

**Deputy Headteacher**

**Job Description - February 2018**

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| **Pay Scale/Grade:** | **L13 – 17** |
| **Reports to:** | Headteacher and Governors |

1. **MAIN AREAS OF RESPONSIBLITY**

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| A. Whole School Development (with Headteacher and Assistant Headteachers) |

* Support the Head and Leadership team in bringing about rapid improvement in outcomes by raising the quality of teaching
* Support the vision, ethos and policies of the school and promote high levels of achievement throughout the school
* Be a role model of positivity and aspiration for our children
* Actively support the Headteacher, Senior Leadership Team and staff in the promotion and achievement of the aims and objectives of the school
* Take a leading role in raising standards, holding staff to account and improving outcomes
* In partnership with the Head and Leadership Team, monitor the quality of teaching and children’s progress and attainment
* Support the Headteacher and Senior Leadership Team to manage day to day organisation
* Report to Governors as appropriate

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| B. General Duties and Responsibilities |

* Promote a positive image of Summerside as a wonderful place to teach and learn within the school and beyond the school.
* Lead on data collection, analysis, reporting and action planning
* Support the development of behaviour for learning, including review and implementation of the school’s behaviour policy
* Be a member of the school leadership team and to play a significant role in partnership with the Headteacher in evaluating and developing whole-school policies and practice
* Act as "critical friend" and provide effective professional challenge and support to the Headteacher
* Assume responsibility for particular aspects of the school’s functioning, including timetabling PPA time and organising cover for absent colleagues
* Link to a phase within the school and support the phase leader in leading on quality of teaching, behaviour, organisation and communication
* Deputise for the Headteacher in the day-to-day management of the school as required, particularly in her absence
* Share the responsibility with the Headteacher for the safety of the children
* Support our inclusive and ethos where every child is valued
* Ensure the website is up-to date and meets DfE requirements, including liaising with the company who maintain the site

##### C. Achievement for pupils

* Support staff in meeting assessment deadlines
* Complete analysis of assessment data, including groups
* Report to leadership team, external bodies, Governors, staff
* Prepare for Pupil Progress Meetings, including supportive challenge
* Set targets in partnership with the Headteacher, including statutory and annual pupil-level target setting for appraisal
* Model and promote high quality assessment for learning
* Stay up to date with best practice provision for children in receipt of Pupil Premium funding. Collate and present data on the achievement of Pupil premium children

##### D. Behaviour and Safety of pupils

* Oversee collection of data on behaviour and safety. Complete analysis and action plan as a result
* Collate incident reports and support staff in addressing recurring issues
* Lead on the use of Restorative Approaches to resolve conflict
* Model positive behaviour management and Restorative Approaches to managing conflict
* Be a first point of contact for families, children and staff for behaviour issues
* Manage the pastoral support team (currently 3 Learning Mentors)
* Be a champion for good attendance at Summerside and lead on implementing our attendance policy
* Lead the school team of 3 Designated Safeguarding Officers alongside a Learning mentor, Assistant Head (SENCo) and Headteacher.
* Evaluate current practice in safeguarding to ensure that it is in line with current legislation and best practice
* Communicate school expectations to staff and families
* Support staff when challenging situations arise
* Give and receive peer support within the safeguarding team when challenging situations arise
* Liaise with outside agencies and families

##### E. Teaching and Learning

* Be the SLT link to a phase in the school. Work alongside the Phase Leader to mentor, coach and support. Be responsible for standards within this phase.
* Be involved, with the Leadership Team, in planning, implementing and evaluating a challenging curriculum in order to raise standards
* Be involved, with the Leadership Team, in planning, implementing and evaluating a broad and balanced curriculum
* Alongside the Leadership Team, model and team teach alongside colleagues to develop highly effective practice, such as effective interactive teaching, modelling new concepts, classroom management, positive behaviour approaches.
* Induct, mentor and coach identified new, under-performing or new in role members of staff to maximise impact on effective teaching and learning
* Monitor all aspects of the curriculum alongside the Headteacher and Leadership Team

