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**Senior Deputy Headteacher Job Description**

**Catholic Voluntary Aided Schools**

**St Anne’s RC High School RC School**

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan Trust Deed. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a candidate who is a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by the governing body of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the conditions of service for deputy headteachers contained in the current School Teachers’ Pay and Conditions document as well as other current education and employment legislation and statutory guidance.

**The governing body is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.**

JOB TITLE: **Senior** **Deputy Headteacher - Standards**

ACCOUNTABLE TO: **The headteacher**

MAIN PURPOSE:

**The Senior Deputy Headteacher will:**

* Undertake the normal responsibilities of the class teacher;
* Be a member of the senior management team;
* Assist the headteacher in managing the school;
* Support and represent the headteacher at meetings as and when required;
* Undertake such duties as are delegated by the Headteacher;
* Play a major role, under the overall direction of the headteacher in formulating and reviewing the Mission Statement, Development Plan, overall aims and objectives of the school by helping establish the policies through which they shall be achieved, managing staff and resources to that end and monitoring progress towards their achievement;

If the headteacher is absent from the school, the deputy headteacher must undertake such duties of the headteacher as the headteacher or the governing body shall require.

**MAIN TASKS:**

*The specific nature and balance of these responsibilities may vary from time to time and, particularly in a large school, be distributed amongst other holders of the post of deputy or assistant headteacher.*

**1. Class teacher responsibilities**

1.1 To carry out the duties of a school teacher as set out in the current School Teachers’ Pay and Conditions Document.

 1.2 To carry out the duties of a general class teacher as detailed in the school’s class teacher job description, including the provision of cover for absent teachers.

 1.3 If required, to be responsible for a specific class or age group of children to be decided on appointment.

**2. The internal organisation, management and control of the school**

 2.1 To have specific responsibilities to be agreed upon appointment.

 2.2 To contribute to:

* Fulfilling the school’s Mission Statement
* Maintaining and developing the Catholic ethos, values and overall purposes of the school
* Formulating the aims and objectives of the school and policies for their implementation
* A development plan which will translate school aims and policies into actions
* Monitoring and evaluating the performance of the school and its achievements as a Catholic school
* Implementing the governing body’s policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
* The efficient organisation, management and supervision of school routines

 **2.3 Specific areas of responsibility: Deputy Headteacher Standards**

* Ensure a school wide focus on raising standards by robustly tracking progress of all students and developing intervention strategies as required at both key stages
* To be the Raising Standards Lead (RSL ref PIXL) and attend meetings as required
* Ensure data, assessment and reporting procedures are robust, clear and accessible to all relevant stakeholders.
* Have a full understanding of and overall responsibility for using data to improve standards and achievement at both key stages; (Progress/Attainment 8 etc.), training staff to ensure staff use systems accurately
* Ensure Subject Leaders maintain the school’s pupil assessment and tracking systems at subject level and implement strategic interventions as required.
* Line manage and direct the work of staff with responsibility for raising achievement at both key stages using a variety of data to inform interventions (attendance, behaviour etc)
* To be responsible for the Achievement/Outcomes section of the SEF
* To be responsible for the Achievement/Outcomes section of the School Improvement Plan
* To be responsible for strategically leading and managing Departmental Improvement Plans and ensure they are appropriately robust, are showing impact and align with whole school SIP
* To be responsible for the Quality Assurance and Accountability Calendar
* To work with the Data Manager to prepare statistical analyses of the school’s on going performance and advise the Headteacher and governors on realistic but challenging whole school targets
* Ensure all groups make at least expected and increasingly, above expected progress at both key stages.
* Ensure key gaps are closing, and continue to close
* To be the Pupil Premium Champion and produce innovative action plans ensuring value for money, and timely reports as required
* Oversight of external and internal examinations, ensuring access arrangements are in place well in advance for students who require them
* Develop and quality assure an appropriate Options process, and ensure it maximises achievement for all with regard to national measures (P8, A8, Basics etc.)
* Work with SLT to quality assure teacher assessments and data to drive up achievement.
* Strategic responsibility for the construction of the school timetable.
* Work with the Deputy Headteacher Teaching, Learning and Assessment to develop and implement a curriculum model which is innovative and fit for purpose
* Line management of AHT Progress and Assessment, Data Manager, SIMS Manager, Exams Officer and Progress Leaders
* Chair School Achievement Teaching and Learning meetings and report to governors meetings as required
* Prepare agendas and chair all RAP (Raising Achievement Plan) meetings
* Line manage a variety of staff according to the teaching and leadership of the school as directed by the Headteacher
* Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors/trustees, the Diocese, Ofsted, parents and carers
* Establish short, medium and long term plans to raise achievement across the school.
* Work with outside agencies and stakeholders to inform future action
* Construct the whole school calendar
* Continually review the curriculum so that it is fit for purpose and provides all pupils, including vulnerable groups such as disadvantaged, SEND, more able, EAL can reach their full potential and outcomes exceed expectations year on year
* Manage the introduction of all new curriculum changes to ensure a smooth transition and that standards are not adversely affected
* Ensure that the school website is compliant with information required by the DFE regarding standards, policies etc.
* Strategically lead the development of key skills across the curriculum
* To develop close working relationships with FE/HE and have strategic leadership of awareness raising and transition activities alongside year coordinator and teachers, in order to ensure smooth transition post 16 and maintain low NEETS numbers
* Strategically lead the development of curriculum innovations with partner primaries to improve communication, uptake and ensure smooth academic transition which maximises progress for all new starters
* Act as SLT ‘Ofsted Watch’ keeping abreast of changes and their implications for our school

