

Details about the post:	
Grade:	L22 – L26 Inner London Scale
Type of post:	Deputy Headteacher
Start date:	September 2024
Reason for vacancy:	
This vacancy is to create capacity around reduced senior leadership staffing.	
Terms and conditions:	
This post is offered subject to the terms and conditions laid down in the School Teachers' Pay and Conditions Document 2010.	
Equal opportunities:	
The school operates an equal opportunities policy. We believe in the right of all individuals, regardless of ethnicity, attainment, age, disability, gender or background to be treated with respect and fairness.	
Information about the recruitment and selection process:	
Closing date for applications:	Sunday 3 March 2024
Interview	TBC
Safeguarding pupils:	
This school is committed to safeguarding children and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.	
Employment checks required:	
<ul style="list-style-type: none"> <li>• <b>Fully</b> completed application form (curriculum vitae <b>NOT</b> acceptable)</li> <li>• Rehabilitation of Offenders Act declaration</li> <li>• Right to work in the UK</li> <li>• Enhanced DBS</li> <li>• Employment history including explanation of any gaps</li> <li>• Proof of academic and professional qualifications</li> <li>• Qualified Teacher Status</li> <li>• Statutory Induction Standards (if appropriate)</li> </ul>	

This job description covers the current responsibilities of the post-holder. However, the roles and responsibilities of the Leadership Group are reviewed annually and may change to reflect the interests, strengths and expertise of members of the team.

**JOB DESCRIPTION: Deputy Headteacher**

<b>TITLE OF POST:</b>	DEPUTY HEADTEACHER
<b>GRADE:</b>	L22 – L26 Inner London Scale
<b>PURPOSE OF POST:</b>	<ul style="list-style-type: none"> <li>• To work closely with the Headteacher to sustain and develop excellent standards of education at Parliament Hill School in accordance with Governors, Camden Learning and national policies.</li> <li>• To lead, manage and quality assure the development of excellence in teaching and learning.</li> <li>• To lead and manage the development of excellence in assessment, recording and reporting practices and systems.</li> <li>• To take lead responsibility for the development of outstanding curriculum provision throughout the school.</li> <li>• To harness external partnerships that strengthen evidence informed curriculum development, pedagogy and practice.</li> <li>• To deputise for the Headteacher as necessary and to provide support in setting the strategic direction of the school.</li> </ul>
<b>FROM:</b>	September 2024
<b>LINE MANAGER:</b>	Headteacher

In addition to the duties set out in the “School Teachers” Pay and Conditions” document this post includes the following responsibilities:

**1. Curriculum Strategy**

- To have overall strategic responsibility for developing, managing and evaluating curriculum provision KS3-4 working with the Headteacher, other SLT members and curriculum team leaders.
- To work closely with the Director of the 6<sup>th</sup> form to plan and evaluate the Ks5 curriculum.
- To take overall strategic responsibility for the timetable, assisting and working with the leader in charge of timetabling on curriculum design.
- To liaise with the Business Director to support curriculum related budget planning.
- To have oversight of the year 9 Options process ensuring high quality guidance and support.
- To develop, implement and monitor our curriculum policy.

## **2. Teaching and Learning**

- To have lead responsibility for developing excellence in teaching and learning in the school.
- To plan and manage implementation of high-quality systems for monitoring and evaluation of the development and impact of teaching and learning.
- To work closely with the Assistant Headteacher (Leader for Professional Development) on developing, monitoring and evaluating an inspiring Professional Development programme.
- With the AHT PLD to take strategic responsibility for the work and deployment of the lead practitioners' team, to support whole school teaching and learning improvement priorities.
- To support improvement teams and individual members of staff to strengthen their practice.
- To lead on external reviews of teaching and learning e.g. Challenge Partners.
- To contribute to the work of the *North London Alliance Research School* and to build other partnerships that strengthen our use of research and innovation to build evidence-based teaching and learning.

## **3. Assessment and Raising Achievement**

- To develop, implement, monitor and review assessment, recording and reporting systems throughout the school.
- To lead and manage systems for reporting on attainment and achievement and to ensure high level quality assurance.
- To work with data manager and other SLT colleagues on target-setting; data entry; creating assessment data sets and reports; analysis of progress & attainment. Ensuring these systems & processes drive school improvement & raise student achievement.
- Coordinate the whole school programme of Raising Achievement Team Leaders meetings.
- To support the Exams and Data manager with the smooth and efficient running of internal and external examinations.
- To provide support with Ks4 examination results (including on results day) and have oversight of post Ks4 exam analysis reports.

