



Stockport Council Job Description

Job Title: Deputy Headteacher (Primary)

School: St George's C of E Primary School

Salary Grade: Leadership Scale 9 - 13

Post Reports to: Headteacher

Post Responsible for: A range of colleagues across the school

Main Purpose of the Job:

To assist the Headteacher/Leadership Team in managing, leading and developing the school thereby seeking to attain high standards of pastoral care, pupil achievement, behaviour and social development.

To assist the Headteacher to support the Governing Body in fulfilling its responsibilities in accordance with national legislation

In partnership with the Headteacher and governors to establish and implement an ambitious vision and ethos for the future of the school

To support the Headteacher in developing and maintaining high morale and confidence amongst all staff

To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning.

To provide analysed assessment data from a variety of sources to inform future whole school planning and resourcing.

To assist and promote the effective and efficient use of resources.

In partnership with the Headteacher to lead by example when implementing and managing change initiatives.

To have overall responsibility for continued delivery of high quality teaching and learning for which you will be accountable. To make the education of your pupils your first concern and in doing so be accountable for achieving the highest possible standards in work and conduct.

To manage and develop the teaching practice of other staff, monitoring progress against achievement targets.

To contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

To work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

To take responsibility for child protection issues as appropriate

If the Headteacher is absent from the school you will undertake his / her professional duties to the extent required by the Headteacher

Job activities: Summary of Responsibilities and Key Areas:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils all the time acting personally and professionally with honesty and integrity;
- forge positive professional relationships with parents /guardians in the best interests of your pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- demonstrate a secure knowledge of relevant subject(s) and curriculum areas;
- demonstrate a critical understanding of developments in subjects and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s) fostering and maintaining pupils' interest in subjects and addressing misunderstandings;

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities. Be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;

- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy;
- have high expectations of behaviour and establish a framework for discipline with a range of strategies; use praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils; exercise appropriate authority and act decisively when necessary.

8. Fulfil wider professional responsibilities

As a Deputy Headteacher you should lead and support staff and the governing body in fulfilling their responsibilities with regards to the school's performance and standards.

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents / guardians with regard to pupils' achievements and well-being.
- to take an active role in liaising with the church and the church community.

9. Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:
 - treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values including democracy, the rule of law, individual liberty and mutual respect; promoting tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Additional Duties:

Stockport Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff within this area to share this commitment and to have understanding of the common core skills and knowledge:

To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities.

To fulfill personal requirements, where appropriate, with regard to Council policies and procedures as they relate to health, safety and welfare, customer care, emergency, evacuation, security and the promotion of the Council's priorities.

To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.



Stockport Council Competency Person Specification

Post Title: Deputy Headteacher - Primary

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview. Any interview questions or additional assessments (tests, presentations etc.) will be broadly based on the criteria below.

ID How Identified

A-application form

I-interview

P-presentation

Competency	SCORE			ID	Essential or Desirable
	0	1	2	AIP	
Knowledge					
Knowledge and understanding of the National Curriculum and key stages at primary phases and the Early Years Foundation Stage				A,I,P	Essential
Knowledge of current issues in education				A,I,P	Essential
Knowledge and practical understanding of ICT and of common tools which can be used to benefit and advance pupils’ learning				A,I,P	Essential
Knowledge of, and a commitment to, equal opportunities and to the use of a variety of strategies and practices to promote and address diverse cultural and equality issues in the classroom				A,I	Essential
Knowledge and understanding of data sources and data analysis				A,I	Essential
Experience					
Experience of leading and/or managing an area of responsibility within a school				A,I,P	Essential
Experience of working successfully as part of a Senior Leadership Team in a school, including leading Performance Management for staff				A,I,P	Desirable
Experience of leading on a significant area or phase, including responsibility for raising standards across the whole school				A,I,P	Essential
A track record of raising educational standards for all in the pursuit of excellence by setting, and working with, performance targets to raise school achievement				A,I,P	Essential
Experience of leadership in school development planning, self-				A,I,P	Desirable

evaluation and monitoring					
Experience in teaching in a variety of Primary Schools				A,I	Essential
Experience in teaching across the Primary Key Stages				A,I	Desirable
Experience of, and ability to, create a stimulating and safe learning environment				A,I	Essential
Experience of planning, preparing and delivering a curriculum relevant to the age and ability group/subject that you teach				A,I	Essential
Experience of assessing and recording the progress of pupils' learning to inform next steps and to monitor progress				A,I	Essential
Experience of involvement with parents / guardians, governors and the wider community				A,I	Essential
Experience of participating in and developing extra- curricular activities				A,I	Essential
Experience of successfully leading a curriculum area				A,I	Essential
Experience of working in a church school and leading assemblies/collective worship.				A,I	Desirable
Skills					
Evidence of having led effective creative curriculum planning and development to secure improvement across the whole school				A,I,P	Essential
Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice				A,I,P	Essential
Ability to coach and mentor individuals to achieve specific outcomes				A,I,P	Essential
A clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.				A,I	Essential
Ability to lead by example and to motivate others to work effectively as both an individual and a team member				A,I	Essential
Articulate and approachable; excellent communication, influencing, interpersonal and listening skills				I,P	Essential
Ability to teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers, and to meet differing learning styles.				A,I,P	Essential
Ability to encourage children to develop self-esteem and respect for others.				A,I,P	Essential
A skilled communicator with experience and understanding of the communication skills required to teach children and young people and the wider school community (verbal, written, using ICT as appropriate).				A,I,P	Essential
A flexible and proactive approach to problem solving				A,I,P	Essential
Education and Qualifications					
Qualified Teacher Status				A	Essential
Degree				A	Essential
Evidence of continuing professional development				A	Essential
Work related Attributes					
A commitment to involvement in the outside activities of the school, including those of pupils, staff, governors and the wider community				A,I	Essential
A commitment to uphold and fully support the Christian ethos of the school				A,I,P	Essential

Be a team player who is warm and sensitive to children				A,I	Essential
Demonstrates personal and professional integrity, including modelling the school's values and vision				A,I	Essential
Capacity for sustained hard work and vigour. Creative and proactive				A,I,P	Essential
Ability to think on your feet and solve problems				A,I	Essential
A commitment to provide extra curriculum activities and an understanding of their impact upon the school ethos				A,I	Essential
A good sense of humour				A,I,P	Essential
A good sense of loyalty and integrity				A,I	Essential
Understands and actively supports Stockport Council's diversity and equality policy.				A,I	Essential
To meet Stockport Council's standard of attendance.				A,I	Essential
A willingness to be flexible in a changing environment				A,I,P	Essential

Scoring key

0 – Not met essential criteria

1 – Meets criteria

2 – Exceeds criteria