



**STANDARDS FOR
DEPUTY HEADTEACHERS
IN JERSEY**

CONTENTS

		Page number
	Introduction	3
1	The core purpose of the Deputy Headteacher	5
2	The core attributes of the Deputy Headteacher	5
	2.1 Personal qualities and values	5
	2.2 Professional characteristics	5
3	The key actions undertaken by a Deputy Headteacher	7
	3.1 In the Classroom	7
	3.2 In the School	8
	3.3 In the Community Developing	11

Introduction

The standards for Deputy Headteachers reflect the current educational and school leadership contexts in Jersey but also take account of similar revisions to the National Standards for Headteachers in England and Wales. Designed to provide a framework for professional development and action, they should inform, challenge and enthuse new, aspiring and serving Deputy Headteachers. The standards constitute guidance which underpins the Leadership Programme in Jersey including the National Professional Qualification for Headship (NPQH). They will also assist in the processes of selection, recruitment and performance management of Deputy Headteachers and clearly define what should be expected from the role of a Deputy Headteacher.

It is important to note that the standards are designed to aid in supporting Deputy Heads to become better professionals. The unique individual context in which Deputy Heads find themselves will clearly impact on what they can and cannot do to in fulfilling the role of a Deputy Head in their own establishments. This document is intended to facilitate professional discussion and to enable professional development. It is not expected that any practising Deputy Head would be fulfilling all key actions in any one role however a Deputy Head should have the ability to develop and gain competence in all areas outlined in this professional standards document.

These standards seek to identify the personal attributes that individuals will need as illustrated in Figure 1. The professional 'blend' of these attributes (the professional characteristics and personal values and commitment) with the planned development of individuals capabilities (the skills, knowledge and experience) underpin the key action regularly taken by Deputy Headteachers.

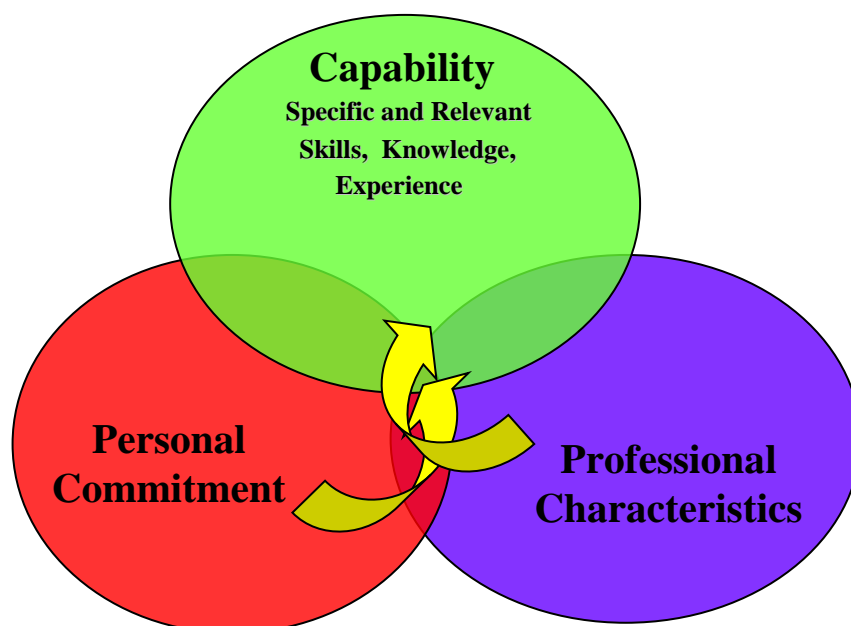


Figure 1.

The Standards are set out in three sections :-

- 1. The Core Purpose of the Deputy Headteacher.**
- 2. The Key Attributes of a Deputy Headteacher.** (the professional characteristics and personal values)
- 3. The Key Actions taken by Deputy Headteachers** when fulfilling their role in their individual contexts:
 - in the classroom.
 - in school.
 - in the community.
- 4. The development of a Deputy Headteacher** of specific skills, knowledge and experience facilitated through performance management systems.

1. The Core Purpose of the Deputy Headteacher:

The Core Purpose of the Deputy Headteacher is to develop a successful partnership with the Headteacher to secure the school's aims through effective leadership and management.

This process is empowered by:

- Supporting, trusting and professionally challenging the Head Teacher.
- Taking a leadership role to secure and implement the strategic direction of the school through its shared values, vision and core purpose.
- Safe-guarding the shared vision, values and core purpose of the school in the absence of the Head Teacher.
- Leading professionally and practically by stimulating good practice, celebrating success and prioritising continuous improvement in key aspects of learning, achievement and organisation.
- Strengthening the school's learning community, by fostering positive relationships and creating a supportive community network.
- Empowering, equipping and enabling everyone within the school community to fulfil their roles and responsibilities in order to secure the school's core purpose and key objectives.

2. The Key Attributes of a Deputy Headteacher:

The Key Attributes of Deputy Headship summarise the professional characteristics and the personal qualities and values Deputy Headteachers need in order to carry out their core purpose.

