

## Job Description

<b>Job Title</b>	<b>Deputy Head Teacher</b>	<b>2 &lt; 13</b>
<b>Grade</b>	<b>Leadership Pay Range Points 15 to 20</b>	
<b>Responsible to</b>	<b>Head Teacher/Governing Body</b>	

### Core Purpose

- Undertake the professional duties and deputise for the head teacher in their absence as required by the Head Teacher and Governing Body
- Support, build, communicate and deliver a coherent strategic vision in order to secure and sustain effective whole school improvement

The Deputy Head Teacher will:

- Promote the overall ethos of the school to meet the needs of the pupils
- Play a major role with the Senior Leadership Team in formulating and reviewing the School Development Plan, aims and objectives of the school by:
  - Establishing the policies through which they shall be achieved
  - Leading and managing staff and resources to that end
  - Monitoring progress towards their achievement.
- Be an active member of the senior leadership team
- Be the Deputy Designated Safeguarding Lead for safeguarding and child protection
- Assist the Head Teacher in leading and managing the school
- Undertake such duties as are delegated by the Head Teacher
- Undertake the normal responsibilities of the class teacher when required

### Main Duties

#### 1. The Internal Organisation, Leadership, Management and Control of the School

To be responsible for:

- 1.1 The specific whole school responsibilities will be discussed and agreed with the post holder on appointment.

To contribute to:

- 1.2 Maintaining and developing the ethos, values and overall purposes of the school
- 1.3 Formulating the aims and objectives of the school and policies for their implementation
- 1.4 The School Development Plan which will translate school aims and policies into actions
- 1.5 Monitoring and evaluating the performance of the school

*Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as it's number one priority. This commitment to robust recruitment, selection and induction procedure is shared by all staff and volunteers of Newfield School.'*

- 1.6 Implementing the Authority's and the governing body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
- 1.7 Commitment to support the ethos of the school in upholding the rights of children (UN Convention on the Rights of the Child CRC)
- 1.8 The efficient leadership, organisation, management and supervision of school routines

## **2. Learning and Teaching Development**

To be responsible for:

- 2.1 The development, organisation and implementation of the school's curriculum to include British Values and cultural diversity
- 2.2 Promoting and seeking opportunities to enrich the curriculum and provide a holistic education for pupils
- 2.3 Seeking and promoting innovative and inclusive approaches to teaching and learning to access pupils to diverse learning
- 2.4 Timetabling arrangements to ensure that all statutory and appropriate curriculum areas are taught to relevant age groups.
- 2.5 School policies on curriculum, teaching and learning styles, assessment, recording and reporting
- 2.6 Ensuring that the learning and teaching provided by the departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
- 2.7 Ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils and to inform parents/carers
- 2.8 Providing data for other educational institutions and to aid governors in their future management of the school
- 2.9 Ensuring that the individual pupil's continuity of learning and effective progression is achieved
- 2.10 Promotion of extra-curricular activities in accordance with the educational aims of the school

## **3. Pupil Care and Wellbeing**

To be responsible for:

- 3.1 Ensuring the pupils' needs are central to our provision and paramount
- 3.2 Education Health Care Plans that are ambitious, aspirational, realistic and place the pupils' interest at the centre of the school's provision
- 3.3 Educational visits co-ordination, including assessment of risk and visit approval
- 3.4 Comprehensive and effective recording and reporting to protect children's rights, dignity and safety
- 3.5 The effective induction of pupils
- 3.6 The determination of appropriate pupil groupings

To contribute to:

- 3.7 Safeguarding and child protection through liaison with social services and other agencies to ensure pupils well-being is secured, protected and promoted
- 3.8 Commitment to support the ethos of the school in upholding the rights of children (UN Convention on the Rights of the Child CRC)
- 3.9 The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance

- 3.10 Securing effective medical and health care provision to meet pupil needs, including therapy provision and programmes
- 3.11 the provision for Children In Our care, to include data, reports and liaison with the Virtual LAC Team
- 3.12 The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour
- 3.13 The development among pupils of self-discipline
- 3.14 The promotion of positive behaviour support and management

