



Organisation:	Watergrove Trust
Academy:	Wardle Academy
Section:	Senior Leadership
Location:	Birch Road, Wardle, Rochdale, OL12 9RD
Job Title:	Deputy Headteacher
Scale:	L18- L22
Accountable to:	Headteacher
Accountable for:	All Staff
Special Conditions of Service	All posts require enhanced clearance prior to appointment

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

RESPONSIBILITIES

The postholder must:

- Perform his/her duties in accordance with Equal Opportunities Policies.
- Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
- Be able to render regular and efficient service to undertake the duties of this post.

PURPOSE AND OBJECTIVES OF THE ROLE

Senior Staff lead and manage a positive, secure and values led culture where everyone has a sense of achievement and belonging in line with the Wardle Way. You will work with stakeholders to ensure outstanding levels of provision.

Deputy Headteachers are senior leaders and managers and have a key role to play in both strategic development and day to day management of our academy. Everyone is responsible for promoting and upholding our values, our vision and our ethos.

Personnel

- Staffing

Safeguarding

- Responsibilities and obligations in relation to safeguarding.

Financial

- Resources

Equipment/Materials

To be responsible for the safe use of equipment/materials used by self, colleagues and students.

Health/Safety/Welfare

Responsibility for the safety and welfare of self, colleagues, students and visitors in accordance with the Health and Safety Policies of Watergrove Trust.

Equality and Diversity

To work in accordance with Watergrove Trust's Policies relating to the promotion of Equality and Diversity.

Training and Development

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with Watergrove Trust Appraisal Framework.

Relationships (not exhaustive)

Headteacher	Senior Leadership Team	Teachers	Parents/Carers
Students	Associate Staff	Visitors	External Agencies

Values and Behaviours

Our mission is to be ever "Providing More" to the communities we serve, to enable life in all its fullness. Our Trust is enable by a mutual interdependency within which we will always

- Coach
- Challenge
- Innovate

The Wardle Way

W	-	Well-being
A	-	Ambition
R	-	Respect
D	-	Diversity



L	-	Leadership
E	-	Excellence

Wardle Academy has high expectations of students and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

Senior Leadership Team Strategic Responsibilities

1 Academy culture

- establish and sustain our ethos and strategic direction in partnership with those responsible for governance and through consultation with the community
- create a culture where students experience a positive and enriching life
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism.

2 Teaching

- promote continuous improvement by establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment.

3 Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing staff with high levels of relevant expertise with access to professional networks and communities
- ensure that all students are taught to read through the provision of evidence-informed approaches to reading
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

4 Behaviour

- establish and sustain high expectations of behaviour for all students built upon relationships, rules and routines, which are underwood clearly by all staff and students.
- ensure high standards of student behaviour and courteous conduct in accordance with our behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the academy model and teach expected behaviour

5 Additional and special needs and disabilities



- ensure we hold ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practises that enable students to access the curriculum and learn effectively
- ensure we work effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the academy fulfils its statutory duties with regard to the SEND code of practice.

6 Professional development

- ensure staff have access to high-quality, sustained professional development opportunities aligned to balance the priorities of academy improvement, team and individual needs
- prioritise the professional development of staff which is consistent with improvement priorities
- ensure that professional development opportunities draw on expert provision from beyond the academy, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

7 Organisational management

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriate, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk.

8 Continuous improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent barriers which limit effectiveness and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to our context
- ensure careful and effective implementation of improvement strategies, which led to sustained improvement over time.

9 Working in partnership

- forge constructive relationships beyond the academy, working in partnership with The Watergrove Trust, other schools and academies, the Local Authority, parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support



- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

10 Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationships with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Responsibilities specific to this role

- Quality of Education
- Raising academic standards
- Disadvantaged students
- Self-evaluation and improvement planning
- Academy-wide quality assurance and CPD
- Developing leadership capacity

Secondary Duties

- Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents/carers and the wider community and adhere to the principles expressed in the aims of the Trust.
- To participate in programmes of training when required. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings when required. To demonstrate a commitment to self-review and professional development.
- To demonstrate unconditional positive regard to all students in the academy at all times
- To undertake training to provide First Aid cover as required.
- Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate.
- To support and participate in a team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder.
- The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work.



- Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practises including both mental and physical wellbeing.
- It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards anyone. The postholder should counteract such practice or behaviour by challenging or reporting it.
- Play a full part in the life of the academy community, supporting our ethos and values encouraging staff and students to follow this example.
- Support the academy and the Trust in meeting our legal requirements for worship.
- Actively promote the academy and Watergrove Trust corporate policies.
- Any other activity commensurate with the role as directed by the Headteacher or their designate.

Job Description Prepared by: _____ Date: _____

Postholder Signature: _____ Date: _____

This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly as part of the appraisal cycle and may be subject to modification or amendment at any time after consultation with the post holder



Organisation :	Watergrove Trust		
Academy:	Wardle Academy	Post:	Deputy Headteacher
Section :	Senior Leadership	Grade:	Leadership L18-L22

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

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Criteria	Essential (E) or Desirable (D)	
Qualifications		
Qualified Teacher Status	E	Application
Appropriate Honours degree	E	
Evidence of recent, relevant INSET	E	Professional Development Record.
Relevant professional experience	E	
Further relevant professional qualifications	D	
Knowledge, Ability & Personal Qualities		
Strategies designed to raise attainment & standards through effective curriculum design and pastoral provision	E	Application
Understanding of data systems	E	
Use data, benchmarks and feedback to monitor progress in student's learning and development	E	Professional Development Record.
Strategies designed to increase students' motivation and ability to learn	E	
The importance of safeguarding/child protection	E	Interview
Teachers Standards and their application	E	
Strategic financial planning, budgetary management and principles of best value	D	
Academy self-evaluation and effective action planning	E	
Early Career Framework/ Teacher Training	D	
Prevent strategies	E	
Model excellence	E	
Management Information Systems	D	
Communicate effectively with all stakeholders	E	
Safer recruitment training	E	
Recruitment	E	
Analyse and assess the impact of improvement initiatives and actions	E	
Work as a team player	E	



Establish mutual trust and respect with colleagues, students, parents, governors and the wider community	E	Application
Interpersonal skills	E	Professional Development Record.
Sound administrator	E	
Organisational skills	E	Interview
Motivate, counsel and develop both students and staff	E	
Verbal and written communication skills	E	
Enthusiasm and enjoyment of teaching	E	
Appropriate appearance and presence	E	
Self-motivated	E	
Good sense of humour	E	
Ambitious	E	
Experience		
Safeguarding and the promotion of the welfare of children	E	Application Professional Development Record. Interview
Successfully leading teams in schools	E	
Working with groups of staff to improve outcomes	E	
Maintaining high standards of behaviour	E	
Successfully managing change	E	
Demonstrate initiative	E	
Record of raising standards of student attainment	E	
Leading on intervention through interaction initiatives	E	
Maintaining high standards of behaviour for learning and engagement	E	
Developing teaching and learning, pastoral or curriculum	E	
Values		
The Wardle Way: W - Well-being A - Ambition R - Respect D - Diversity L - Leadership E - Excellence Please confirm you are willing to adhere to these values.	E	Application Professional Development Record. Interview
Special Working Conditions		
Enhanced DBS clearance	E	

