Deputy Headteacher - Job Description

Post Title   **Deputy Headteacher**

The successful applicant will be expected to maintain current line management responsibilities and undertake further line management as directed by the Headteacher. This will include responsibility for a faculty/year group. As Deputy Headteacher and part of the senior leadership you must ensure standards continue to rise across the college. You will be expected to report to Governors and the LA on all areas of school development and maintain our excellent relationship with stakeholders. At all times you must be a positive influence within school the local community and demonstrate have high expectations of staff and students. A strong commitment to equal opportunity and belief in every child is essential.

Location   **Conisborough College**

Purpose   To support the Headteacher in leading and managing the school. If the Headteacher is absent/unavailable, to be responsible for the leadership of the school. Specific roles and responsibilities will include all or some of the following:

- To lead and work in co-operation with other members of the senior leadership team in order to secure outstanding leadership and management of the school.
- To contribute to self-review and development planning by working closely with the Headteacher.
- To work towards achieving outstanding provision.
- To oversee improvements in quality of teaching and learning across the school.
- To promote high standards in behaviour and systematically ensure excellent attendance and punctuality.
- To track academic performance at KS3 and design suitable intervention programmes to ensure no child is left behind.
- To ensure performance management of staff is robust and improves leadership
- To oversee and co-ordinate: -

    - The quality of teaching and provision across curriculum areas.
    - The academic progress, pastoral care (attendance, support and guidance, welfare, behaviour and dress)
    - The performance management of all staff.
    - To take responsibility for child protection and safeguarding.
    - To carry out the duties of the post including committing resources and supporting and directing other staff.

- To take responsibility for specific aspects of school life related to the areas identified above (see Post Title)

Reporting to   The Headteacher

Liaising with   Headteacher and all other members of the leadership team, all teachers, relevant support staff, LA officers, external agencies, Colfe's, Governors and parents.

Working time   As detailed in the School Teachers' Pay and Conditions Document – this post is not subject to 1265 hours. All members of the leadership team make a commitment to sharing attendance at 'out of hours' events. To lead/host these events in the absence of the Headteacher

Salary   Inner London Leadership Spine ISR 20 – 24

Shaping the future

- To contribute towards shaping the strategic vision of the school.

- To support the aims and ethos of the school and build, communicate and implement a shared vision making use of all means of communication including staff briefings / meetings, assemblies, parents' consultation meetings etc
- To ensure positive developments and initiatives at a local, national and global level are implemented at the school.
- To play a leading role in whole school planning and policy making and to ensure that school policies are consistently adhered to and regularly reviewed.
- To lead communication with all stakeholders ensuring that these facilitate consultation – including chairing appropriate meetings, attending Governors' Meetings and leading Governors' Committees relevant to the assigned responsibilities

Leading Teaching and Learning

- To take responsibility for the quality of teaching and learning across the school.
- To work with identified members of staff to improve quality of learning and teaching.
- To use data to maintain a consistent focus on students' progress throughout the school. To track this information to promote improved outcomes for all students.
- To challenge underperformance at all levels, promoting appropriate action to bring about improvement.
- To ensure that performance management and line management systems are robust and celebrate excellence in learning and teaching.
- To ensure that support staff are effectively deployed to support a positive learning environment.
- To raise the quality of teaching within areas of responsibility to Ofsted (2012) target.
- To ensure high quality learning promotes high standards of pupil behaviour, attendance and punctuality.
- To develop a vision of pedagogy at Conisborough College.

Developing self and working with others

- To ensure that personal progress is reviewed and to take responsibility for personal professional development.
- As Acting Deputy Headteacher, the post holder must have the necessary skills and qualities to lead the whole school.
- Lead staff development on whole school level and with identified middle and senior leaders.
- To deliver coaching programmes to enhance line management across the school.
- To work with administrative staff with regard to pupil attendance, mobility and exclusions relevant to the key stage
- To represent the school at appropriate meetings and on relevant groups at national, local and federation levels.
- To work with outside agencies as appropriate including the Educational Psychologist, the school nurse and the police liaison officer.

Managing the organization

- To play a leading role in the development of the school improvement plan. To ensure all planning and evaluation tasks at middle management level are completed to a high standard.
- To ensure all aspects of the school's system of self review are monitored and evaluated.
- To make use of technology to ensure efficient and effective management of the school.
- To manage relevant budgets effectively and efficiently to achieve the school's aims and priorities for improvement
- To ensure all aspects of Performance management are managed effectively.
- To lead the day to day operational management of the school.

Securing accountability

- To fulfil contractual responsibility
- To work with other members of the leadership team to develop the ethos of the school and to accept responsibility for outcomes
- To ensure staff line managed are aware of their accountability and that their work is subject to review and evaluation
- To work with the governing body as appropriate – providing information, advice and support
- To review personal contribution to school's achievements and contribute to school review as appropriate.
- To lead on the cycle of school self review.
- To develop performance management systems that secure individual accountability and deliver improved outcomes for students.

Strengthening the community

- To recognise and build on the diverse nature of the school community, maintaining and developing racial harmony, challenging racial and other prejudice and dealing with racial or other harassment.
- To assist in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families by leading (as appropriate) and participating in assemblies and specific events.
- To work in partnership with parents.
- To work with relevant agencies to protect children.
- Through all communications with the community to act as the school's representative.
- To lead and develop projects with other community groups that improves outcomes in the school and wider community.

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and not part of it may be so construed. In allocating time to the performance of duties and responsibilities the post-holder must have due regard to the paragraphs relating to working time in the Teachers' Pay and Conditions Document

This job description is not necessarily a comprehensive definition. It will be reviewed annually.

Person specification

It is anticipated that the successful candidate will possess and be able to demonstrate most of the following qualifications / aspects of professional development, experience, qualities and skills.

Qualifications and professional development

- Qualified teacher status   (essential)

- Degree   (essential)

- Evidence of further professional development   (essential)

- NPQH / Masters degree   (desirable)

Experience

- Evidence of successful teaching experience in more than one school   (desirable)

- Experience of improving teaching   (essential)

- Experience of successfully fulfilling an Assistant Headteacher role   (essential)

- Experience of successfully contributing to aspects of whole school life   (essential)

Knowledge of

- Current educational issues   (essential)

- Managing change and its impact   (essential)

- Strategies for raising attainment   (essential)

- Models of learning and teaching   (essential)

- Models of attendance and behaviour management   (essential)

- The use of a range of evidence, including data, to support,
  monitor and evaluate aspects of school life   (essential)

- Budget and school finance / value for money   (essential)

Personal qualities and skills

Is committed to
- A collaborative school vision of excellence   (essential)

- Setting ambitious, challenging goals and targets   (essential)

- The use of new technologies   (essential)

- Equality of opportunity and social inclusion   (essential)

- The development of a learning community for all and own professional development (essential)

Is able to
- Demonstrate the principles of effective teaching and learning   (essential)

- Work collaboratively as a team member and accept 'cabinet responsibility'

whilst being able to lead and to work independently (essential)

- Communicate effectively (essential)

- Use new technologies (essential)

- Organise workload, prioritise, meet deadlines and follow tasks through to their successful conclusion (essential)

- Anticipate problems and solve them creatively (essential)

- Delegate tasks and monitor their implementation (essential)

- Challenge underperformance (essential)

- Review progress, procedures and policies to develop areas for which there is individual or shared responsibility (essential)

- Show resilience, stamina and good attendance and punctuality (essential)

- Recognise self as a role model for staff and pupils (essential)