



DEPUTY HEAD CURRICULUM & STANDARDS 2020 L21-26 (Outer London)

JOB DESCRIPTION

To assist the Headteacher in the management and leadership of the school, and in particular with the management and development of the curriculum, and the oversight of data, tracking, intervention, progress and outcomes.

DUTIES AND RESPONSIBILITIES

- To value and contribute to the school's achievement culture and to its commitment to continuous self-improvement
- To support by all appropriate means the aims and ethos of the school, urging and monitoring adherence to and application of school policies, leading by example at all times
- To play a full part in the leadership and management of the school, deputising for the Headteacher as required
- To play a lead role in the curriculum and data aspects of the Governors meetings.
- To keep abreast of developments and initiatives relating to education as a whole, school leadership and management in particular
- To lead and manage the development of the curriculum in line with the new expectations of Ofsted and the revised National Curriculum, and to ensure that the new specifications at GCSE and A Level are firmly and positively embedded.
- To oversee the management and development of data systems as a mechanism for curriculum analysis and successful subject practice moderated across faculties, and for measuring value added and setting targets across all key stages. Experience of 4Matrix and Alps is desirable.
- To act as the Pixl Raising Standards Officer and to have oversight of all aspects of Year 11 intervention and support to ensure progress scores move into and remain as a positive.
- To lead the school's self-evaluation (SEF), and to prepare for any Ofsted inspections, and any subsequent Ofsted planning.
- To have oversight of the course offer and allocation at Key Stages 4 and 5
- To oversee the development and implementation of systems related to examinations, assessment and reporting, including internal examinations.
- To lead the Academic Board meetings and to set the agenda for these meetings in consultation with the Headteacher
- To line manage a number of key subject areas and to offer support and challenge as appropriate to ensure standards continue to rise.
- To ensure that quality assurance is integrated as appropriate into the responsibility areas detailed above

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GENERAL

This post provides an excellent opportunity for a dynamic, inspirational person to join the Leadership Team and to help lead this High Performing School during an exciting period of development.

PERSON SPECIFICATION

1. Relationship management: the ability to:

- develop and sustain appropriate internal and external relationships
- manage individuals and lead effective teams.
- understand the impact of behaviour and emotions on relationships
- motivate and enthuse others

2. Impact and influence: the ability to :

- have a positive impact on students, colleagues and the wider community through inspiration and persuasion
- communicate effectively, understand others' perspectives and priorities. To articulate a compelling vision and unite others around shared goals and objectives.

3. Holding others to account: the ability to:

- hold others to account by clearly communicating expectations
- give constructive and specific feedback.
- ensure goals or objectives are achieved by getting others to do what is asked of them even if it involves tough or unpopular decisions
- Be prepared to have the 'difficult conversations' that may at times be necessary, and handle these with professionalism and sensitivity.

4. Conceptual thinking: the ability to:

- identify patterns between potentially unrelated concepts and draw on past experience to make sense of underlying issues and understand a situation
- take a broader view and utilise additional information to create new ways of and approaches to doing things
- come up with highly innovative ways of solving problems.
- simplify complex issues for others.

5. Proven track record of raising achievement and leading change: able to provide evidence of:

- Impact upon outcomes for students beyond their own subject area
- Effective leadership of whole school initiatives
- Promoting accountability in their current and previous roles

6. Knowledge of current educational developments and ability to shape the future

- Insight into the changing structures and groupings of schools including academies, trusts and chains
- Understanding of current and emerging approaches to improving learning
- Insight into effective school development planning
- Sound knowledge and understanding of the wider educational agenda
- A good working knowledge of the most commonly used data tools such as FFT, ASP, 4Matrix, Level3 VA
- The ability to use data to effectively identify priorities for future development

7. Outstanding teacher able to lead learning

- an outstanding classroom practitioner in their own right
- successful experience of curriculum development along with an understanding of the personalised learning agenda
- sound understanding of how students learn, how teachers can best teach and how to raise standards through careful monitoring and target setting
- can access, analyse and interpret information and data to support school improvement and the raising of standards in learning and teaching
- promotes positive behaviour management and develops a student focused, inclusive and effective learning environment