

JOB DESCRIPTION

School:	Valley Park Primary School
Post Title:	Deputy Headteacher
Salary Range:	ISR Range 11-15
Responsible to:	Matthew Knox (Trust Primary Lead)
Role:	This job description reflects the vision for Valley Park Primary School. There is an expectation from the Governing Body & Trust that the Deputy Headteacher both achieves and exceeds the Professional Standards required of Upper Pay scale teachers and aspires towards the Headteacher National Standards.

The post holder must at all times carry out his/her responsibilities within the spirit of School policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to statutory responsibilities of the Governing Bodies of Schools.

PURPOSE OF THE POST

The core purpose of the Deputy Headteacher is to provide professional leadership in the management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. The Deputy Headteacher must play a lead role in establishing a culture that promotes excellence, equality and high expectations for all pupils. The Deputy Headteacher is a leading professional in the school, accountable to the Headteacher. The Deputy Headteacher assists in providing vision, leadership and direction for the school and helps to ensure that it is managed to meet its aims and targets. Working with the Headteacher and others, the Deputy Headteacher will support evaluation of the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all and developing policies and practices.

The Deputy Headteacher (Inclusion) will have lead responsibility for safeguarding, personal development, behaviour and safety (including attendance), SEND and the support and success of all vulnerable pupils.

JOB ROLE

To play a major role under the direction of the Headteacher in implementing the vision, aims and objectives of the school and establishing the policies through which they are achieved. Take full responsibility for the school in the absence of the Headteacher. Carry out the professional duties of a teacher as required. Carry out the duties of a school teacher and Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document.

KEY RESPONSIBILITIES

SAFEGUARDING

Ensure all aspects of safeguarding are at least strongly good. Specifically;

- With the DSL, ensure all policy is compliant and being put into practice across the school.
- Ensure safeguarding is integral to the curriculum & personal development offer.
- Engage with outside agencies and stakeholders as required.
- Monitor the well-being and safety of pupils and as a result ensure action is timely and appropriate.
- Provide reports as required to a variety of stakeholders.

SPECIAL EDUCATIONAL NEEDS

- With the SENCO, lead all aspects of SEND provision and support in school.
- Through links across the city, and other means, keep abreast of new guidance and training as required. In so doing ensure the Code of Practice is fully implemented.
- Ensure all policy is up to date and fully compliant.
- Coordinate the diagnostic assessment of pupils, appropriate support and placement on the SEND register.
- Maintain records, reviews and manage MyPlans and EHCPs for pupils.
- Establish and maintain effective communication with parents / carers, agencies and pupils.
- Ensure SEND is integral to the curriculum & personal development offer.
- Ensure statutory reports are made available on the school website and as required.
- Systematically monitor the progress and well-being of SEND pupils, and act as required.
- Provide reports as required to a variety of stakeholders.

PERSONAL DEVELOPMENT

- Ensure the personal development reflects the school vision, and the offer is fully coherent (PSHCE, RE, SMSC, assemblies, transition, extra – curricular, homework, visits / trips, safeguarding, equalities, British Values, behaviours & cultural capital etc.) and targeted for all pupils.
- Evaluate the effectiveness of the PD offer and its impact on key pupil groups.
- Provide reports as required to a variety of stakeholders.

BEHAVIOUR AND ATTITUDES

Lead, with others, the school behaviour and rewards strategy. Specifically:

- Demonstrate an active commitment to positive relationships and behaviour management throughout the school and model this at all times
- Ensure school behaviour (and rewards) policy is coherent, promoted and well-understood by all.
- Keep abreast of city-wide, locality and trust developments to ensure school practice is current and relevant.
- Monitor the impact of behaviour policy and provide reports as required to a variety of stakeholders.
- Develop a strategy for the most vulnerable pupils that reduces behaviour incidents and secures their success.
- Provide training to others as required.

ATTENDANCE

Lead, with others, the school attendance strategy. Specifically:

- Ensure school attendance policy is coherent, promoted and well-understood by all.
- Keep abreast of city-wide, locality and trust developments to ensure school practice is current and relevant.
- Ensure all systems and processes are consistent and robust.
- Systematically monitor attendance and persistent absence, alter strategy as required; and provide reports as required to a variety of stakeholders.
- Develop a strategy for the most vulnerable pupils that improves attendance and reduces persistent absence.
- Work effectively with all outside agencies.
- Provide training to others as required.

STRATEGIC VISION AND DIRECTION; SHAPING THE FUTURE

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Demonstrate the vision in your everyday work and practice
- Motivate and work with others to create a shared culture and positive climate
- Ensure that strategic planning takes account of the diversity and experience of the school and community
- Take a leading role across the whole school, in the light of new and emerging research, to enhance and extend the learning experience of pupils

DEVELOPING SELF AND WORKING WITH OTHERS

- Through a visible presence on a day-to-day basis and at school events, create and maintain an effective partnership with parents and carers to support and improve pupil achievement and personal development
- On a day to day basis, provide guidance and leadership to ensure the highest possible standard of pupil care, record keeping and communication
- Take a lead role in managing pupil behaviour across school and additionally by consistently modelling and implementing the agreed policy for pupil behaviour
- Take a lead role in the pastoral care of all staff by supporting the Headteacher to develop positive working relationships and sustain motivation, with and between all staff
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Support the Headteacher in ensuring effective planning, allocation, support and evaluation of work is undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for your own personal development
- Manage own workload and that of others to allow an appropriate work/life balance

MANAGING THE ORGANISATION

- Undertake full responsibility for all matters relating to the school in the absence of the Headteacher
- Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support and modelling
- Line manage and act as Performance Management reviewer for staff identified by the Headteacher
- Support the Headteacher in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership
- Support the Headteacher to ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all provide value for money
- Communicate relevant information to all staff in a timely and organised manner
- Undertake other reasonable duties related to the day to day administration of the school as requested by the Headteacher

ACCOUNTABILITY

- Attend Senior Leadership Team Meetings and termly meetings of the Full Governing Body when required to provide information and advice regarding specific areas of responsibility
- Support in the development of and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others
- Fulfil all commitments arising from contractual accountability

A great deal of the information and work dealt with is, of necessity, confidential, and it is important that none of this information is disclosed to any unauthorised person, and that is dealt with discreetly and with integrity.

