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**SANDILANDS COMMUNITY PRIMARY SCHOOL**

**JOB DESCRIPTION: DEPUTY HEADTEACHER (Full time)**

**Job Title: Deputy Headteacher**

**Responsible to:** Headteacher & Governors of the School

**Salary Grade:** L13-17

**DEPUTY HEADTEACHER JOB DESCRIPTION AND PERSON SPECIFICATION**

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| **STRATEGIC DIRECTION** | 1. To uphold the ethos, aims and values of the school, its policies and codes of practice at all times and in all circumstances and ensure these are clearly articulated.
2. To manage the school during the absence of the Head Teacher and support the Head Teacher in leading the school.
3. To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth, managing the school to the highest professional standards.
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| **ACCOUNTABILITY** | With the Head teacher:-1. To be accountable to, and work with, the governing body and individual governors, providing information, objective advice and support to enable them to meet their statutory responsibilities.
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| **MAIN ACTIVITIES**  | 1. To support the Head Teacher in providing the vision, leadership and direction to ensure that the school is managed and organised to meet its aims and targets.
2. To work with others responsible for evaluating the school’s performance to identify priorities for continuous improvement and raising standards: ensuring opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school’s aims and objectives, and to be a member of the Senior Leadership Team.
3. To assist in the day to day management, organisation and administration of the school.
4. To be responsible for behaviour policy & practice across the school.
5. To secure the commitment of the wider community by developing and maintaining effective partnership in order to raise standards locally.
6. To be responsible for coordinating the work of teaching assistants, their CPD and monitor the impact of interventions.
7. To draw on the school community to create a productive learning environment that is engaging and fulfilling for all learners.
8. To take responsibility for key leadership roles in school.
9. To promote the school within the community through the website, publicity and media.
10. To be responsible for class teaching, as is reasonably requested, in accordance with the school timetable, the relevant paragraphs of the current School Teachers Pay and Conditions Document and the current Professional Standards
11. To ensure that the school operates robust safeguarding procedures, policies and practices.
12. To motivate and work with others to create a shared culture and positive climate.
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| **Leading learning and teaching** | With other members of the Senior Leadership Team:-1. Monitor, evaluate and review classroom practice and help to promote improvement strategies.
2. Ensure a consistent and continuous school-wide focus on pupil achievement, using data and benchmarks to ensure at least good progress in every child’s learning
3. Support the implementation of strategies which secure high standards of behaviour and attendance.
4. To take a lead role in the implementation of Performance Management for staff across the school.
5. Build a collaborative culture within the school and actively engage with other schools to build effective learning communities.
6. Maintain effective strategies and procedures for staff induction and professional development.
7. To organise, collate and monitor the impact of CPD.
8. Regularly review and reflect on own practice, set personal targets and take responsibility for own personal development.
9. Manage own workload and that of others to allow an appropriate work/life balance.
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| **Managing the Organisation** | With the Head teacher:-1. Co-ordinate and manage CPD activities across the school, including coaching and mentoring and the development of NQTs and students on placement.
2. SLT and staff produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
3. Assist in the recruitment, retention and deployment of staff, helping with their work load to achieve the vision and goals of the school.
4. Help to manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
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| **Other Agencies** | With the Head teacher:-1. Build a school culture and curriculum which takes account of the richness and diversity of the school’s communities.
2. Assist with a range of community-based learning experiences.
3. Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.
4. Co-operate and work with relevant agencies to safeguard children.
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| ***General duties*** | 1. To supervise and monitor learners’ behaviour and conduct both in lessons, the dining hall and in the playground as part of the school’s duty of care, pastoral and welfare support.
2. To ensure that records and reports of all incidents to children, staff and visitors are professionally dealt with and shared on a need to know basis with staff and after consultation with parents when appropriate.

