



Deputy Headteacher Job Description

Core Purpose

To work in partnership with the Headteacher and Senior Leadership Team to:

- Provide educational vision and direction in order to secure effective teaching, successful learning and high achievement, enabling all children to develop as independent, confident, effective and responsible learners.
- Lead by example, provide inspiration, motivation and be a driving force through demonstrating high levels of enthusiasm and commitment.
- Develop a strategic view for the school in its community and contribute to the development of collaborative approaches to learning within the school, across the Trust and beyond.
- Ensure the highest possible standards of education through the promotion of a balanced curriculum, the provision of excellent pastoral care for children and a rich extra-curricular programme which reflects the school's development priorities.
- Develop the ethos of a 'Learning School' by leading staff, ensuring continued professional development and improving the quality of learning experiences for children across the school.
- Ensure the safeguarding of all pupils, and that the safety and wellbeing of pupils and staff is promoted and maintained at all times.

Strategic Direction

Develop a strategic view for the school, analyse and plan for future needs and further development within the local, national and international context.

The Deputy Headteacher will work in partnership with the Headteacher and other leaders to:

- Establish and implement an ambitious vision and ethos for the future of the school.
- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Demonstrate the vision and values of the school in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.
- Create and implement a School Development Plan, based on accurate self evaluation, underpinned by sound financial planning, which identifies priorities and targets to secure continuous and sustained school improvement.
- Provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Ensure policies and practices take account of all relevant school data and inspection and research findings, particularly in relation to inclusion/teaching and learning.
- Monitor, evaluate and review the effects of policies, procedures and plans, and take action if necessary.
- Lead by example when implementing and managing change initiatives.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Board of Directors; Local Governing Body and parents and carers.
- Collaborate with other schools and organisations in order to share expertise and bring positive benefits to Hill Farm and other schools.

- Promote and safeguard the safety and welfare of pupils, by working collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

Teaching and Learning

Ensure excellence in all of the school's activities demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils over a sustained period of time.

The Deputy Headteacher will work in partnership with the Headteacher and other leaders to ensure that there is:

- A deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- A relentless focus on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good.
- A clear focus on developing sound principles for teaching and learning, ensuring that these are applied consistently across the school.
- A school curriculum which provides highly positive, memorable experiences and rich learning opportunities and so has positive impact on all pupils' behaviour and safety and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development.
- Consistently high expectations of all pupils and that they develop high levels of resilience, confidence and independence.
- Focused planning which sets challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding.
- Learning supported by well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately.
- A high level of enthusiasm for, participation in and commitment to learning.
- A range of highly successful strategies for engaging with parents and carers, to the very obvious benefit of pupils.
- A high standard of pupil behaviour and discipline, within the framework of the school policy, supporting other staff as necessary.

As a senior leader in the school:

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Work with the headteacher to raise standards through staff performance management.
- Lead the development and delivery of training and support for staff around inclusion/teaching and learning.
- Work in partnership with the headteacher in managing the school through strategic planning and the formulation of inclusion/teaching and learning policy and delivery of strategy, ensuring management decisions are implemented.
- Lead on the co-ordination of provision for inclusion/development of teaching and learning.
- With the headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school.
- Develop and review systems to ensure robust evaluation of inclusion/teaching and learning and actions to secure improvements comparable to appropriate national standards.
- Ensure, through leading by example, the active involvement of pupils and staff in their own learning

Leading and Managing Staff

Lead, motivate, support, challenge and develop staff in order to secure improvement for all learners.

The Deputy Headteacher will work in partnership with the Headteacher and other leaders to:

- Build a professional learning community which enables others to achieve and ensures effective continuing professional development.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Plan, delegate, support, motivate and evaluate work undertaken by groups, teams and individuals, ensuring clarity of responsibilities and focused delegation of tasks.
- Implement and sustain effective systems for the appraisal of staff.
- Work with the headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the School Development Plan and performance management.
- Acknowledge responsibilities and celebrate the achievements of individuals and teams.
- Organise and support the induction of staff new to the school and those being trained within the school.
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- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers.
- Develop and maintain a culture of high expectations for self and others, by treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Regularly review own practice, set personal targets and take responsibility for own professional development.

Managing the Organisation

The Deputy Headteacher will work in partnership with the Headteacher and other leaders to:

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate.
- Ensure the effective dissemination of inclusion/teaching and learning information.
- Working with the Headteacher, undertake key activities related to professional, personnel/HR issues.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.
- Be a proactive and effective member of the Senior Leadership Team.
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate.
- Undertake any other professional duties, reasonably delegated by the Headteacher.

Other Duties/Role

The exact role, key tasks, annual responsibilities and outcomes for each Deputy Headteacher will be agreed annually in support of this job description. This will afford each member of the leadership team the opportunity to gain experience in all aspects of school leadership in preparation for headship. Tasks and responsibilities will be derived from the School Development Plan and other school priorities.

