



JOB DESCRIPTION FOR DEPUTY HEADTEACHER

Name:	Starting Date:
Salary Grade: L14-18	Status of Post: Permanent – Full-time
Responsible to: Headteacher	Review Date:
Responsible for: School leadership and management	Responsibilities: Senior Leadership

This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.

At Creating Tomorrow we:

- Provide a nurturing, safe and supportive environment based on trusting relationships to:
 - Help everyone to understand and manage their emotions and feelings
 - Help everyone to feel comfortable in sharing any concerns or worries
 - Help everyone to form and maintain relationships
 - Develop self-esteem and self-worth
 - Encourage everyone to be confident and celebrate their individuality
 - Help students to develop emotional resilience and to manage setbacks
 - Provide a structured approach to education about relationships, sex and health
 - Support parents as partners in their child's learning and development.

Core Purpose

The Deputy Head Teacher will support the Head Teacher in providing professional leadership for this school, as part of the school's Senior Leadership Team, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

As a senior most leader in the school, the Deputy Headteacher's role is wide and varied, however there are a number of core features that are consistent to all leadership roles across the trust.

The five core features of senior leadership at Creating Tomorrow academies trust:

i. Moral Purpose



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- a. Pupils first – a belief that all pupils can achieve and an unwavering commitment to pursue successful outcomes for all
- b. Championing the vulnerable
- c. Commitment to equality of opportunity
- ii. *An Effective Team Player***
 - a. Dynamic and supportive
 - b. Committed and passionate
 - c. Innovative and high performing
 - d. Emotionally intelligent
 - e. Proactive contribution
- iii. *Dynamic and Creative Executive Leadership***
 - a. Leading through others
 - b. Altruistic collaboration
- iv. *A Significant Contributor to Strategic Thinking and Development***
 - a. Inspire and drive
 - b. Oversee the development of strategy and policy
 - c. Lead consultation and implementation
- v. *Courageous and Committed Leadership, Effective Role Modelling***
 - a. Observing the highest standards
 - b. Getting every day right

The ten personal qualities needed for leadership roles at Creating Tomorrow academies trust:

- i.** A capacity for hard work
- ii.** Eternal optimism and resilience in the face of challenges
- iii.** The ability to inspire
- iv.** An unshakeable conviction that young people can be successful in spite of their circumstances or other external factors
- v.** High level interpersonal skills
- vi.** Excellent time management
- vii.** The ability to remain calm under pressure or in stressful situations
- viii.** The ability to pause and reflect and think before making an important decision
- ix.** The ability to respond positively to and deliver constructive criticism
- x.** The ability to delegate effectively

Key Responsibilities

The Deputy Head Teacher has responsibility for the day to day management of the school, and to deputise for the Headteacher as required.

The post holder will be responsible for the performance of all pupils at the school, for managing all staff and agreed budget areas.

The Deputy Headteacher will work with the Headteacher to:

- to ensure the safeguarding of all children in the school (through being a Deputy Designated Safeguarding Lead)
- Be responsible for the day-to-day management, control and operation of the school, ensuring a high quality education for all the pupils on roll



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- Develop and maintain the distinctive school ethos
- Develop and maintain high morale and set an example of professionalism, high quality performance and leadership through demonstrating the 7 Principles of Public Life and the 7 characteristics of Ethical Leadership
- Develop in all pupils and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world
- Enhance opportunities through partnerships between parents/carers, pupils, staff, the local community, businesses, colleges, alliance partners, other schools and voluntary organisations
- Build and develop an outstanding climate for learning and teaching through an active regard for everyone's mental health and wellbeing.

Strategy and Direction

In partnership with the Head Teacher and Governing Body:

- Develop a strategic view for the school in its community and analyse and plan for its future needs and further development.
- Establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, carers, Governors and pupils.
- Establish an ethos, which promotes effective learning and teaching and which sustains improvement in the development of all pupils.
- Develop and implement a strategic plan, under-pinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.

Leading Learning and Teaching

In partnership with the headteacher:

- Support and monitor the delivery of a high quality, appropriate and comprehensive curriculum in the school
- Monitor, evaluate and review practice, ensuring accountability of the staff for the progress of their pupils
- Ensure there is a continuous focus in the school on pupil's achievement, effectively using data and benchmarks to monitor the progress in every child's learning
- Ensure an engaging, personalised and inclusive curriculum is in place which, while following statutory guidance, is responsive to the needs of individual pupils
- Monitor and implement policies which impact on outstanding practice and are understood and implemented by all stakeholders
- Assess, monitor and evaluate the quality of planning, teaching and of learning outcomes including the analysis of performance data, promoting improvement strategies as necessary, to ensure enhanced progress and support staff in performance management processes
- Monitor, manage and evaluate all pupils, and groups of pupils, to ensure pupils make outstanding progress for their starting points
- Ensure the principles of Total Communication underpin Learning and Teaching.

Developing Self and Working with Others

- Assist with building capacity amongst teaching and support colleagues to deliver and sustain the highest quality outcomes



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- Treat people fairly, equitably and with dignity and respect to create and develop a positive school culture of personal responsibility and the celebration of excellence
- Take a lead role with other senior leaders across the school for ensuring that staff professional development needs are both identified and supported
- Ensure newly qualified staff, and staff new to the school, receive appropriate support and induction
- Coach and support the development of leadership and management skills in others
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals; ensure clear delegation of tasks and devolution of responsibilities
- Develop and maintain a culture of high expectations for self and for others
- Regularly review own practice, set personal targets and take responsibility for own personal development.