***These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post*** **The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.** |

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 **SANDILANDS PRIMARY SCHOOL**

**PERSON SPECIFICATION – DEPUTY HEAD**

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|  | **ESSENTIAL** | **DESIRABLE** | **How assessed:****AF, I, R\*** |
| **1.QUALIFICATIONS** |
| **a** | Qualified Teacher Status. | **** |  | **AF** |
| **b** | Degree level qualification. | **** |  | **AF** |
| **c** | Evidence of involvement in relevant CPD as a participant and as a provider. | **** |  | **AF** |
| **2.EXPERIENCE****The Deputy Headteacher should have experience of :** |
| **a** | A wide range of successful teaching experience across the primary age range. | **** |  | **AF** |
| **b** | Strategic responsibilities in school leadership and management. | **** |  | **AF, I, R** |
| **c** | Working with governors. | **** |  | **AF, I** |
| **d** | Leading an area of curriculum development. | **** |  | **AF, I** |
| **e** | The process of school development and improvement planning. | **** |  | **AF, I** |
| **f** | Effective assessment and tracking of pupil progress. | **** |  | **AF, I** |
| **g** | Interpreting and using data and of relating this to school improvement. | **** |  | **AF, I** |
| **h** | Be able to show evidence of personal impact in raising standards. | **** |  | **AF, I** |
| **i** | Key involvement in the evaluation and prioritisation of elements in the School Improvement Plan. | **** |  | **AF, I** |
| **In addition, the Deputy Headteacher might have experience of :** |
| **j** | Working with children from a variety of social backgrounds. |  | **** | **AF, I** |
| **k** | Successful staff recruitment, appointment and induction. |  | **** | **AF, I** |
| **3. KNOWLEDGE & UNDERSTANDING****The Deputy Headteacher should have knowledge and understanding of:** |
| **a** | What constitutes high standards of teaching and learning. | **** |  | **AF, I, R** |
| **b** | The Ofsted Inspection Framework and the process and place of self-evaluation. | **** |  | **AF, I, R** |
| **c** | The principles of community education and parental involvement. | **** |  | **AF, I** |
| **d** | Monitoring and assessment across a key stage | **** |  | **AF, I, R** |
| **In addition, the Deputy Headteacher might also have knowledge and understanding of :** |
| **f** | Whole-school issues and their implications for financial management. |  | **** | **AF, I** |
| **4.SKILLS****The Deputy Headteacher will be able to :** |
| **a** | Show evidence of vision, initiative and leadership in managing change, to enhance and raise standards. | **** |  | **I** |
| **b** | Support the work of colleagues and promote staff development, with an understanding of its relevance to performance management. | **** |  | **AF, I** |
| **c** | Involve staff, parents and governors in the process of establishing a clear and shared set of aims, objectives and values for the school. | **** |  | **I** |
| **d** | Have a calm approach and positive attitude to behaviour management. | **** |  | **AF, I, R** |
| **e** | To manage change sensitively. | **** |  | **AF, I** |
| **f** | To have high expectations of pupils and teachers and all staff in school. | **** |  | **AF, I** |
| **g** | Take responsibility for management across a key stage. | **** |  | **AF, I** |
| **In addition, the Deputy Headteacher might be able to:** |
| **h** | Use ICT with confidence and enthusiasm for all aspects of their work. |  | **** | **AF, I** |
| **5. PERSONAL CHARACTERISTICS****The Deputy Headteacher will have the ability to:** |
| **a** | Be approachable, sensitive and show integrity. | **** |  | **AF, I, R** |
| **b** | Remain positive when working under pressure. | **** |  | **AF, I, R** |
| **c** | To organise self and others. | **** |  | **AF, I, R** |
| **d** | To promote an atmosphere of mutual respect throughout the school community. | **** |  | **AF, I, R** |
| **e** | Inspire and motivate others. | **** |  | **AF, I, R** |
| **f** | Combine effectiveness with humour and friendliness. | **** |  | **AF, I, R** |

**\* Method of assessment:**

**AF - Application Form**

 **I - Interview process**

**R - References**