



<b>Post Title:</b>	Deputy Headteacher	
<b>Department:</b>	Senior Leadership Team	<b>Grade:</b> L20-L24
<b>Responsible to:</b>	Headteacher	
<b>Responsible for:</b>	This will be determined on appointment and based on previous experience	
<b>Functional links with:</b>	<b>Students, Teaching Staff, Support, Staff, Parents, Local Authority Staff, Safeguarding Lead, Governors, SLT</b>	
<b>Main Purpose of the role</b>	<p>Specific duties will be determined according to the applicant’s strengths.</p> <p>The Deputy Headteacher will be a member of the school’s Senior Leadership Team together with the Headteacher, Deputy Headteacher and Assistant Headteachers and as such will accept collective responsibility for the overall running of the school.</p> <p>The Deputy Headteacher will take a major part in the identification of the educational aims and objectives for the school, the establishment of priorities, the development of all aspects of life of the school and the evaluation of the school’s effectiveness. The Deputy Headteacher will be expected to assist the Headteacher and senior colleagues in leading the staff and students in working together for the highest possible levels of achievement.</p> <p>The Deputy Headteacher will be expected to undertake any role, responsibility or task, commensurate with post, as directed by the Headteacher.</p> <p>The Deputy Headteacher could deputise for the Headteacher when absent and take responsibility for the school in the headteachers absence.</p>	

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers’ Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school’s articles of government.

This school is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the post holder.

SIGNED \_\_\_\_\_

PRINT NAME \_\_\_\_\_

DATED \_\_\_\_\_



## **A STRATEGIC DIRECTION**

- To help develop a shared vision that promotes the welfare and achievement of each and every child
- To work with colleagues to ensure the vision is clearly articulated, shared, understood and acted upon effectively by all
- To work within the school community to translate the vision into agreed objectives, targets and plans that will form the School Development Plan (SDP)
- To help ensure that the high expectations and motivation of staff necessary to deliver improvement are maintained throughout the school
- To support and challenge staff in achieving the priorities and targets within the SDP
- To directly contribute to the School Monitoring Review and Evaluation (MRE) Process, the construction of the SEF and the annual improvement process
- To draft, oversee, update and evaluate school policies and procedures
- To advise governors through the sub-committee structure of matters relating to school effectiveness

## **B SPECIFIC AREAS OF RESPONSIBILITY**

- Strategy lead for narrowing gaps in performance between key stages, subjects and groups of students
- Improve the use of assessment to improve teaching and learning across the school
- To assist the Headteacher in the Performance Appraisal of the SLT and identified other staff

## **C LEADING, LEARNING AND TEACHING**

- Help design and implement strategies that secure high standards of behaviour and attendance
- To act as a link to identify curriculum areas to ensure the effective planning, delivery, assessment and evaluation of learning within the area, including the updating of programmes of study to reflect pedagogical developments
- to ensure the area(s) engage in the Whole School (MRE) process reporting on Standards and Teaching/Learning at the required times
- To ensure coherence in the links between teaching and learning, the MRE process, the construction of the SEF and the delivery of the SDP



#### **D PERFORMANCE APPRAISAL (PA) AND QUALITY ASSURANCE**

- To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Through daily work and the PA process, acknowledge the responsibilities and celebrate the achievements of individuals and teams
- To constantly act as a positive role model by regularly reviewing our practice, setting personal targets and taking responsibility for our personal development
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and responsibilities
- To use the PA and associated processes in the verification of application for UPS1, UPS2, UPS3 and AST applications

#### **E STRENGTHENING THE SCHOOL COMMUNITY**

- To work with SLT to build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- To help create and promote positive strategies for challenging racist and other prejudice and dealing with racial harassment
- To help ensure learning experiences for pupils are linked into the wider community
- To promote collaboration with other agencies to provide for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- To help establish partnerships with other schools, colleges and learning organisations to promote more effective learning
- To co-operate and work with relevant agencies to protect children



**Person Specification**

**Job Title:** Deputy Headteacher

**Reports to:** The CEO/Headteacher

*The Deputy Headteacher will be required to carry out the duties set out in the School Teachers' Pay and Conditions Document (as amended). The successful candidate will meet all or most of the following criteria:*

