

# Rowan Tree Primary School

## Deputy Headteacher Job Description

### Job details

**Salary:** L17 to L21 Leadership pay spine

**Contract type:** Full time/Permanent

**Reporting to:** Headteacher

**Responsible for:** Duties as delegated by headteacher

### Main purpose

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- › Formulating the aims and objectives of the school
- › Establishing policies for achieving these aims and objectives
- › Managing staff and resources
- › Monitoring progress towards the achievement of the school's aims and objectives
- › Leading the curriculum offer across school
- › Input into and leading on aspects of the school improvement plan

If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.

The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

### Qualities

The deputy headteacher will:

- › Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- › Build positive and respectful relationships across the school community
- › Serve in the best interests of the school's pupils
- › Act always with integrity
- › Have a positive, solution focussed attitude

### Duties and responsibilities

#### School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- › Create a culture where pupils experience a positive and enriching school life
- › Promote a culture and practices that enables all pupils to access the curriculum
- › Have ambitious expectations for all pupils with SEN and disabilities
- › Make sure the school works effectively with parents, carers and professionals to support pupil's additional needs and provide support and adaptation where appropriate
- › Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life

- › Ensure a culture of staff professionalism
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## **Teaching, curriculum and assessment**

Under the direction of the headteacher, the deputy headteacher will:

- › Establish and sustain high-quality teaching across all subjects and phases
- › Ensure teaching is underpinned by subject expertise and specialist approaches to maximise pupil outcomes
- › Effectively use formative assessment to inform strategy and decisions
- › Ensure the teaching of a broad, structured and coherent curriculum
- › Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- › Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- › Ensure the use of evidence-informed approaches to reading so that pupils develop and extend their reading skills

## **Organisational management and school improvement**

Under the direction of the headteacher, the deputy headteacher will:

- › Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- › Establish and oversee systems, processes and policies so the school can operate effectively
- › Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- › Manage staff well with due attention to workload
- › Ensure rigorous approaches to identifying, managing and mitigating risk
- › Allocate financial resources appropriately, efficiently and effectively
- › Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- › Make sure these school improvement strategies are effectively implemented

## **Professional development**

Under the direction of the headteacher, the deputy headteacher will:

- › Ensure staff have access to appropriate, high standard professional development opportunities
- › Keep up to date with developments in education
- › Seek training and continuing professional development to meet needs

## **Governance, accountability and working in partnership**

Under the direction of the headteacher, the deputy headteacher will:

- › Understand and welcome the role of effective governance, including accepting responsibility
  - › Ensure that staff understand their professional responsibilities and are held to account
  - › Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
  - › Work successfully with other schools and organisations
  - › Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
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## **Other areas of responsibility**

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out.

The deputy headteacher may be required to do other duties appropriate to the level of the role.

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## Deputy Headteacher Person specification

| CRITERIA                           | QUALITIES  | Essential/<br>Desirable  | How it will be<br>Identified?   |
|------------------------------------|--|--|---|
| <b>Qualifications and training</b> | <ol style="list-style-type: none"> <li>1. Qualified teacher status</li> <li>2. Degree</li> <li>3. A qualification relating to pupils with SEND</li> <li>4. NPQH or Leadership qualification</li> <li>5. Masters Degree</li> </ol>  | <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>   | Application Form  |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>• Recent successful leadership and management experience in a special school for a minimum of 3 years</li> <li>• Proven successful teaching in a special school for children with severe and complex needs for at least 3 years.</li> <li>• Experience of working with children with severe and complex needs including ASC</li> <li>• Experience of working in more than one school and in more than one key stage</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Experience of monitoring and evaluating Teaching and Learning</li> <li>• Leading a whole school development. e.g. curriculum or assessment</li> <li>• Planning and delivering whole school staff training /CPD</li> <li>• Experience of the management of the processes relating to EHC plans</li> <li>• Experience of highly effective working with outside agencies to provide a fully integrated education and therapy curriculum</li> <li>• Experience of improving the standards of teaching and learning through the use of pupil performance data</li> </ul> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> | Application Form/<br>Selection Procedure/<br>Interview/<br>References |

|                              |  |  |   |
|------------------------------|--|--|---|
| <b>Skills and knowledge</b>  | <ol style="list-style-type: none"> <li>1.To think strategically, and support the headteacher in building and communicating a coherent vision</li> <li>2.Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>3.Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>4.Understanding and experience of school finances and financial management</li> <li>5.Effective communication and interpersonal skills</li> <li>6.Extensive knowledge of specialist approaches and strategies for teaching pupils with SEND inc. ASC</li> <li>7.Knowledge of effective inclusive practice</li> <li>8.Knowledge of the role of IT in teaching and learning across the curriculum</li> <li>9.Knowledge and experience of IT in school administration and management.</li> <li>10. Knowledge of current developments in education and issues impacting on special schools</li> <li>11. Ability to promote and exemplify excellent classroom practice</li> </ol>   | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p>                   | <p>Application Form/ Selection Procedure/ Interview/ References</p> |
| <b>Leadership attributes</b> | <ol style="list-style-type: none"> <li>1.A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>2.A commitment to removing barriers to learning for pupils with SEND</li> <li>3.Ability to work under pressure and prioritise effectively and meet deadlines</li> <li>4.Commitment to maintaining confidentiality at all times</li> <li>5.Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</li> <li>6.Able to uphold the caring community ethos of the school and its teamwork approach.</li> <li>7.Ability to deploy a range of leadership skills appropriately</li> <li>8.Able to maintain and further develop existing good links with parents and the local community</li> <li>9.Ability to motivate and inspire others, and present an exemplary role model for pupils and staff</li> <li>10. To work in partnership with enthusiastic, proactive governors and colleagues in the best interest of the school</li> <li>11. Demonstrate perseverance and resilience</li> <li>12. Ability to manage and resolve conflict effectively and sensitively</li> <li>13. Ability to think creatively and problem solve</li> <li>14. To have excellent emotional resilience and a positive solution-focused attitude</li> </ol> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> | <p>Selection Procedure/ Interview/ References</p>                   |