#### **4. The Leadership and Management of Staff**

To be responsible for:

- 4.1 The effective leadership and management of Assistant head teachers, teachers and support staff
- 4.2 The specific leadership and management of other staff in school will be determined by the areas of responsibility agreed with the post holder (see 1.1)

To contribute to:

- 4.3 Good leadership and management practice by ensuring positive staff participation, effective communication and procedures
- 4.4 Participation in the recruitment/selection and deployment of teaching and non-teaching staff of the school
- 4.5 Participation in arrangements made in accordance with the regulations for the appraisal teachers in school
- 4.6 Participation in arrangements for the appraisal/performance management of non-teaching staff

To contribute to staff development policies in relation to:

- 4.7 The induction of new and newly qualified teachers and other staff
- 4.8 The provision of professional advice and support and the identification of training needs
- 4.9 Students under training/work experience
- 4.10 To demonstrate effective leadership, representation and liaison both within the school and other interested, involved persons or bodies in order to foster a positive culture in school
- 4.11 To maintain good relationships with individuals, groups and staff unions and associations.

#### **5. The Management of Resources**

The Management of Resources

To be responsible for:

- 5.1 Managing and delivering on the teaching and learning budget.
- 5.2 Managing and delivering the continuous professional development budget related to learning and teaching
- 5.3 To promote an attractive environment which stimulates learning and enhances the appearance of the school
- 5.4 To maintain effective working relationships with external agencies and services contracted to the school and the Authority

To contribute to:

- 5.5 The promotion of health and safety of all pupils and staff, including ongoing assessment of risk to keep people safe

## **6. Relationships**

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- 6.1 To be responsible for Assistant Head Teachers, Teachers and Support Staff
- 6.2 To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- 6.3 To assist liaison and co-operation with Authority officers and support services including medical staff in school.
- 6.4 To help in maintaining and developing effective communications and links with parents/carers and to provide positive responses to concerns and problems regarding their child's education.
- 6.5 To liaise with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- 6.6 To liaise with other professional bodies, agencies and services.
- 6.7 To develop and maintain positive links and relationships with the community, local organisations and employers:
- 6.8 To develop and promote positive relationships with parents and carers
- 6.9 To promote a positive image of the school
- 6.10 To ensure that the school plays a constructive role in the life of the 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 as they relate to Deputy Head Teachers.

The job description will be reviewed annually as part of the Appraisal cycle.



# Person Specification

**Job Title** Deputy Head Teacher (2 < 13)

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**Grade** Leadership Pay Range Points 15 to 20

**Responsible to** Head Teacher/Governing Body

CATEGORIES		ESSENTIAL OR DESIRABLE	METHOD OF ASSESSMENT	
			A	I
<b>Training and Qualifications</b>				
Qualified Teacher Status		Essential	x	
Post-entry curriculum and/or leadership/management qualification		Essential	x	
Recent Participation in a range of relevant in service training <sup>1</sup>		Essential	x	
Degree or accredited training in special education or specific specialism		Desirable	x	
Higher Degree or accredited training in special education or specific specialism		Desirable	x	
National Professional Qualification for Headship		Desirable	x	
<b>Teaching Competencies and Experience</b>				
Knowledge and understanding of the requirements of National and school curriculum leadership to promote whole school improvement		Essential	x	x
Proven understanding of teaching and learning and how to sustain and improve them throughout school.		Essential	x	x
A strong commitment to inclusion and to support the ethos of the school in upholding the rights of children with high expectations for all learners (UN Convention on the Rights of the Child CRC)		Essential	x	x
Knowledge and understanding of special educational needs including effective approaches to meeting identified needs		Essential	x	x
Knowledge and understanding of planning, assessment, recording and reporting for special educational needs, including analysis of data		Essential	x	x
Knowledge and understanding and use of academic and specialist assessment including target setting and tracking		Essential	x	x

