developing staff to secure improvement. | Application Form/ Selection Process |
| **Knowledge and Understanding** | 1. Current educational issues. 2. Roles and responsibilities of deputy headship. 3. Equality and inclusion issues. 4. The use of comparative data and information about pupil’s prior attainment to establish benchmarks and set targets for improvement. 5. Principles and methods of assessment and record keeping to promote the development and progression of pupils. 6. Strategies to ensure effective learning and teaching, good behaviour and discipline. 7. Experience of using the performance management process to support and challenge staff to drive forward learning. | Application Form/  Selection Process  Application Form and Selection Process |
| **Skills and Attributes:** | 1. An outstanding classroom practitioner, setting high expectations and standards of both achievement and behaviour. 2. An effective communicator with the ability to consult and negotiate to achieve specific outcomes. 3. An excellent team player with the ability to lead, motivate enable and inspire others. 4. An ability to work in partnership with the Head teacher and all stakeholders. 5. Excellent ICT skills as a management tool and integral to classroom practice. 6. An ability to prioritise own time effectively and work under pressure whilst maintaining a personal work life balance. 7. Proven management and leadership skills to support the strategic development of the school through self-evaluation. |  |
| **Personal Qualities** | 1. A commitment to maintaining a strong, positive ethos within the whole school community, engaging fully in the life of the school. 2. A commitment to own personal and professional development. 3. Able to work the hours needed to meet the demands of the job, which may include some evening/ weekend work. 4. A commitment to valuing the whole child, family and wider community. | Selection Process |

This post will be subject to an enhanced DBS disclosure.