

# WILLIAM ELLIS SCHOOL

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## JOB DESCRIPTION

Post title:	Deputy Headteacher – Achievement for all	Grade:	Leadership Scale, L19 to L23 £73,715 - £80,472
Team:	Senior Leadership Team	Reporting to:	Headteacher

The following job description is a guide to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DfE.

### INTRODUCTION

We are seeking a dynamic and ambitious Deputy Head to join our newly appointed headteacher in leading the school through an exciting period of rapid school development. We are looking for an inspiring professional who is committed to providing an excellent holistic and inclusive education to all students in our complex, challenging urban context. Initially, we will require our deputy headteacher to provide vision and strategic direction particularly in relation to the progress, outcomes and well-being of disadvantaged students in the school. We know that our school community is richly diverse, and that the best outcomes for all can be achieved through curriculum provision, high quality teaching and learning and strong and pastoral care. Our priority is to ensure that disadvantaged students achieve the best possible outcomes alongside all others. The post holder will work alongside other senior leaders and with the whole staff group, to build on the existing strengths in all aspects of our provision and innovate where there are gaps, bringing greater clarity and coherence to the learning experience of students so that they all make excellent progress in their academic learning, personal development and behaviour.

As a pivotal member of the school's senior leadership team, the successful candidate will play a leading part in the strategic development of the school. It is envisaged that the post provides a step towards headship and as such the post holder will benefit from a broad experience, and coaching and mentoring.

### PURPOSE

- To provide strategic and operational leadership and management across the school with specific accountability related to School Development Plan objectives as agreed annually or as required;
- To lead the implementation of the WES vision for disadvantaged students, ensuring that their provision is consistently and coherently strengthened and delivered across the school, making a significant impact on students' personal development, learning and behaviour;
- Other specific responsibilities to be discussed and confirmed on appointment in line with the changing needs of the school and composition of the senior team;
- To deputise for the Headteacher.

### ACCOUNTABILITIES

The post holder is accountable for the following, particularly in relation to disadvantaged students:

- The progress and outcomes of students, including personal development targets and learning behaviours;
- Specific aspects of the quality of education at the school;
- The school's progress in implementing key aspects of the School Development Plan;
- Effective line management of particular subject areas;
- Effective line management of particular pastoral leaders and teams;

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## MAIN RESPONSIBILITIES

The main responsibility for this post holder is working with and through others to improve the quality of all aspects of the school's provision to ensure that all William Ellis students are benefitting from their education and achieving positive outcomes. The overarching aim of this post is to develop and embed a culture that will ensure the highest expectations of all students, but especially those from disadvantaged backgrounds in terms of their learning and progress across the curriculum, their behaviour, their engagement in school life, their personal development and their ambitions.

The post holder will:

- Lead on the evaluation of the quality of education, behaviour and personal development for disadvantaged students, those with additional needs and any other under-performing student groups. They will also make a significant contribution to other aspects of self-evaluation;
- Plan and monitor key objectives in the school's strategic development plan to make a measurable contribution to school improvement;
- Create and lead on action plans which contribute positively to the achievement of the overall SDP, actively involving relevant staff and governors in their design and execution.
- Lead on specific strategic school priorities – in particular the Pupil Premium funding strategy and intervention programmes;
- Engage with national and international evidence about effective practice and disseminate to other staff;
- Contribute to a collaborative and meaningful professional development programme which motivates staff and brings continued school improvement;
- Work with different teams in the school to identify their improvement priorities and facilitate action plans to bring about change;
- Support the work of governors by providing updates on the progress and experiences of disadvantaged students, those with additional educational needs and any other under-performing student groups and facilitating their understanding of the work of the school;
- Lead and contribute to other dimensions to be discussed as the role develops

## GENERAL DUTIES OF THE DEPUTY HEADTEACHER

### Leadership and Management

- To deputise for the headteacher;
- To be a strong and visible presence in and around the school;
- To maintain a culture of high expectations of student behaviour;
- To ensure that William Ellis policies and procedures reflect our strong commitment to equal opportunities and inclusion.
- To promote William Ellis and LaSWAP;
- To design and lead a cycle of reviews and monitoring activities, driving the implementation of the identified areas of development;
- Through self-evaluation, to demonstrate the positive impact of all aspects of the school's provision to internal and external scrutiny;
- To write and lead on areas of the School Development Plan specified by the headteacher;
- To work with the governing body to ensure that strategy is consistently focussed on the needs of students; especially underperforming groups;
- With the Headteacher, to oversee and evaluate budget allocations to ensure the budget is spent in line with priorities and principles of best value;

- To lead and support whole events and functions;
- To attend and lead meetings as required.

### Teaching, Learning and Curriculum

- To fulfil a teaching commitment and be an excellent classroom teacher;
- To ensure that all staff have a firm and common understanding of the William Ellis curriculum and what it means for their practice and behaviour.
- To lead an ambitious personal development curriculum to ensure that it meets the needs of all students and prepares them for the best possible future
- To lead an ambitious academic curriculum to ensure that it meets the needs of all students and prepares them for the best possible future;
- To lead and develop subject leaders to ensure that the curriculum is well sequenced and coherent for students;
- To ensure that students read, write, speak and listen to the highest possible standards.

### Behaviour and personal development

- To lead an ambitious personal development curriculum to ensure that it meets the needs of all students and prepares them for the best possible future;
- To embed and develop strong relationships between students and staff in a culture of trust, care and respect through frameworks within and beyond the school e.g. trauma-informed practice, UNICEF Rights Respecting Schools;
- To ensure that all students attend school punctually, in line with or above national and local expectations for attendance;
- To lead on whole school systems that support good learning behaviours, and to support and hold staff to account for their effective implementation.