Managing the Organisation

- Lead by example
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Plan and deploy staff and resources efficiently and effectively (on and off-site) in line with the schools vision and development plan
- Manage and organise accommodation to ensure that it meets the needs of pupils, the curriculum and health and safety requirements
- Support the headteacher in organising and implementing the school's performance management policy, securing school improvement and high quality professional development, and ensure processes are carried out for all staff in school within the statutory time frame
- Continue to develop the consistency of approaches to maintaining and improving the personal well-being, and levels of safe behaviour, for all pupils
- Support the headteacher to:
 - Manage organisational change effectively
 - Ensure all annual reports, reviews and personalised learning plans are of a high quality, reflect the needs of each pupil and meet statutory frameworks
 - Continue to develop the consistency of approaches to maintaining and improving levels of attendance
 - Ensure the day-to-day management structures, systems and processes work effectively in line with key priorities
 - Work collaboratively with the Leadership Team and wider team to ensure school improvement is sustained and to deliver quality outcomes for pupils

Deputy Designated Safeguarding Lead

Work as part of a team to develop and promote a culture of safeguarding across the school:

- Encourage a culture of listening to pupils and taking account of their wishes
- Be alert to the specific needs of children in need, such as young carers and pupils with special educational needs (SEN)
- Have up-to-date knowledge of practice and legislation, with particular regards to Keeping Children Safe in education, and Working together to Safeguard Children
- Keep detailed, accurate, secure written records of concerns and referrals
- Ensure staff, particularly new and part-time, have access to and understand the school's child protection policy and procedures



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- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how LAs conduct child protection case conferences and review conferences, and attend and contribute to these effectively
- Understand relevant data protection legislation, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Understand and support the school with the requirements of the Prevent duty, including supporting staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant training courses

Securing Accountability

In partnership with the Headteacher:

- Ensure that parents and pupils are well informed about the curriculum and that channels of communication are used effectively within the school.
- Provide information, objective advice and support to the Head Teacher and Governing Body to meet their responsibilities.
- Contribute to an accurate account of the school's performance for a range of audiences, including Governors, Trustees, LA, Local Community and OFSTED.

Strengthening Community

In partnership with the Headteacher:

- Build and maintain a school culture that takes into account the richness and diversity of the school's community
- Collaborate and work in partnership with other agencies in providing for the academic, health, social, emotional, spiritual, moral and cultural well-being of pupils and their families
- Ensure the learning experiences for pupils at the school and partnerships are linked into and integrated with the wider community, and that some of these are community based
- Promote and model good relationships with parents/carers which are based on partnership to support and improve pupil's achievement and promote/support parenting skills generally
- Promote the school as a centre of excellence for education and well-being in the local and wider community by sharing effective practice, promoting innovative initiatives – with particular reference to special educational needs
- Co-operate and work with the relevant agencies to protect and safeguard pupils.

Notes

This Job Description is not a comprehensive statement of procedures and task but sets out the main expectations of Creating Tomorrow MAT in relation to the post holder's professional responsibilities and duties. The post holder may be asked by the headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by Creating Tomorrow MAT are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.



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All staff employed by Creating Tomorrow MAT are required to respect the confidentiality of information relating to pupils, their families, and staff.

As context changes over time, duties may need to reflect changes arising from national legislation or policy and the evolution of a Multi Academy Trust. The job description may therefore be subject to amendment or modification at any time after consultation with the post holder.

The Deputy Headteacher will carry out their professional duties in accordance with, and subject to, the National Conditions of Employment for Head teachers, and Education Employment legislation.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person
- Establish and maintain effective working relationships with professional colleagues and parents
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post
- Be aware of the need to take responsibility for own professional development and to participate in the Appraisal procedures of the school
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working
- This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Signature:

Headteacher:

Deputy Headteacher:

Date:



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The person appointed will:

1. have an exceptional understanding of, and commitment, to safeguarding children.
2. be an outstanding, well qualified and appropriately experienced teacher and leader;
3. be able to demonstrate outstanding leadership skills, with regards to Ethical Leadership;
4. have appropriate SEND experience, including with children with autism;
5. have excellent skills and expertise in the effective use of data and the analysis of data with the confidence to lead and develop others;
6. be aware of the implications of national developments regarding SEND, learning and teaching, and be able to act upon them creatively across the school, inspiring colleagues as part of the process;
7. have successful experience of developing innovative and creative teaching and learning strategies to meet the needs of all pupils and their continuous improvement;
8. have strong evidence of leading a team where pupil progress and outcomes are outstanding;
9. believe in the importance of effective team work and a collaborative approach, and be able to build supportive working relationships with colleagues both within and beyond the school;
10. have successful experience of curriculum innovation and development;
11. be committed to inclusive education and have a detailed understanding of special educational needs;
12. have a sound understanding of school self-evaluation and how this can impact upon raising standards of achievement;
13. have the ability to develop and sustain excellent relationships with all stakeholders, including pupils, teaching and support staff, parents, Governors and Trustees, LA representatives, external agencies and members of the community, gaining their commitment to the vision of the school;
14. be committed to their own professional development;
15. make an active contribution to whole school initiatives and developments;
16. be enthusiastic, dynamic, creative and strategic;
17. be committed to the principles and practice of equal opportunities; and
18. have an excellent understanding of Health & Safety.

January 2020