2.1 An effective Deputy Headteacher is committed to being:

- a person of integrity
- reflective and visionary
- diplomatic and politically astute
- trustworthy and reliable
- dedicated and resilient
- clear and communicative
- responsible and accountable
- positive and realistic

2.2 The professional characteristics demanded of an effective Deputy Headteacher is the ability to:

- look at the big picture
- inspire and motivate others
- analyse, strategise and evaluate
- innovate, develop and sustain initiatives
- organise efficiently
- support and challenge
- be decisive yet flexible
- demonstrate excellent interpersonal skills
- value the work of others
- empower and develop others
- develop effective teams
- seek out their own professional development

3. The Key Actions taken by Deputy Headteachers when fulfilling their role

The role of the Deputy Headteacher is carried out within the following four key areas:
(see diagram below)

- **Organisation**
- **Relationships**
- **Learning**
- **Achievement**

Depending on the school context a Deputy Headteacher will carry out their unique role within a combination of these three spheres:

- **in the Classroom**
- **in School**
- **in the Community**

The Expectations in their entirety reflect the wide-ranging, complex and demanding role of Deputy Headship. They constitute a challenge to which all aspiring and existing Deputy Headteachers should aspire.

3.1 Key Actions – The Deputy Headteacher in the classroom...	
3.1.1 Organisation <i>(Leadership structure and role)</i>	<ul style="list-style-type: none">• models, in practice, the strategic vision of the school;• leads by example when planning, delivering and monitoring the curriculum;• is a good team player, co-ordinating talents of pupils, staff and the wider school community;• uses a range of strategies to solve problems;• leads, facilitates and manages change, promoting professional discussions about classroom practice and curriculum development.
3.1.2 Relationships <i>(Ethos)</i>	<ul style="list-style-type: none">• demonstrates positive relationships in action, fostering equality and inclusion and so furthering the Core Purpose of ESC;• promotes honesty, transparency and enthusiasm;• creates an ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;• secures high standards of behaviour and levels of attendance.
3.1.3 Learning <i>(Learning and Teaching)</i>	<ul style="list-style-type: none">• is a respected classroom practitioner, modeling good practice;• trials, reflects upon and adapts curriculum initiatives to develop practice;• actively engages in the securing of social inclusion for all pupils with a view to meeting their individual learning needs;• enables pupils to develop independence and to acquire thinking and learning skills;• seeks his/her own development.
3.1.4 Achievement <i>(Overall standards)</i>	<ul style="list-style-type: none">• upholds and raises standards of planning, behaviour, achievement;• promotes, supports and implements effective assessment procedures;• monitors and evaluates the curriculum and its assessment and identifies and acts upon ways in which to improve school performance.

3.2 Key Actions – The Deputy Headteacher in the school...

<p>3.2.1 Organisation <i>(Leadership structure and role)</i></p>	<p>Roles</p> <ul style="list-style-type: none"> • develops and maintains organisational structures and systems which enable the school to run efficiently and effectively on a day-to-day basis; • assists in sharing and distributing leadership, builds teams and works co-operatively within and outside the school to achieve school goals and objectives; • assists in developing and maintaining effective strategies and procedures for staff induction, continuous professional development and performance review; • helps ensure that the school contributes, where appropriate, to the training of future teachers and other adults who work with pupils; • develops and nurtures leadership potential in others to build the leadership capacity of the school; • ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and areas of responsibility; • helps to ensure that the professional duties and conditions of employment as set out in the Teachers' Terms and Conditions Document and other statutory requirements are carried out; • takes appropriate action when professional performance or behaviour is unsatisfactory, in consultation and agreement with the Head. <p>Planning/ strategic direction</p> <ul style="list-style-type: none"> • places learning at the centre of strategic planning and resource management; • works with the Headteacher and Leadership team within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement; • plans, facilitates and leads continuous professional development opportunities for staff. • supports the Head in enabling policies, initiatives and practices and takes into consideration Jersey, and where relevant UK developments; • uses informed professional judgement to make management and organisational decisions; • assists in ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. • contributes to determining, organising and implementing the curriculum in light of local, national and global development; • takes a strategic role in the development of new technologies to enhance and extend the learning experiences of pupils and the teaching capabilities of teachers; • supports in ensuring that strategic planning takes account of the diversity, values, experience and context of the school and the community at large. <p>Self evaluation/monitoring</p> <ul style="list-style-type: none"> • uses information and data from within and outside the school to inform decision making; • monitors, evaluates and reviews (with the head teacher and others e.g. advisers) the effects of school policies, priorities and targets in practice; • assists in the production and implementation of clear, evidence-based
--	---