### Partnerships

- To lead and develop partnerships to enhance the curriculum and give all our students access to the best possible opportunities within the rich environment of Camden, London and beyond;

### Staff

- To act as a professional role model for all staff;
- To lead and role model the development of a collaborative, professional and research rich culture;
- To lead the deployment, recruitment and retention of staff;
- To develop and implement the appraisal system that identifies and provides for the developmental needs of staff;
- To engage with staff to ensure that they are well supported with issues of workload, and their wellbeing.

## OVERRIDING REQUIREMENTS

This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation. Job descriptions are reviewed annually as part of the appraisal process and may be amended at any time in consultation with the member of staff.

The post holder is expected to:

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.
- Maintain appropriate confidentiality. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.

- Ensure that the School's Equality Policy is adhered to and promoted in all aspects of the post holder's work and ensure anti-discriminatory practice within post holder's area of responsibility.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the school's quality assurance procedures and systems.
- Comply with and promote the School's Health and Safety policy and procedures and to undertake recommended Health and Safety training as and when necessary. Adhere to all school policies and procedures.
- Regularly review their own practice, set personal targets and take responsibility for their own personal development.

### COMMENSURATE STATEMENT

The post holder must demonstrate a flexible approach. Consequently, the post holder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the line manager or Headteacher.

### ADDITIONAL NOTES

- *The School takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed to the Headteacher.*
- *This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.*

Signed \_\_\_\_\_

Postholder

Date \_\_\_\_\_

Signed \_\_\_\_\_

Headteacher

Date \_\_\_\_\_

# WILLIAM ELLIS SCHOOL

## PERSON SPECIFICATION

This describes the sort of person you need to be.

Your letter of application needs to address the elements of the person specification. You may want to refer to the list of tasks and responsibilities to exemplify the impact you have had on the progress of students and the development of colleagues.

Criteria		Essential	Desirable	Evidence
1	Overarching commitment, demonstrated through understanding and professional experience, to the value of education as a lever for social justice in line with the aims and vision of William Ellis School.	✓		A, P, S
<b>Excellent Knowledge of Teaching, Learning and the Curriculum</b>				
3	Strong knowledge and experience of pedagogy and research, including the education of boys.		✓	A, P, S
4	Evidence of commitment as an “extended professional” for instance by organising and leading residential visits or other extra curricular provision.		✓	A, P
5	Understanding of assessment and how its use impacts on learning.	✓		P, S
6	Knowledge of meeting the needs of all students especially those with SEND, those from disadvantaged backgrounds and those with the highest attainment. A proven record of raising standards for all students.	✓		P, S
7	Strong knowledge of the application of strong behaviour management strategies and how to promote high standards of behaviour.	✓		P, S
8	Ability to enthuse students about learning and to lead others in developing this.	✓		P, S
9	A clear vision for the curriculum in line with the aims of the school, and experience of curriculum implementation.	✓		P, S
10	Sustained successful experience as a classroom practitioner across the secondary age range.	11-16	11-18	
<b>Excellent Knowledge of Leadership</b>				
11	Evidence of the impact of candidate’s leadership in the current school at senior leadership level. Demonstrates the school’s values, providing direction and support, setting high expectations so that all are engaged and motivated to do their best.	✓		P, S
12	Deep knowledge of how to lead and manage people including developing a shared vision, encouraging collaborative endeavour, developing individuals professionally using a coaching approach and holding others to account.	✓		S
13	Well developed interpersonal and communication skills with stakeholders beyond the classroom such as parents, community, outside agencies and governors.	✓		S
14	Knowledge of management information systems and an understanding of how to interpret data, utilising this for school improvement.	✓		P
15	Ability to manage time, relationships with others and cope with multiple priorities under pressure.	✓		S
16	Successful middle and senior leadership experience in an inner-city comprehensive school.	✓		A, P
<b>Other characteristics</b>				

17	Qualified Teacher Status with a degree in a subject relevant to the secondary school curriculum.	✓		A
18	Relevant Masters degree or other post-graduate level qualification		✓	A
19	Willingness to undertake NPQH and evidence of previous commitment to professional development.	✓		A, P
20	Ambitious for own personal professional development either by further promotion and/or participating in further study and training.	✓		A, P
21	Resilient and a drive for improvement. Willing to step into new challenges and take accountability for driving excellence with a focus on sustainable improvement. Remaining calm and resilient when things become difficult or uncertain.	✓		A, P, S
22	Interests beyond education and the needs of children that might be used to extend students' horizons.	✓		A, P
23	The ability to communicate effectively, both orally and in writing, with a variety of audiences across the school.	✓		P, S
24	Analysis and judgement. Prioritises key issues and how they relate to each other. Makes judgements about how to move forward and willing to take calculated risks and understands the implications of taking risks.	✓		P, S
25	Flexibility and adaptability, responds flexibly to circumstances whilst maintaining an overall sense of direction and purpose.	✓		S
26	A willingness to listen, empathise and to be self-critical and reflective.			
27	A robust awareness of keeping young people safe, noticing safeguarding and welfare concerns and knowing how and when to take appropriate action.	✓		S
28	Proficiency in using technology as a teacher and leader to support strong educational outcomes.			A, P
29	A commitment to working collaboratively within LaSWAP and Camden Learning, and more widely across the education sector.			P, S

Sources of evidence:

A – application form

P – personal statement

S – Selection (post-shortlisting), which may include such activities as panel interviews, leading group work, presentation, written analytical tasks, observing learning, teaching

The successful applicant will be expected to prove he/she is suitable to teach and meet the requirements of an enhanced DBS check. Information on “safeguarding” status will be sought from referees prior to interview. Any apparent discrepancies in employment history will be explored during the selection process. Any job offer will be subject to these conditions being met.