**Job Description**

**Deputy Principal Primary (Curriculum and Assessment)**

A Senior Management Team Member, reporting to the Principal.

**Note:** The range and scope of a Senior Management Team Member’s responsibilities is subject to change at any time, in accordance with the needs of the school bearing in mind the nature of school life.

**General Objectives:**

To improve the quality of teaching and learning in the school through improvements in

1. Long-term development plans for the school in relation to the delivery of the curriculum and the quality of the education provided.
2. Developing practice and pedagogy to enable the curriculum to develop with consistency and progression built in.
3. Working jointly, with the Principal and Associate Principal, as part of the Primary Leadership Team (PLT) to raise standards

**Operating Framework:**

The overall responsibility for the running of the school belongs to The Board of Governors; this responsibility is delegated to the Head of School and Principal. The Deputy Principal Primary Years is answerable to the Principal and Head of School on all matters, and should provide an open line of communication to the Principal.

**Leadership Responsibilities:**

* To be aware of everything that is happening in the school each day, directing staff and students as necessary and ensuring that daily activities are conducted smoothly and efficiently.
* Full-time attendance when the school is in operation.
* Attendance, and where appropriate leadership of, school assemblies.
* To assist in maintaining the standards of behaviour expected in the school.
* To be flexible to deal with disciplinary matters when the Associate Principal is unable to, responding appropriately according to school policy and to record and reporting all such incidents to the Principal.
* As necessary, to enforce the disciplinary code of the school robustly and fairly.
* To be present at all school events.
* To take the team approach with respect to all such duties, emphasizing teamwork and mutual understanding, respect and support.
* To be flexible and generous with one’s time in the undertaking of Senior Management Team duties.
* To be to others an example of best practice and professionalism at all times.
* To inform the Principal of all academic developments and issues, however minor.
* To oversee, organize and implement the whole school timetable for teaching in conjunction with both the PLT and the whole school Senior Management Team.
* To oversee and organize the team for External Examinations and competitions within and outside the school.
* To organize and coordinate all public events in conjunction with the PLT and the Senior Management Team and other staff as required.
* To establish a calendar of deadlines, in collaboration with the Associate Principal in respect of curricular matters, to ensure that deadlines set by the school are met by students and staff.
* In conjunction with the Associate Principal - To monitor the whole school email (parents@npseducational.edu.sg ) and replying to them within the stipulated timeframe and passing it on to teachers/LCs/HoDs/AP as appropriate.
* To maintain a teaching commitment and provide in that teaching an example of best practice.
* As a member of the PLT be involved in the oversight of the performance appraisal of the teachers.
* To ensure that the academic documentation required for Edutrust and policy review recommendations to the Academic Board are completed in a timely fashion.
* To oversee the academic elements of any curriculum workshops, orientations and PTCs as necessary.
* To oversee all areas of academic enrichment such as, but not exclusively; field trips, PBTs, excursions and guest talks.
* To support all school events as identified on the Academic Calendar.
* To promote and develop the use of technology in the classroom.
* To manage and audit the effective use (and purchase) of classroom resources to improve the outcomes for the students.
* To fulfil all responsibilities as assigned by the Principal, primarily but not exclusively, in respect of curriculum and assessment.
* To deputise for the Principal in their absence.

**Communication**

* To maintain cordial and positive relationships with everyone.
* To hold meetings with parents when requested regarding any matters considered relevant.
* To provide wise counsel to staff and students who require it in an even, and open-handed manner.
* To interact sensitively and sensibly with everyone.
* To display tact, poise and leadership at all times.
* To be sensitive to cultural differences without compromising the standards and ethos of the school.

**Professional Development**

* To organize and conduct training for teachers at all levels in collaboration with the PLT using, unless specified by the Principal, the Training Plan schedule.
* To observe on a regular basis the teaching of specified teachers in the school, maintaining records of all observations made.
* To provide effective feedback to teachers after observation is conducted as well as relaying any concerns to PLT for further discussion.
* To be an integral part of building a Professional Learning Community (PLC).
* To act as a role model and mentor to the entire staff – both academic and administrative.
* To be a ‘consultant’ to teachers with guidance and good advice on academic matters.
* To work with the PD Mentor to help teachers in effective classroom management strategies.
* To provide support to staff who are experiencing difficulties with their subject matter.
* With the PLT and PD Mentor, to monitor continuously the effectiveness of all teachers and to report problems to the Principal for further discussion.

**Curriculum and Assessment**

* To be a ‘research-led’ leader – being aware of the latest issues and thoughts on curriculum development.
* To oversee the curriculum development in the school
* To promote a more cross curricular and interdisciplinary approach to teaching and learning
* To write the elements of the School Development Plan with respect to curriculum development.
* To aim to improve annually the academic performance of the school, as measured by available data and other triangulated measures.
* To promote a humane and thoughtful culture in the school which is reflected in the curriculum provided.
* To ensure that the curriculum design is such that children of all abilities can make good progress.
* To create a curriculum that students and teachers find stimulating, exciting and vibrant.
* To encourage students to see the links between their subjects and through this, develop a curriculum which shows equal value in both the academic and creative pursuits.
* To encourage students to experiment intellectually and stretch themselves through the development of a skill-based curriculum, using the IB learner profile as the guide.
* To be fully informed regarding the backgrounds of students and thereby create personalized opportunities for children to develop.
* To monitor and keep staff accountable for the progress of all children irrespective of their starting point.
* To have ‘Pupil Progress Meetings’ with subject teams after the assessment periods to identify strategies to develop best practice and children that require potential additional accommodations.
* Work with the Principal and SENCo to develop intervention programmes that complement the curriculum and allow such children to make more rapid progress.
* To line manage the HoDs to discuss the issues relating to the curriculum in their subjects and develop a programme with them of curriculum review.
* To oversee the development of effective Programmes of Work, Unit Plans and Lesson Plans for all subjects in conjunction with HoDs and subject teachers.
* To oversee and monitor assessment and reporting procedures throughout the school.
* To audit the effectiveness of the marking and feedback processes of the school throughout the year.
* To inspect teachers’ lesson plans on a regular basis for quality, coherence, progression and content, ensuring that they are being adapted to take account of any changes in the curriculum.
* To report to teachers, parents and students, the progress made by students.
* To monitor the pedagogy of assessments in addition to looking at how such assessments can change over time to best fit the curricular changes that are undertaken.