WORKING ENVIRONMENT AND CONDITIONS OF THE POST

- Due to the routine of the schools and the terms and conditions of the sector, the workload may not be evenly spread throughout the year.
- In order to deliver the service effectively, a degree of flexibility is needed and the post holder may require some evening work (time off in lieu in school holiday periods for work outside of working hours will be given for such events), or some duties not specifically referred to above. Such duties, however, will fall within the scope of the post, at the appropriate grade.
- The post may be required to travel and work within any school in the Mercia Learning Trust.

GENERAL DUTIES

- To contribute to whole school events as and when required.
- To ensure accurate records are securely maintained and held in accordance with General Data Protection Regulations (GDPR)/Data Protection Act 2018.
- Be aware of and support diversity, ensuring equal opportunities for all.
- Develop professional, constructive relationships with other agencies, schools and professionals.
- Participate in meetings, training and performance development as necessary.
- Recognise own strengths and areas of expertise using these to advise and support others.

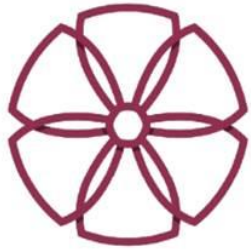
- Be willing to undertake training and professional development as required of the post.
- Any other duties and responsibilities appropriate to the grade and role.

PROMOTION OF TRUST VALUES

- To contribute to the overall development of Mercia Learning Trust to ensure the Trust operates on the basis of shared and collective responsibility.
- To contribute to the overall ethos, work and aims of Mercia Learning Trust.
- To support and contribute to the Trust's commitment to safeguarding all students. All schools in the Mercia Learning Trust are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees are expected to share this commitment.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities.
- All the above duties and responsibilities to be carried out in accordance with policies adopted by the School Governing Body and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher/CEO to reflect or anticipate changes in the post commensurate with the grade or job title.

Issue Date: Oct 2019



PERSON SPECIFICATION

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Qualification and Experience Requirements	
<ul style="list-style-type: none"> ▪ QTS (Qualified Teacher Status) ▪ Evidence of regular and appropriate professional development ▪ Evidence of recent management development ▪ Evidence of recent senior management experience demonstrating a substantial contribution to developing or leading: <ul style="list-style-type: none"> - School ethos - The curriculum - Raising standards - Personal development - Behaviour and / or attendance - SEND and strategies for the most vulnerable - CPD - Specific school improvement initiatives 	Application form
<p>A Deputy Headteacher should be able to demonstrate their ability in:</p> <ul style="list-style-type: none"> ▪ Collaborative and flexible leadership in close partnership covering <ul style="list-style-type: none"> - Planning, development and monitoring whole school provision - Planning strategically and operationally ▪ Effective management, decision making and organisational skills, including: <ul style="list-style-type: none"> - Communication skills (oral and written) - Consultation and negotiation skills - Ability to delegate - Ability to motivate staff and pupils ▪ Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the school community and partners ▪ Active and effective internal school liaison work, including the promotion and development of team working ▪ To plan and make decisions that take full account of equal opportunities ▪ Performance review: a sharp focus on school self-evaluation, with particular regard to assessment and pupil progress 	Application Form, Reference, Assessment, Interview
A Deputy Headteacher should be able to demonstrate their knowledge, experience and understanding of:	
<p>Shaping the future</p> <ul style="list-style-type: none"> • Local, national and global trends in education • Communication strategies both within and beyond the school • New technologies, their use and impact 	Application Form, Reference, Assessment, Interview
<p>Leading Personal Development and Inclusion</p> <p>The essential elements of an exceptional:</p>	Application Form, Reference, Assessment,

<ol style="list-style-type: none"> 1. Personal development offer. 2. SEND and vulnerable pupil strategy 3. Behaviour and attitude strategy. 4. Attendance strategy. 5. Safeguarding culture. <p>How the above coherently sit within the school mission, values and ethos; and strategy for the curriculum (intent, implementation and impact)</p>	Interview
Developing self and others <ul style="list-style-type: none"> • Strategies to promote self and team development 	Application Form, Reference, Assessment, Interview
Managing the organisation <ul style="list-style-type: none"> • Equal opportunities policy in service delivery and employment • Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation 	Application Form, Reference, Assessment, Interview
Securing accountability <ul style="list-style-type: none"> • Relevant education legislation • Principles and practice of quality assurance systems, including school review, self-evaluation and performance management, and how they need to change in the light of the 'new' curriculum strategy. • Data collection and analysis tools • Performance monitoring and evaluation techniques • Statutory educational frameworks, including governance • Public service policy and accountability frameworks, including self-evaluation and multi-agency working • Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life. 	Application Form, Reference, Assessment, Interview
Strengthening community <ul style="list-style-type: none"> • Current issues and future trends that impact on the school community • Strategies to encourage parents and carers to support their children's learning • Experience of working with other professionals 	Application Form, Reference, Assessment, Interview
Safeguarding and promoting the welfare of children <p>Awareness, understanding and successful experience of:</p> <ul style="list-style-type: none"> • Addressing Keeping children safe in Education agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance. • Developing and ensuring a safe and supportive school culture. • Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting. 	Application Form, Reference, Assessment, Interview