	<p>improvement plans and policies for the development of the school and its facilities.</p> <p>Resources & finances</p> <ul style="list-style-type: none"> • assists in managing the school's financial and human resources effectively and efficiently within agreed targets, to achieve the school's educational priorities and goals; • helps recruit, retain and deploy staff appropriately; • makes effective use of the support and challenges provided by ESC and other relevant bodies; • supports the head to ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and to secure value for money; • supports in managing and organising the school environment efficiently and effectively; • assists in ensuring the school meets the needs of the curriculum and health and safety regulations; • helps in developing and enhancing the school fabric and environment to better meet the needs of the school community.
<p>3.2.2 Relationships <i>(Ethos)</i></p>	<ul style="list-style-type: none"> • actively engages in the securing of social inclusion for all pupils with a view to meeting their individual learning needs; • implements strategies which secure high standards of behaviour and attendance; • motivates and works with others to create an effective school climate and shared culture; • maintains a high visibility around the school and devotes considerable time to interaction with pupils, staff and parents; • helps build a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities; • treats people fairly, equitably and with dignity and respect to create and maintain a positive school climate; • helps to create an environment in which others can grow professionally; • acknowledges and celebrates the responsibilities and achievements of individuals and teams; • has regard for own workload and that of others to ensure a work/life balance.
<p>3.2.3 Learning <i>(Learning and Teaching)</i></p>	<ul style="list-style-type: none"> • acts as a positive and enthusiastic lead learner; • takes a supportive role to ensure that both school and classroom climates promote effective learning and teaching for all; • supports and encourages staff and students when introducing new learning and teaching techniques; • challenges colleagues to encourage professional discussion to take place; • empowers and supports colleagues to take a curriculum lead with support; • promotes an ethos of challenge and support where all pupils can achieve success and become engaged in their own learning; • enables pupils to develop independence and to acquire thinking and learning skills; • promotes and supports effective assessment procedures, including assessment for learning; • assists in ensuring the equity of academic, vocational and experiential learning routes;

	<ul style="list-style-type: none"> • contributes to determining, organising and implementing the curriculum in light of local, national and global development; • drives creative, responsive and effective approaches to learning and teaching to meet and support the aims of the school; • plans, facilitates and leads continuing professional development opportunities for staff; • regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.
3.2.4 Achievement <i>(Overall standards)</i> <i>Progress Attainment Tracking</i>	<ul style="list-style-type: none"> • uses data and benchmarks to monitor progress in every child's learning across the school in order to support colleagues to focus their teaching and meet the needs of the individual; • seeks information about and evaluates the progress of different groups, based on ethnicity, ability or gender whether they are achieving particularly well or underachieving and how their needs might be met; • demonstrates and articulates consistently high expectations and contributes to planning and driving developments for the whole school community; • assists in ensuring a consistent and continual school-wide focus on pupils' achievement; • employs creativity, innovation and new technologies to achieve excellence.

3.3 Key Actions - The Deputy Headteacher in the community...

<p>3.3.1 Organisation <i>(Leadership structure and role)</i></p>	<ul style="list-style-type: none"> • plans strategically to develop a cohesive school community; • uses data to analyse the performance of different groups within the school community and plans to address inequalities of access or opportunity; • creates, promotes and implements positive strategies towards developing inclusion and equality of opportunity; • supports in ensuring that the school plays a central role in the wider community; • promotes and organises events involving the wider community; • ensures systems and structures are in place for school interactions with the community – e.g. visits, students in school, etc.; • promotes access to support for families; • supports and develops positive links between school and the wider community; • assists in ensuring that the school plays a productive role as a member of its local, national and global communities; • exploits links with businesses and other community concerns when appropriate; • collaborates with other agencies in providing for the intellectual, spiritual, moral, social, physical and cultural well-being of pupils and their families.
<p>3.3.2 Relationships <i>(Ethos)</i></p>	<ul style="list-style-type: none"> • actively promotes and builds a school culture which celebrates the unity and diversity of the school's community; • it committed to equality of opportunity and access for all members of the school community; • supports, establishes and builds partnerships with other schools and shares best practice; • creates and maintains an effective partnership with parents, guardians and carers to support and improve pupils' achievement and personal development; • is a public face of the school – interacting with parents and visitors; • develops positive relationships with students, parents and members of the public; • models positive relationships with the wider community; • promotes and supports school events; • liaises with PTA; • maintains and develops a positive and productive relationship with all stakeholders; • raises awareness of the school's values, vision and learning developments.
<p>3.3.3 Learning <i>(Learning and Teaching)</i></p>	<ul style="list-style-type: none"> • assists ensuring access to high quality learning and social development for all groups within the school community; • values the richness and diversity of the community in supporting life-long learning; • actively seeks community involvement; • develops citizenship in pupils so that they make a positive contribution to local and wider communities.

<p>3.3.4 Achievement <i>(Overall standards)</i></p>	<ul style="list-style-type: none"> • monitors and evaluates access to the curriculum; • assists in evaluating community cohesion within the school; • collects and uses data to monitor, assess and evaluate the attainment of all community groups within the school; • celebrates achievements; • liaises with the media when appropriate; • encourages 'good' citizenship in pupils; • promotes the positive image of the school.
---	---