**Leading Learning Trust – job description and person specification:**

**Deputy Head teacher**

**This job description and person specification applies to this role at Selwyn Primary School and Portway Primary School.**

**Leading Learning Trust - Job Description and Person Specification**

POST TITLE: Deputy Head teacher - school-based

GRADE: L16-20

RESPONSIBLE TO: Head teacher

**Context:**

Strategic Leadership and Management consists of:

**Executive Headteacher** – Trust wide

**Head teacher –** school based

**Executive Deputy Head teachers** – school based and Trust wide

**Deputy Head Teachers** – school based

**Assistant Head Teachers** – school based

**PROTECTING OUR CHILDREN - SAFEGUARDING**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of ‘*it could happen here*’ where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

**PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY**

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

**EQUAL OPPORTUNITIES**

The Leading Learning Trust has as strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

**PURPOSE OF JOB**

To carry out the professional duties of Deputy Head Teacher as directed by the Head teacher.

**Overview**

Deputy Head teachers will work closely with the Head teacher to deliver and secure the highest quality of provision in the fundamental areas of Teaching and Learning, Inclusion and Safeguarding and Standards across the school, as well as managing the day-to-day running within school.

**Main Purpose**

* To support the Head teacher to deliver the highest possible educational standards across the school, and create an atmosphere and structure in which pupils feel valued and staff have high expectations of them.
* To act as the Designated Safeguarding Lead for the school.
* To ensure that the Head teacher is made aware of and kept fully informed of any concerns arising in relation to safeguarding and/or child protection.
* To provide the Head teacher and the local governors with regular updates on the quality of provision in school.
* To deputise for the Head teacher in shorter and longer term absence.
* To undertake the day-to-day operational management of the school as directed by the Head teacher.

 **Key responsibilities**

* To ensure the effective management of teaching and learning across the school.
* To maintain effective pupil behaviour management policies and procedures and ensure these are understood, implemented and evaluated consistently by all staff.
* To ensure that the school delivers a curriculum which meets national requirements and provides challenge and stimulation.
* To ensure high standards of behaviour from all staff and volunteers in the school, supported by policies and procedures which promote positive engagement, self-esteem, self-discipline, independence and accountability.
* To develop, implement and maintain effective strategies to promote engagement of the whole school community. In particular, to establish effective relationships with all parents/carers and promote their involvement in their children’s learning and school activities.
* To ensure regular and effective reporting to the local governing body on school performance and improvement.
* Work with the Head teacher to establish priorities for expenditure, and to monitor the effectiveness of spending and usage of resources to ensure that the school obtains the best value for money.
* To chair regular senior leadership team meetings which ensure productive and effective communication, monitoring, decision making and recording.
* To monitor the continuing professional development programme for all staff to ensure fair and equitable allocation of resources and targeted development activities which promote school-wide development priorities.
* To lead on the recruitment and selection of teaching and support staff in accordance with agreed procedures and ensure that the school’s safeguarding responsibilities are met.
* To ensure that the school’s appraisal procedures are implemented fairly and consistently and that any concerns arising are addressed promptly.
* To develop and maintain effective relationships with the whole school community and outside agencies.
* To ensure the school is maintained effectively and provides a safe and secure environment for pupils, staff and visitors.
* Support the creation and implementation of the School Development Plan and School Self-Evaluation within the national and local context, and to take sole responsibility for appropriately delegated aspects.
* To keep up to date with educational legislation, and to help the Head teacher to ensure that it is disseminated to staff in a timely and effective manner.
* To support the Head teacher to ensure that the school is always inspection-ready.
* To seek out professional development opportunities that develop school evaluation skills; for example, Ofsted inspector training.
* Act as a “Critical Friend” and in this role, provide effective professional challenge and support to the Head teacher.
* To promote the safety and well-being of all pupils and staff, at all times.
* To undertake any other duties as delegated by the Head teacher.

Date of issue: September 2019

Signature of Post holder:

Signature of Head teacher:

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| **Person Specification** | **Essential** | **Desirable** |
| Professional knowledge and understanding of what constitutes and how to achieve quality in educational provision and high aspirations for all learners | ✓ |  |
| Demonstration of commitment, drive and enthusiasm in its delivery | ✓ |  |
| **Qualifications** |  |  |
| Degree | ✓ |  |
| QTS | ✓ |  |
| Evidence of continuing professional development | ✓ |  |
| **Experience** |  |  |
| Experience of raising levels of educational achievement | ✓ |  |
| Appropriate experience of primary teaching | ✓ |  |
| Whole school management experience at a senior level | ✓ |  |
| Curriculum development and innovation | ✓ |  |
| Finance and resource management |  | ✓ |
| Staff deployment, development and training | ✓ |  |
| Responsibility for whole school policy development and planning  | ✓ |  |
| Working with and advising governors | ✓ |  |
| Working co-operatively with other agencies including the local community  | ✓ |  |
| Knowledge and understanding | ✓ |  |
| Factors relating to high standards of pupil achievement and child development | ✓ |  |
| Principles and practice of school improvement | ✓ |  |
| Curriculum development and approaches to teaching and learning | ✓ |  |
| Foundation stage framework and structure | ✓ |  |
| National curriculum framework and structure KS1 and KS2 | ✓ |  |
| School development planning, implementation and evaluation | ✓ |  |
| Recent developments in legislation | ✓ |  |
| A sound knowledge of IT and computer applications | ✓ |  |
| Good understanding of performance measures and approaches to improving standards | ✓ |  |
| Importance of meeting the needs of all learners | ✓ |  |
| Understanding of health and safety procedures and regulations | ✓ |  |
| Knowledge and understanding of roles and responsibilities of Trustees and the Local Governing Bodies | ✓ |  |
| **Abilities** |  |  |
| To raise levels of educational achievement | ✓ |  |
| To have a collaborative style of leadership, motivation and management | ✓ |  |
| To promote good standards of behaviour that reflect cultural and ethnic diversity | ✓ |  |
| To set goals, plan and manage change within different schools across the Trust |  | ✓ |
| To communicate effectively with all stakeholders | ✓ |  |
| To lead, manage and inspire a team | ✓ |  |
| To develop long term inclusive vision for each school | ✓ |  |
| To develop and enhance the reputation of the schools in the Trust and their relationship with the local and wider community |  | ✓ |
| To implement school self-review and evaluation | ✓ |  |
| High aspirations and a commitment to excellence for all learners | ✓ |  |
|  The ability to deal with, and relate sympathetically, to adults and children from a diverse range of backgrounds | ✓ |  |
| The ability to innovate and recognise and build on other people’s good practice | ✓ |  |
| The ability to manage personal work pressure with resilience and flexibility | ✓ |  |
| Proven ability to inspire, motivate, encourage, support and involve children, staff, governors and parents and to lead by example | ✓ |  |
| Strong interpersonal skills with the ability to listen, persuade, negotiate and act as an effective member of a team | ✓ |  |
| Strong educational vision for children in the Early Years | ✓ |  |
| Good communication and presentation skills | ✓ |  |
| Ability to make complex decisions quickly and frequently | ✓ |  |
| Ability to appreciate and manage conflicting and diverse opinion | ✓ |  |
| A strong commitment to equal opportunities | ✓ |  |
| Positive and proactive approach to change | ✓ |  |
| A commitment to partnership with Trustees, governors, parents and the wider community | ✓ |  |
| Ability to establish and implement fair and effective discipline | ✓ |  |
| Reliable and self-reliant | ✓ |  |
| Sets high personal standards and is able to challenge own work and the work of others | ✓ |  |