<sup>1</sup> "Relevant" includes time as a participant in INSET related to Curriculum and School Management. "Recent" should refer to the last two years

	Good ICT skills, knowledge of software packages and evidence of their application	Essential	X	X
	Experience of teaching in more than one school or provision	Essential	X	X
	Experience of leading extra-curricular activities and wider school activity	Desirable	X	X
	Experience of teaching in all phases	Desirable	X	X
	<b>Leadership and Management Experience and Competencies</b>			
	A good understanding of whole school issues	Essential	x	x
	Clear understanding of children's' rights	Essential	x	x
	Proven experience of strategic planning for change and development through prioritisation	Essential	x	x
	Proven experience of delegating, supporting and monitoring work of others	Essential	x	x
	Proven ability to analyse, prioritise and meet deadlines	Essential	x	x
	Experience of mentoring and inducting staff	Essential	x	x
	Experience of whole school self-review and evaluation	Essential	x	x
	Contributed to establishing a staff and whole school development program	Essential	x	x
	Lead training in aspects of leadership and management	Desirable	x	x
	Experience of mentoring student teachers	Desirable	x	x
	<b>Leadership Qualities and Competencies</b> Applicants should have a presence which inspires confidence, respect and openness.			
	A clear vision for the future of special education with knowledge and understanding of legislation and government guidance for SEN	Essential	x	x
	Ability to demonstrate a range of leadership and management skills/styles to secure whole school improvement	Essential	x	x
	Ability to plan and prioritise objectives and tasks, including delegation where necessary to meet deadlines and secure improvements	Essential	x	x
	Able to motivate, promote good relationships and communicate with all stakeholders	Essential	x	x
	Able to work in partnership with the Head teacher and leadership team	Essential	x	x

	Proven experience of safeguarding and protecting children including promoting the welfare of children	Essential	x	x
	Experience of having led a whole school initiative	Essential	x	x
	Experience of playing a role in implementing a School Development Plan	Essential	x	x
	Experience of successfully fostering a culture in which all stakeholders feel confident that they can raise issues/concerns relating to the welfare or safety of children	Essential	x	x
	Confidence to encourage others into, and be efficient in, leadership positions	Desirable	x	x
	<b>Governance</b>			
	Knowledge of the role of Governors	Essential	x	x
	First-hand experience of informing and working with Governors	Desirable	x	x
	<b>Personal Qualities</b>			
	Creative, enthusiastic and proactive, keen to embrace new ideas and challenges	Essential	x	x
	A good communicator with strong interpersonal skills	Essential	x	x
	Is approachable, caring and empathetic	Essential	x	x
	Works well as part of a team	Essential	x	x
	Shows a high level of enthusiasm, commitment and determination	Essential	x	x
	Is flexible and listens	Essential	x	x
	Is prepared to seek advice and support	Essential	x	x
	Demonstrates a concern for the pastoral and spiritual welfare of everyone in the school	Essential	x	x
	Confidentiality, commitment and loyalty	Essential	x	x
	Commitment to continuing professional development	Essential	x	x
	Self-motivated and shows initiative	Essential	x	x
	Committed to active parental involvement	Essential	x	x

	Resilient under pressure	Essential	x	x
	The ability to deal sensitivity with people and resolve conflict	Essential	x	x
	Has a desire to support all aspects of children's development and extended schooling	Essential	x	x
	Commitment to undertake professional development in relation to their role.	Essential	x	x
	Personal impact and presence	Essential	x	x
	Commitment to involving parents as active partners in their child's learning	Essential	x	x
	<b>Application Form and Letter</b>			
	The Form should be fully completed and free from error.	Essential	x	
	The letter should be clear and concise and related to the specific post.	Essential	x	
	<b>Confidential References and Reports</b>			
	References should provide a strong level of support for relevant professional and personal attributes referred to above.	Essential		
	Positive recommendation from current employer	Essential		
	Satisfactory health and attendance record	Essential		

**Please note that candidates failing to meet any of the essential criteria will automatically be excluded**