Job Description: September 2017



Deputy Headteacher Person Specification

All candidates will be assessed against the following criteria:

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualifications, Experience and Professional Development:		
Qualified Teacher Status	E	A
Degree	E	A
Professional Development in preparation for Headship/Deputy Headship.	D	A
Leadership and Management Experience:		
Experience as a Deputy Headteacher or equivalent	D	A
Experience as an Assistant Headteacher or equivalent	E	A
Evidence of having successfully led, planned, managed and evaluated change which has had an impact at whole school level	E	A/I/R
Demonstrated the ability to work strategically and successfully at a senior leadership level	E	A/I/R
Worked successfully with other education partners and providers	D	A/I/R
Teaching Experience:		
Demonstrated outstanding, sustained, and successful experience as a teacher in a primary context	E	A/R
Substantial experience of teaching pupils in the EYFS; KS1 and/or KS2	E	A
Experience of teaching in more than one school	D	A
Experience of whole school curriculum design	D	A
A strong commitment to inclusion and overcoming barriers to learning and achievement	E	A
Professional Experience, Knowledge and Understanding:		
Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision	E	A/I/R
Experience of developing and sustaining a learning culture that has the needs of pupils at its core, including high expectations and standards of achievement	D	A/I/R
Knowledge of the curriculum for the Foundation Stage, KS1 or KS2	E	A/I
Good ICT skills, knowledge of and commitment to its use across the curriculum.	E	A/I
Financial awareness and responsibility for a key area	D	A/I
Experience of working with key groups of pupils, e.g. SEN, EAL, Pupil Premium and/or those on the Child Protection register and can demonstrate impact on raising standards for these groups.	E	A/I/R
Leading Teaching and Learning:		
Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance	D	A/I/R

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Deep pedagogical understanding and knowledge	E	A/I/R
An understanding and experience of coaching as a vehicle for sustained improvement in the quality of teaching	D	A/I/R
Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being	D	A/I/R
Experience of developing and leading a CPD programme	D	I/R
Developing Self and Working with Others:		
Knows how to promote an open, fair and equitable culture	E	I/R
Understands the significance of interpersonal relationships and strategies for promoting individual and team development	E	I/R
Has a clear understanding of the impact of change and different leadership styles on individuals and organisations	E	I/R
Managing the Organisation:		
Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation	E	A/I/R
Understands how to establish and sustain effective organisational structures, systems, policy and practice	E	I/R
Knowledge of and commitment to the implementation of the safeguarding agenda	E	I/R
Securing Accountability:		
Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school improvement planning, self-evaluation and appraisal and has experience of these	E	I/R
Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance	D	I/R
Experience of holding individuals and teams to account for pupil learning outcomes	E	A/I/R
Strengthening Community:		
Understands the importance of listening to, reflecting and acting on community feedback	E	I/R
Experience of strategies that encourage parents and carers to support their children's learning	E	A/I/R
Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils	E	A/I/R
Personal Skills and Attributes:		
Experience of having led successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	E	I/R
Experience of inspiring, challenging, motivating and empowering teams and individuals to achieve high goals	E	I/R
Demonstrates personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I/R
Demonstrates personal and professional integrity, including modelling values and vision	E	I/R
Able to prioritise, plan and organise themselves and others	E	I/R
Able to think analytically and creatively and demonstrate initiative in solving problems	E	I/R
Able to communicate effectively verbally and in writing with people in and beyond the organisation, with the ability to listen and be perceptive about the views of others.	E	I/R

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Is aware of their own strengths and areas for development, listens to feedback from others and reflects and acts constructively upon this	E	I/R
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E	I/R
Demonstrates resilience and optimism	E	I/R
Has a desire to move on to headship after a successful period as Deputy Headteacher	D	I/R
Specific Skills Appropriate to the Role:		
Is a good/outstanding classroom practitioner with consistently high results and outcomes	E	A/I/R
Experience of improving standards by challenging weak performance and implementing support and/or monitoring programmes	E	A/I/R
Is skilled and experienced in observing and judging lessons in relation to Ofsted criteria	D	A/I/R
Demonstrates skills in the use of data for tracking and intervention	E	I/R
Experience of working alongside others to improve and develop the quality of teaching and learning	D	A/I/R
References and Application:		
Excellent and unequivocal references regarding performance as a class teacher and a leader and manager	E	R
A clear, well presented application which is well constructed and reflects an understanding of the requirements of the post	E	A
A good health record and consistent attendance	E	R
Is articulate and persuasive at interview and shows confidence and enthusiasm.	E	I
Safeguarding		
In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline. 	E	I/R

Hill Farm Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS check.

Person Specification: September 2017