



POSITION:	Additional Deputy Head Teacher
REPORTS TO:	Head Teacher
GRADE:	Pay Scale L14-18

KEY PURPOSE OF THE JOB

To carry out professional duties of a teacher other than a head teacher, as described in Part X11 of the school Teacher's Pay and Conditions Document, including those duties particularly assigned to him/her by the headteacher

MAIN ACTIVITIES:

1. To assist the headteacher in the leadership and management of the school and in all aspects of school improvement, including taking full responsibility for the school in the absence of the headteacher.
2. To take full responsibility for leading and managing significant aspects of the school, under the overall direction of the headteacher.
3. To carry out teaching duties, as required, in accordance with the school's schemes of work and the National Curriculum.

SPECIFIC RESPONSIBILITIES

LEADERSHIP AND MANAGEMENT:

1. To assist the headteacher in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement.
2. To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the headteacher, governors and other senior staff. To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the headteacher.
3. To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
4. To provide an excellent role model for all members of staff and for pupils in all aspects of school life. To be an exemplar of all school policies and practices. To actively promote the aims of the school. To offer guidance and support to colleagues.

5. To take responsibility for dealing with and reporting Health and Safety issues as they arise in the school. To raise awareness of Health and Safety issues among all members of the school community.
6. To take a leading role in improving the involvement of parents, carers and the community in the life of the school.
7. To provide effective leadership and management to a team/teams of staff, as agreed with the headteacher.
8. To take full responsibility for leading and managing one or more major aspects of the school's curriculum provision, as agreed with the headteacher and governing body.
9. To make a significant contribution to the school's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
10. To assist the headteacher in school self review and evaluation and in the effective planning and management of school resources to secure improvements.
11. To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils' work and teachers' planning and teaching.
12. To provide guidance and support to phase leaders and other staff in order to improve the quality of teaching and learning.
13. To actively promote equality of opportunity by assisting the headteacher in ensuring the school's curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.
14. To assist the headteacher in all aspects of the day-to day administration and organisation of the school, as agreed with the headteacher, including taking responsibility for agreed areas, e.g. timetables, duty rotas etc.
15. To take a significant role in the implementation of the school's performance management policy, to secure school improvement and individual professional development.
16. To participate in recruitment and selection, as agreed with the headteacher.

17. To deputise for the headteacher in the event of absence or unavailability, by carrying out leadership and management tasks in accordance with school policy and practice.

TEACHING AND LEARNING

1. To carry out teaching duties, as agreed with the headteacher, providing a model of excellence for colleagues. This may include, as required:
 - Taking full responsibility for teaching a class;
 - Providing cover for absent colleagues or those released for professional development;
 - Providing in-class support for colleagues through demonstration lessons;
 - Teaching booster or 'catch up' groups.
2. To provide leadership and support for colleagues (teachers and assistants) with regard to teaching and learning and the curriculum, including:
 - Managing the planning and delivery of the curriculum across the school, including developing schemes of work and medium term plans;
 - Supporting phase leaders and subject leaders in developing their role, in particular in relation to raising standards;
 - Supporting teams and individuals with short term planning;
 - Organising and delivering training, as needed, to groups of school staff;
 - Supporting staff in the use of assessment information to inform teaching and learning;
 - Inducting and supporting newly qualified and less experienced staff and/or supply teachers;
 - Providing in-class support to staff, through demonstration lessons, team teaching, observation and feedback.
3. To undertake a significant role in maintaining a high standard of pupils' behaviour and discipline, within the framework of the school policy and supporting other staff as necessary.
4. To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.
5. To take a leading role in the management of the school database of individual pupils' attainment and progress.

OTHER DUTIES AND RESPONSIBILITIES

1. To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
2. To take whole school assemblies and to support other staff with assemblies.
3. To prepare and present reports, as required to, e.g. governors, LEA officers, parents, outside agencies.
4. To attend occasional meetings during evening hours, at weekends or in school holidays, as required.

KEY ORGANISATIONAL OBJECTIVES

The Postholder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue:

Signature of Post holder

Signature of Headteacher

PERSON SPECIFICATION: DEPUTY HEADTEACHER

QUALIFICATIONS AND TRAINING

1. To hold a teaching certificate in Education which is recognised by the DfES
2. A graduate
3. To have evidence of continuing and recent professional development relevant to the post.

KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB

1. Knowledge of equality of opportunity issues and how they can be addressed in schools.
2. An excellent understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of primary age.
3. A good understanding of effective leadership and management in relation to raising pupils' attainment and school improvement.
4. An understanding of the importance of the culture and ethos of a school in securing high standards and of strategies for improving these.
5. Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level, in accordance with the school's policy.
6. Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils.
7. Good up to date understanding of child protection issues and procedures.
8. Good understanding of statutory requirements upon primary schools.
9. An understanding of the role of parents and the community in school improvement and how this can be promoted and developed

EXPERIENCE RELEVANT TO THE JOB

1. Recent, significant and successful experience as a teacher in the primary phase.
2. A proven track record of raising attainment.
3. Significant and successful experience of leading aspects of the curriculum at whole school level, e.g. as a subject or phase leader.
4. Experience of contributing to school improvement, as a member of a leadership team.
5. Experience of supporting/mentoring colleagues in order to secure school improvement.
6. Successful experience of improving the quality of teaching and learning, through processes of monitoring and support.
7. Experience of managing and using pupil attainment and tracking data bases.
8. Experience of developing and leading staff development programmes for teachers and other staff.
9. Experience of initiating and implementing strategies to improve parental involvement in their children's learning.

APTITUDE AND SKILLS

1. To be an excellent teacher.
2. Ability to provide a model of best practices, through teaching in own or others classrooms.
3. To demonstrate leadership qualities, including energy, resilience and the ability to enthuse and motivate others.
4. To be able to articulate a clear vision for high quality education in an inner city context.
5. To have a good personal presence, good communication skills and a sense of humour.
6. To be able to communicate clearly both orally and in writing with a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies.
7. To relate well to children and be responsive to their needs.

8. To be able to develop and maintain effective relationships with all members of the school community and outside agencies.
9. To be approachable, accessible and flexible.
10. To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.
11. To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.
12. To be able to understand, interpret and present school performance and financial data.