

Chief Executive: Mr Tarun Kapur CBE

Chairman: Mr Damian McGann

Dear Applicant

Thank you for your interest in the position of **Deputy Headteacher, Ashton on Mersey School, Cecil Avenue, Sale, M33 5BP.**

**Salary – Leadership Pay Range, ISR Scale Point L23-L27. Actual salary to be confirmed on appointment.**

Please find below a job description and person specification.

If you would like to learn more about The Dean Trust, please visit: www.thedeantrust.co.uk

**Method of Application**

The preferred method of application is electronically via email to [recruitment@thedeantrust.co.uk](mailto:recruitment@thedeantrust.co.uk). All applications must be made using the Dean Trust’s application form. Applications will be shortlisted for interview and the HR Department will contact those applicants who are selected.

**Closing Date**

Applications received after the closing time of **9am Friday 9th April 2021** will not be considered.

Interviews will be held on Thursday 22nd April 2021 and Friday 23rd April 2021.

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

If you have any questions please contact us on 0161 973 1179 or email [recruitment@thedeantrust.co.uk](mailto:corporateservices@thedeantrust.co.uk).

Thank you again for your interest in working for The Dean Trust. We look forward to hearing from you.

**Human Resources Department**

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

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| **Job title** | **Deputy Headteacher** |
| **Reporting to** | **Headteacher and Executive Headteacher** |
| **Main purpose of job** | The postholder will be part of the Leadership Team and lead the development of whole school policy and practice in the area for which they have responsibility.    The postholder is expected to make a significant contribution to school improvement and provide support to the Headteacher where required across all aspects of school leadership.  Due to the seniority of this position, the postholder will be expected to be flexible and agile in their ability to take on responsibility in any area of school leadership as determined by the Headteacher, Governing Body and/or Executive Team.  As this is a significant role within the Trust, there may be occasion that the postholder is required to work at another Dean Trust school.    This post comes under the terms and conditions of staff on the Leadership Pay Spine (see School Teachers’ Pay & Conditions Document for further information). |
| **Key responsibilities:** | |
| **Core purpose and accountability:**   * To be an inspirational leader that creates an ethos and culture of high staff morale, excellent attitudes to learning and strong outcomes for pupils. * To embrace, model and embed a culture of high corporate standards, aspirations and outcomes amongst staff and pupils. * To lead on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour in the school and in the wider society. * To demand ambitious standards, expectations and aspirations for all pupils, overcoming disadvantage and advancing equality. * To instil a strong sense of accountability in staff for the impact of their work on pupils’ academic and social development. * To play a major role under the direction of the Headteacher/Executive Headteacher: setting the key improvement objectives of the school; establishing and embedding policies, systems and practice; and managing staff and resources so that these objectives can be achieved. * To use external and internal research and development to innovate and improve attitude to learning and behaviour across the school providing a research-led approach. * To undertake the professional duties of a Deputy Headteacher as reasonably delegated by the Headteacher. * To undertake the professional duties of a Headteacher, in the event of the Headteacher’s absence from school * To provide strategic and operational leadership for key areas of school improvement as reflected in the School Improvement Plan. * To support the Headteacher in providing assurance to the Governing Body so that Governors have an accurate and robust understanding of the school: strengths; weaknesses; key improvement priorities and strategies to address these priorities; and the progress that the school is making to meet those priorities. The support provided by the Headteacher and Governing Body will enable the Governing Body to effectively meet their statutory responsibilities.   **Strategic leadership:**   * To support and secure the commitment of others to the vision, ethos and policies of the school and promote the highest levels of expectation, aspiration and achievement for pupils. * To embed ambition and drive improvement across the school. * To be able to articulate the vision of the school and ensure that it is understood, shared and acted upon by all. * To model the highest standards of professional conduct and to be an ambassador for the school and wider Trust. * To demonstrate the vision and values of the Trust in everyday practice. * To support colleagues through effective direction, mentoring and coaching, so that they can be more effective in how they lead and manage pupils and staff. * To contribute to the creation and implementation of the School Improvement Plan and take responsibility for leading key aspects of it. * To lead school self-evaluation - in relation to standards and achievement - and thereby identify priorities for improvement. * To identify key professional development needs in relation for the areas of responsibility and ensure that these are addressed. * To understand curriculum models and associated financial planning. * To understand school performance management and its impact on school improvement. * To understand how to implement the effective use of government grants e.g. Pupil Premium, Catch Up Grant Strategy. * To have an understanding of effective resource deployment and the importance of informed financial planning. * To have an understanding of how to maintain a safe and secure school site.   **Pupil Outcomes/Achievement:**   * To have a robust understanding of how to evaluate and improve the ‘Quality of Education’, including curriculum, teaching & learning, and pupil outcomes. * To develop a curriculum that is broad, balanced and aspirational, and that is sequenced to build key knowledge and essential skills that pupils can apply to a range of contexts. * To lead activities that promote pupil achievement across the school and accelerate the progress of all pupils.   **Quality Assurance and Use of Data:**   * To lead the development of whole school quality assurance systems. * To analyse and present data for a range of audiences that leads to school improvement. * To develop further the use of data at all levels to evaluate impact, inform strategy and improve outcomes. * To support the development of the school’s assessment, recording and reporting process.   **Leading and Managing Staff:**   * To support the Headteacher to create a safe, inclusive and aspirational environment. * To embrace, protect and celebrate the diversity of the school and wider community. * To embed performance management systems across the school that are robust and effective in recognising good practice, supports staff progress against professional and performance management objectives, and have a tangible impact on pupils’ learning. * To support staff in achieving high standards through effective professional development. * To promote positive working relationships with and between pupils and staff throughout the school. * To lead meetings that are associated to the Deputy Headteacher’s responsibilities and sphere of influence. * Ensure that the Headteacher and Governors are informed and advised about educational plans, policies and priorities in the areas for which you have responsibility and that progress is evaluated and outcomes shared. * To commit to self-development (review own practice, set targets and take responsibility for own professional development) and to build a professional learning community which enables staff to achieve their potential.   **Effective Deployment of Staff and Resources:**   * To work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and systems based on rigorous self-evaluation. * To ensure that the school, people and resources are organised and managed to provide an efficient, effective and safe learning environment.   **Strengthening Community:**   * To work with the Headteacher to create and maintain positive and supportive relationships with parents, carers and the wider community. * To build, develop and maintain effective relationships with parents and members of the wider community to enhance the educational experience and outcomes of all pupils. * To promote collaboration with other schools and organisations in order to share expertise and secure benefits for the staff and pupils of the school.   **Other Duties:**   * To carry out the duties of a school teacher as set out in the 2019 Pay and Conditions Document and subject to any amendments due to government legislation. This includes any duties as may reasonably be directed by the Head of School and Executive Headteacher and expected of class teachers. * To be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection – reporting all concerns to the appropriate person. * To promote learning that enables pupils to achieve high standards and to share and support the school’s responsibility for the wellbeing, education and discipline of all pupils in its care. * To uphold the school’s principles and policies that underpin good practice and the raising of standards and to promote the school’s aims and values. * To play an active role in the school’s self-evaluation process as a member of the teaching staff as well as in the capacity you hold in the school. * To engage in professional development: keeping ‘up-to-date’ with the latest leadership and pedagogical thinking, coaching, mentoring, self-evaluation, peer review, learning walks, work scrutiny, lesson observation and other quality assurance processes. * To undertake any other duties and responsibilities as required that are covered by the general scope of the post. * To undertake any other reasonable duties at the request of the Headteacher and Executive Headteacher | |