<b>Education/training/qualifications.</b>	<b>Essential or Desirable</b>	<b>Method of assessment</b>
Honours degree	E	1
Qualified teacher status	E	1
Demonstrable commitment to professional and personal development	E	1,2,3
Successfully undertaken 'safer recruitment' training	D	1
Working towards, or achieved, NPQH or a willingness	D	1
<b>Experience</b>		
Strong track record as a senior leader with significant leadership and management responsibility.	E	1,2,3
Has successful experience of teaching at all key stages in a secondary school.	E	1,3
Been successful in leading improvements in the quality of teaching, learning and provision in a school, including managing change.	E	1,2,3
Been successful in raising standards and closing gaps in pupil attainment.	E	1,2,3
Been successful in contributing to, promoting and maintaining an effective pastoral care system for both staff and pupils.	E	1,2,3
Effectively led a team of senior or middle leaders and distributed responsibility, while holding them to account.	E	1,2,3
Supported the successful development of middle leaders.	D	1,2,3



Helped develop a strong learning environment in a school for both pupils and staff.	E	1,2,3
Successfully managed a budget	D	1,2,3
Worked closely and effectively with parents to engage them in children's learning	E	1,2,3
Worked with the wider community to maximise the opportunities they bring to the school.	D	1,2,3
Worked with other senior leaders beyond their own school to enhance provision for pupils.	D	1,2,3

<b>Knowledge, understanding and skills</b>		
Able to think strategically and share a coherent vision for the school then inspiring, challenging, motivating and empowering the school community to take the vision forward.	E	1,2
The ability to motivate staff across all experience levels and develop cohesive, high performing teams.	E	1,2,3
Know how to create and embed an inspirational ethos and culture within the school, leading by example.	E	1,2,3
A deep knowledge and understanding of meeting the needs of children aged 11 – 18.	E	1,2,3
Secure knowledge of safeguarding legislation and implementation of systems and practice that ensure pupils' safety, good behaviour and wellbeing.	E	1,2,3
Show commitment to ensuring excellent provision for the academic, spiritual, moral, social and emotional development of all pupils.	E	1,2,3
Be able to engage efficiently and effectively with Trustees, understanding their role and responsibilities, so that school improvement is a priority and underpins their work in the school.	E	1,2,3
A good understudying of recent curricular and educational developments, including national assessments.	E	1,2
Understand how self-evaluation / quality assurance/ improvement planning and the appraisal process are linked and how these are used to address priorities and close gaps in attainment.	E	1,2
Know what outstanding teaching and learning looks like and how this can be achieved.	E	1,2



Able to access, analyse and interpret data and other information.	E	1,2
A thorough understanding of how to track and monitor pupil progress against starting points and age-related expectation.	E	1,2
Be able to develop a culture of professional learning for all staff so that they develop in their role and future leaders are identified and grown.	D	1,2,3
Know how to successfully manage change in key aspects of provision	E	1,2,3
Know how to improve the learning environment so that it extends and inspires learning.	D	1,2
Able to work effectively with a range of professionals and the public.	E	1,2,3
<b>Personal attributes and competencies</b>		
Be an excellent communicator, both in writing and verbally, with the ability to adapt communication according to the needs of a situation.	E	1,2,3
To have high levels of interpersonal skills in order to involve pupils, parents/ carers, staff and Trustees to achieve successful outcomes for pupils.	E	1,2,3
Able to foster an open and equitable culture, successfully managing any conflict.	E	1,2,3
Approachable, reliable, with presence and enjoys being highly visible to pupils and parents/carers.	E	2,3
Self-motivated and with good organisational skills and the ability to prioritise workload effectively.	E	2,3
Able to think both analytically and creatively to solve problems and make decisions based on sound judgement.	E	1,2,3
Demonstrates professionalism, loyalty and integrity.	E	2,3
Shows resilience and emotional maturity at all times.	E	2,3
Is committed to developing others to achieve success.	E	2,3

### Method of Assessment

1. Assessed from written application.
  2. Assessed from interview/tests.
  3. Assessed from documentary evidence.
- (E= Essential, D=Desirable)