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| F. Staff Management and Development |

* Assist in the recruitment, selection and development of all staff
* Lead on induction of all staff, including safeguarding briefings for new staff and updating / sharing the staff handbook
* Demonstrate a commitment to your own continuing professional development and that of all staff
* Support the Headteacher in appraisal of staff
* As a member of the Leadership Team, share whole school responsibility for the pastoral care of pupils and staff
* Ensure staff are well informed of all aspects of school life in order to promote good communication and high morale
* Encourage the practice of working as a team.

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| G. Leadership Responsibilities |

* Be actively involved in the ongoing School Development Plan and arrangements for its evaluation in terms of its effect on school improvement and raising standards
* Work in partnership with the Headteacher and Leadership Team in developing appropriate management structures in the school
* Undertake regular assemblies
* Attend Governing Body meetings as an Associate Governor, and work in collaboration with the Governing Body on issues of school improvement
* Play a full part in developing further and enhancing relationships between the school, parents, external agencies and the local community

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| H. Administrative Responsibilities |

* Be aware of and respond appropriately to any health and safety, Child Protection and Safeguarding issues raised by staff, children or families
* Ensure that you remain up to date on developments and issues with regard to the management and curriculum of the primary school.
* Take on any additional responsibilities that might from time to time be determined by the Headteacher, as consistent and reasonable to your job duties.

 **DISCLOSURE AND BARRING SERVICE**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy’s and Barnet Council’s pre-employment checks.

***\*\* The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.***

Signed colleague ……………………………………………… Date ……………………………..

Signed Headteacher …………………………………..……….. Date …………………………….



**DEPUTY HEADTEACHER**

**Person Specification**

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description

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| **1. Educational Qualifications**  |

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| Essential | Desirable |
| * Qualified teacher status
* Evidence of on-going professional development
 | * Evidence of further study
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| **2. Experience** |

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| Essential | Desirable |
| * A minimum of 5 years’ experience and understanding of teaching and learning in at least two phases in the primary age range
* Currently hold a management allowance for a middle leadership role in a primary school
* Experience of developing a curriculum area and leading change effectively.
* Experience of promoting a positive image of a school within the school community
 | * Recent experience in a senior leadership role in a primary school
* Experience of effective use of data and using target setting to raise standards
* Experience of leading training and other staff development activities, including appraisal
* Experience of working with governors, parents and the wider community
* Experience of promoting a positive image of a school within the school community and beyond
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| **3. Knowledge** |

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| Essential | Desirable |
| * Knowledge of the curriculum and effective pedagogy for Foundation Stage, Key Stage 1 and 2
* Sound understanding of assessment, recording and reporting
* Up-to-date knowledge and understanding of current educational issues
 | * Knowledge of and potential to build positive and effective programmes for staff development in particular developing coaching and mentoring
* Skills in resource and budgetary management
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| **4. Skills** |

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| Essential | Desirable |
| * A proven track record as an excellent teacher in more than one year group
* Ability to positively influence others
* Ability to motivate, lead and manage people to work both individually and in teams
* Outstanding communication skills, with a range of audiences both orally and in writing
* The ability to think clearly and act appropriately in a crisis
* Ability to prioritise, work under pressure and meet deadlines
* The ability to establish effective working relationships with all members of the school community
 | * An understanding, analysis and interpretation of school performance data
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| **5. Personal Qualities** |

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| Essential | Desirable |
| * Value all children and have high aspirations for all, including children with SEND. We
* Relate well to pupils, staff and parents and care about their individual needs
* Willingness to listen to all colleagues
* Flexibility: able to adapt to changing circumstances and new ideas in a positive and creative manner
* Ability to deal with sensitive issues in a professional manner
* Loyalty and integrity
* Energy and enthusiasm
* A growth mindset
 | * Ambition and drive
* Ability to see the “big picture” and beyond operational priorities
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