

DEPUTY HEADTEACHER: STAFF DEVELOPMENT

JOB DESCRIPTION

The core purpose of the Deputy Headteacher of any school is to work with the Headteacher to provide professional leadership and management for the school.

Responsible to: Headteacher

Line Management Responsibilities:

- Assistant Head or Team Leader for Teaching & Learning (dependant upon staffing structure)
- Lead Practitioner/s
- 2 x Academic Team Leaders
- Others to be agreed upon appointment

Main Tasks / Actions:

To work with the Headteacher:

- To ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- To work within the school and the wider community to translate the vision into agreed objectives and plans which will promote and sustain school improvement
- To demonstrate the vision and values in everyday work and practice
- To motivate and work with others to create a shared culture and positive climate that reflects the aims of the school
- To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- To ensure that strategic planning takes account of the diversity, values and experiences of the school and the community at large.
- To have overall strategic responsibility for Teaching & Learning across KS3-5, including intervention
- To embed the LBTS Teaching & Learning strategy across all Teams and SEN interventions
- To ensure there is excellent training and support for non specialists and monitoring the impact of this
- To lead at least one year group in the school, liaising with the Achievement Coordinator, Pastoral Officer, Tutors & Subject Teachers where necessary, in order to coordinate and offer support

- To lead on all ITT and staff development, at all levels, via Line Management of Teaching & Learning
- To be a first line of response for staff grievances
- To support the Headteacher in HR issues
- To ensure staff are able to fulfil their roles effectively

LEADING TEACHING & LEARNING, STAFF DEVELOPMENT & ACADEMIC TEAMS

To establish an inclusive environment where all staff have the necessary training and support to provide a world class curriculum, including in intervention and nurture classes

- To provide leadership for all aspects of staff development and training
- To ensure the highest standards of behaviour within the school
- To deputise for the DSL where necessary
- To ensure that policy and practice comply with regulations and are effective
- To review and create all policies relating to Teaching, Staff Development, CPD, ITT, and others where appropriate in relation to Line Management responsibilities, as well as any others required by the Headteacher
- To lead on all aspects of staff Appraisal, including Pay Review & Staffing Structure recommendations
- To manage effective liaison and the transfer process from primary schools in terms of Teaching & Learning / Curriculum
- To lead the development of school ethos, promoting core values of the school through curriculum planning of Line Managed subjects, assemblies, class teaching and extra curricular work
- To manage and develop extended services for ITT
- To be part of the governance of the Federation with Wyvern schools
- To ensure value for money and working within budget in all areas of Line Management

DEVELOPING SELF AND WORKING WITH OTHERS

- To treat all people fairly, equitably and with dignity and respect to create and maintain a positive school culture in line with the aims of the school
- To build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- To develop and maintain effective strategies and procedures for staff induction, professional development and performance review

- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- To acknowledge the responsibilities and celebrate the achievements of individuals and teams
- To develop and maintain a realistic culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- To regularly review own practice, set personal targets and takes responsibility for own personal development
- To safeguard self and staff from the dangers of over-work and to encourage colleagues to retain a healthy balance in their professional and personal lives.

MANAGING THE ORGANISATION

- To co-create, with the Headteacher, an organisational structure which reflects the school's aims and values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- To produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities
- To ensure that policies and practices take account of national and local circumstances, policies and initiatives
- To recruit, retain and deploy staff appropriately and manage their workload to realistically achieve the vision and goals of the school
- To implement successful performance management processes
- To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum
- To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- To use and integrate a range of technologies effectively and efficiently to manage the school.

SECURING ACCOUNTABILITY

- To develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- To work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities

- To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers
- To reflect on personal contribution to school achievements and to take account of feedback from others.

STRENGTHENING COMMUNITY

- To build a school culture and curriculum that takes account of the richness and diversity of the school's community
- To create and promote positive strategies for challenging prejudices and dealing with discriminatory behaviour
- To ensure learning experiences for students are linked into and integrated with the wider community
- To create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development
- To seek opportunities to invite parents and carers, community figures, or other organisations into the school to enhance and enrich the school and its value to the wider community
- To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- To co-operate and work with relevant agencies to protect children.

SPECIFIC RESPONSIBILITIES

Initially responsibilities will include all of most of the following functions. However, it is possible that there may be some changes made to this in order to match specific responsibilities to the skills and experiences of the two deputies and the Headteacher

- Deputising for the headteacher if they are absent or away from school for any reason
- Deputising for the DSL where necessary
- Leading all CPD activities
- Liaising with LBTS HR to support with stage 1 complaints, where appropriate
- Preparing the school for Ofsted Inspection
- All aspects of development for ECTs & trainees
- Extended school provision in line managed areas
- Attendance in Line Managed areas
- Community links including parental voice, primary liaison and events in Line Manged areas

- Appropriate sections of the School Evaluation Form
- Servicing the Governors Committee and Governing Board where required
- Responsibility for Impact Reviews, including SIA & Challenge Partners, as well as follow on work following these
- Equality Map for Teaching & Learning

PERSON SPECIFICATION DEPUTY HEADTEACHER – INCLUSION

TRAINING AND QUALIFICATIONS

	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Degree	✓	
NPQ or similar school leadership qualification		✓
Recent participation in a range of in-service related to the post	✓	

EXPERIENCE OF SUCCESSFUL TEACHING, LEADERSHIP AND MANAGEMENT

	Essential	Desirable
Experience of being a member of a SMT for at least 2 years	✓	
Success in significant line management relationship that improved the outcomes for students	✓	
Experience in the leadership of a whole school initiative that has raised achievement for an underachieving group	✓	

PROFESSIONAL KNOWLEDGE, QUALITIES AND ABILITIES

Knowledge:

	Essential	Desirable
Strategic planning processes	✓	
Leading change, creativity and innovation	✓	
Strategies for raising achievement and achieving excellence	✓	
Models and principles of effective learning and teaching	✓	
Strategies for ensuring inclusion, diversity and access	✓	
The relationship between managing performance, CPD and sustained school improvement	✓	
Principles and models of self evaluation	✓	
Principles and strategies of school improvement	✓	
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance, poor behaviour and poor attendance	✓	
The work of other agencies and opportunities for collaboration	✓	
Working knowledge of the SEND team	✓	

Personal Qualities and Abilities:

	Essential	Desirable
Collect and use a data to understand the strengths and weaknesses of the school	✓	
Inspire, challenge, motivate and empower others to carry the vision forward	✓	
Model the values and vision of the school	✓	
Demonstrate personal enthusiasm for and commitment to the learning process	✓	

Demonstrate the principles and practice of effective teaching and learning, equal opportunities and inclusion	✓	
Acknowledge excellence and challenge poor performance	✓	
Foster an open, fair, equitable culture and manage conflict	✓	
Develop, empower and sustain individuals and teams	✓	
Challenge, influence and motivate others to attain high goals	✓	
Accept support from others including colleagues, governors, and the LA	✓	
Prioritise, plan and organise themselves and others	✓	
Think creatively to anticipate and solve problems	✓	

Strengthening the Community:

	Essential	Desirable
Collaborate and network with local and feeder schools		✓
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all students	✓	

Other Requirements:

	Essential	Desirable
Application process should be completed in full	✓	
References confirm professional and personal knowledge, skills and abilities as referred to above	✓	
One of the references to include current Headteacher	✓	
Positive recommendations, without reservation, from referees	✓	
Good health and attendance record	✓	