



# Woodside School

## Deputy Headteacher L15 – L18 plus Outer London Allowance Job Description

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### ***Purpose of the job:***

- To support both the Executive Head Teacher and the Head of School by providing professional leadership. To secure Woodside's success and improvement, ensuring high quality education for all its pupils by raising and maintaining high standards of learning and achievement throughout the school.
  - To support and further develop a shared vision and strategic plan that inspires and motivates pupils, staff and all members of the school community to build on existing strengths, and with the Executive Head and Head of School, to ensure a clear sense of purpose and direction in order to move the school forward.
  - To support, advise and work as a key member of the Core Leadership Team, in all matters relating to the efficiency and effectiveness of the whole school, its policies and procedures.
  - To optimise standards of pupil attainment and achievement and to monitor, quality assure and support pupil progress through a rigorous cycle of data analysis, school improvement planning and self-evaluation; taking responsibility for successful leadership of a major priority area.
  - To support and lead on the day-to-day smooth running of the school for the efficient organisation, administration and management of the whole school, ensuring effective deployment and management of resources, including staff.
  - To deputise for, and act as, the Head of School as appropriate.
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### ***Main Activities and Responsibilities:***

In addition to or alongside carrying out the duties of a Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document:

#### **Vision and Ethos**

- To further develop and productively promote the school's vision, values and goals with all appropriate stakeholders

- To actively promote a positive ethos in which all individuals and members of the school community feel valued and respected, and where personal endeavour and responsibility are encouraged.
- To set an example of high professional standards, helping to motivate staff, and maintain morale and confidence.
- To assist with maintaining effective systems of guidance, support and pastoral care including pupil safeguarding, which protect, enable and empower pupils and staff, including liaison with parents, outside agencies and other relevant organisations.
- To foster and promote a sense of community within the school, including relationships with pupils and parents, and to encourage links between the school and the local community
- To maintain and promote high standards of pupil conduct and consistent behaviour management procedures, which promote self-discipline, independence and responsible attitudes, as set out in the agreed school policy.
- To proactively promote inclusion and ensure inclusive practices and approaches are used across all the activities of the school.

#### **Organisation and Management**

- To undertake, as necessary, the full range of professional duties of the Head of School in the event of the Head's absence from the school.
- To assist the Executive Head Teacher and Head of School to set the strategic direction of the school, working in close partnership with the Head of School in the day-to-day decision and policy-making, and management and organisational procedures which translates this into reality.
- To support the Executive Head Teacher and Head of School in monitoring, reviewing and evaluating the work of the school including analysis of data, and in writing the self-review
- To make a considerable contribution to the formulation, implementation and review of an effective school improvement plan, taking responsibility for successful leadership of a major priority area e.g. teaching and learning, pastoral care, preparing reports for governors and evaluating progress as requested
- To be an active and committed member of the leadership team, working closely in partnership with senior colleagues to sustain a climate of ongoing school improvement, striving to develop 'best possible' practice to raise standards of achievement.
- To assist the Executive Head Teacher and Head of School to create and maintain an effective school culture or climate and to successfully lead and manage change
- To ensure effective implementation of whole-school policies and practice that enables all pupils to maximise achievement and minimise all forms of educational disadvantage
- To ensure the day-to-day smooth running of the school by organising and maintaining timetables and rotas; setting up efficient systems and procedures; ensuring the effective use of time, personnel and resources; and through effective communication.

- To assist the Executive Head teacher and Head of School in ensuring staff remain motivated, committed, confident and skilled through a tailored professional development opportunities; taking on an appropriate level of line management and performance management responsibilities; and helping to plan and organise the INSET programme.
- To assist promote the development of teamwork, collaboration and collegiality.

### **Learning and Teaching**

- To work with the Executive Head Teacher and Head of School to ensure the highest standards of achievement for all pupils at all levels of ability through promoting high expectations and teaching which both stimulates and challenges children while meeting the needs of all.
- To promote and ensure the development of excellent classroom practice by example, through demonstration, coaching and supportive feedback, undertaking a teaching commitment as necessary.
- To assist the Executive Head Teacher, Head of School and colleagues monitor standards of teaching and learning.
- To assist the Executive Head Teacher, Head of School and colleagues develop and promote effective and accurate assessment, tracking and target-setting systems and practices which help maximise pupil progress.

### **Curriculum**

- To work with the Executive Head Teacher and Head of School to ensure all pupils receive their entitlement to a broad and balanced curriculum, which fully meets statutory requirements, while meeting their particular individual, cultural needs.
- To develop, with colleagues, innovative but rigorous curriculum practice in line with Excellence and Enjoyment while maintaining the school's healthy programme of curriculum extension and enrichment.
- To oversee the effective implementation of the school curriculum and other curriculum initiatives.
- To maintain effective systems of timetabling, curriculum mapping, planning, and curriculum monitoring which underpin good teaching, overseeing the work of subject leaders and any curriculum development working groups.

And to carry out any other duties delegated by the Executive Headteacher and Head of School (or governors) as appropriate.



## Woodside School

### Deputy Headteacher Person Specification

	Essential / Desirable	Application / Presentation / Task / Interview
1. QTS and significant, successful experience of teaching	E	A
2. An excellent teacher with a thorough understanding of how pupils with complex needs learn, and of classroom organisation and management.	E	A/I
3. Substantial, successful leadership and management experience including at senior level.	D	A/P/I
4. Experience of leading change involving a significant whole-school improvement priority which has successfully raised standards.	D	A/I
5. A good understanding of the school improvement cycle and self-evaluation, and how you develop an effective school culture or climate for improvement.	E	A/I
6. A very good understanding of national developments, especially the practical implications of curriculum innovation, extension and enrichment, and the role of extended services in raising achievement.	E	A/I
7. A very good understanding of assessment for learning and progress tracking, and how this should be used to effectively identify needs and target resources or initiatives to maximise pupil progress.	E	A/P
8. Excellent behaviour management skills including the ability to maintain appropriate relationships and personal boundaries, alongside the ability to promote a positive ethos and high standards of discipline and behaviour throughout the school.	E	A/I

9. A strong commitment to inclusion and a very good understanding of effective practical strategies to ensure equality of curriculum access, to overcome barriers to achievement, and ensure the safeguarding of children and young people.	<b>E</b>	<b>i</b>
10. An ability to communicate effectively both verbally and in writing to a wide range of audiences including parents, staff, governors and external agencies.	<b>E</b>	<b>A/I</b>
11. The ability to inspire, motivate, influence and support pupils, parents and staff.	<b>E</b>	<b>I</b>
12. A strong commitment to excellence, high personal professional standards and the ability to model and assist others develop 'best practice'.	<b>E</b>	<b>A/I</b>
13. Efficient and well-organised with the ability to work hard under pressure and manage your own workload and time to meet deadlines.	<b>E</b>	<b>A</b>
14. Confident in the use of ICT to support the curriculum, teaching and school management.	<b>E</b>	<b>A</b>
15. Appropriate motivation to work with children and young people.	<b>E</b>	<b>A/I</b>