**3. Curriculum Development**

3.1 To contribute to:

* The development, organisation and implementation of the school’s curriculum
* School policies on curriculum, teaching and learning styles, assessment, recording and reporting
* Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals, including these with special educational needs
* Ensuring that the Diocesan policy on Religious Education is fulfilled
* Ensuring arrangements for the daily act of collective worship and the spiritual life of the school
* Providing a curriculum for the spiritual, moral, social and cultural development of all pupils in line with the distinctive Catholic nature, purpose and aims of the school
* Providing high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church
* Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school
* Ensuring that the individual pupil’s continuity of learning and effective progression of achievement are provided
* The promotion of extra-curricular activities in accordance with the educational aims and Catholic ethos of the school

**4. Pupil care**

4.1 To contribute to:

* The development, organisation and implementation of the school’s policy for the personal and social development of pupils including pastoral care and guidance in accordance with the teachings and doctrines of the Catholic Church
* The effective induction of pupils
* The determination of appropriate pupil groupings
* The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good
* The development among pupils of self-discipline
* The handling of individual disciplinary cases

**5. The management of staff**

 5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school

 5.2 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures

 5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school

 5.4 To contribute to staff development policies appropriate to the Catholic nature of the school in relation to:

* The induction of new and newly qualified teachers and other staff
* The provision of professional advice and support and the identification of training needs
* Students under training/work experience

 5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.

 5.6 To maintain good relationships with individuals, groups and staff unions and associations.

**6. The management of resources**

6.1 To contribute to the formulation of the school’s policies and procedure concerning resource management in accordance with the school’s Mission Statement.

 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the headteacher.

 6.3 To promote an attractive environment which stimulates learning, enhances the appearance of the school and expresses its Catholic identity.

 6.4 To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.

 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

 **7. Relationships**

 7.1 To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.

 7.2 To assist liaison and co-operation with Diocesan and Authority officers and support services.

 7.3 To help in maintaining and developing effective communications and with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children’s education.

 7.4 To assist liaison with other educational establishments, especially other Catholic institutions, in order to promote the continuity of learning, progression of achievement and curriculum development.

 7.5 To assist liaison with other professional bodies, agencies and services.

 7.6 To develop and maintain positive links and relationships with the parish community, local organisations and employers:

* To promote a positive image of the school
* To ensure that the school plays a constructive role in the life of the parish and community and that its curriculum draws on the nature and resources of that community.

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions Document as they relate to deputy headteachers.*

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