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| **All employees have the responsibility to:** |
| * Ensure any documentation produced is to a high standard and is in line with Trust branding. * Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person. * Participate in training and other learning activities as required. * Participate in the school/school Performance Management process. * Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate. * To promote the area of responsibility within the school/school and beyond. * To represent the school/school at events as appropriate. * To support and promote the school/Trust ethos. |



The successful candidate will be a graduate of a recognised British University or international equivalent and will have QTS. He/she will have had teaching experience in an 11-16 school, including experience at middle and senior level.

| **Category** | **Essential** | **Desirable** | **Assessment** |
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| Personal qualities | * Unwavering commitment to improving the life-chances of young people * Honest and reliable * Positive demeanour and enthusiastic * Solution-focused * Effective mentor and coach * Committed and resilient * Emotionally intelligent and effective verbal and written communicator * Self-aware and committed to personal and professional development * Confident and skilled in tackling the most challenging elements of school leadership |  | Interview (I)  Reference (R) Application Form (A) |
| Education and  Training | * Degree or equivalent * QTS * At least three years of proven strong, successful senior leadership and management experience in a secondary school | * Evidence of further research and/or nationally recognised qualifications | I, A, R |
| Professional  Development | * Evidence of recent and appropriate professional development * Leading professional development within current workplace | * Involvement in a leadership development programme * Leading/sharing professional development beyond current workplace | I, A, R |
| Previous  Experience | * Relevant teaching experience * Understanding and commitment to the safeguarding and welfare of pupils * Performance management responsibilities * Target setting responsibilities * Key stage or department self-evaluation * School Improvement   Planning   * Understanding of how to create accountability systems in order to maximise the achievement of pupils. | * Leadership experience in more than one school * More than one senior leadership role * Staff recruitment * Whole school self-evaluation | I, A, R |
| Skills &  Knowledge | * Thorough grasp of current curriculum issues * Ability to promote effective teaching and learning strategies * Ability to articulate high expectations to staff, pupils and parents * Ability to analyse and interpret data for whole school improvement * Ability to use ICT effectively in leadership and teaching * Can support and challenge colleagues | * Outstanding classroom practitioner * Collaboration with other schools at a senior leadership level * Reporting to Governors * Working knowledge of SIMS and Management Information systems | I, A, R |
| Other | * Enhanced DBS Check * Commitment to equal opportunities | * Aspiring to headship | I, A |