## **4. Line Management**

- To line manage a significant number of departments – including at least one core subject and other Ebacc areas.
- To line manage some key non-teaching staff e.g. the Exams & Data Manager.
- To line manage a pastoral leader.
- To line manage Assistant Head colleagues as directed by the Headteacher.
- To line manage subject Team Leaders as a group, setting the agenda and facilitating Team Leader meetings. To coordinate subject clusters in order to share practice.

## **5. Behaviour and Safeguarding**

- To have oversight and safeguarding responsibility for the behaviour and safeguarding of an allocated year group, working closely to support the ATL (Achievement Team Leader) with all matters related to behaviour, attitudes and attendance.
- To support with the implementation of whole school behaviour policy and procedures.

## **6. Self-evaluation & review**

- To produce self-evaluation reports on T&L, Curriculum and Assessment.
- To train as a Challenge Partner reviewer and undertake external reviews in partner schools.
- To lead the review & evaluation of Teaching and Learning, Assessment and Curriculum.

## **7. Governors**

- To advise the Chair of School Improvement Committee and attend all meetings.
- Attend of Full Governing Body meetings as an advisor.
- To lead task and finish groups as required.
- To lead of the development and implementation of policies relevant to the role.

## **GENERIC RESPONSIBILITIES OF THE LEADERSHIP TEAM**

1. To support and promote the strategic ambitions and intentions of the school.
2. To work with all stakeholders to translate the schools' strategic intentions into agreed policies, action plans and improvement practices.
3. To lead, manage and participate in evidence based monitoring and self-evaluation activities based on impact.
4. To work within the leadership team to help plan, organise, develop, monitor, evaluate, and review the school development plan.
5. To ensure students' learning and achievement is at the centre of strategic planning and management.
6. To motivate and work with others to create a shared culture and positive climate.
7. To ensure a realistic consistent and continuous school-wide focus on pupils' achievement, using data & benchmarks to monitor progress in students' learning and to ensure this is comparable with top performing schools locally and nationally.
8. To line manage designated Achievement Team Leaders, curricular team leaders, and responsibility post holders, providing effective levels of challenge and support.
9. To ensure individual staff accountabilities are clearly defined, understood, agreed and are subject to rigorous review and evaluation, including through appraisal systems.
10. To monitor, evaluate and review classroom practice and identify improvement strategies and how to achieve these.
11. To challenge underperformance at all levels and ensure effective action to address issues.

12. To implement strategies which secure high standards of behaviour and to take an active and visible role in managing behaviour of students.
13. To have a deep understanding of professional safeguarding responsibilities & up-to-date knowledge of most effective safeguarding practices. To co-operate and work effectively with internal staff and relevant agencies to protect children from harm.
14. To participate in the day-to-day organization of the school, including school assemblies, duty rotas etc.
15. To support whole school events e.g. musical concerts, parents' events.
16. To attend Leadership Group meeting out of hours, as required-including Strategic Planning weekend.
17. To work effectively with the Governing Body, providing information, objective, advice and support, to enable it to meet its responsibilities.
18. To create and maintain an effective partnership with parents and carers to support and improve pupils' achievement, personal development and behaviour.
19. To seek opportunities to create outward facing partnerships and to invite families, community figures, businesses and other organizations into the school, and strengthen its links with the wider community.
20. To model and to regularly review own practice, set personal targets and take responsibility for own personal development.

**SELECTION CRITERIA: Deputy Headteacher**

		Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Education to good Honours degree level plus teaching qualifications</li> <li>• Evidence of recent and relevant professional development</li> <li>• NPQH or ambition to complete</li> </ul>	<p>E</p> <p>E</p>	<p>D</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Sustained successful experience as a classroom practitioner across the age and ability range</li> <li>• Successful recent and varied leadership and management experience (including senior leadership), leading to enhanced student attainment and high quality educational provision</li> <li>• Experience of raising the achievement of diverse groups of students across the ability range</li> <li>• Significant experience of curriculum development with demonstrable impact on achievement and outcomes.</li> <li>• Successful experience at motivating staff to raise student performance and at enthusing them to develop new ideas and initiatives</li> <li>• A proven ability to work with, motivate and develop the professional skills of teachers and other staff</li> <li>• Understanding and experience of self-review systems as a tool for school improvement</li> <li>• Experience of leading and managing effective and significant change across at least two key stages</li> <li>• Experience in using data and performance management for benchmarking, school self-evaluation and target setting</li> <li>• Experience of working under pressure and successfully managing competing demands and deadlines</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Awareness and understanding of current educational issues, including the role of the governing body in leading and managing the school</li> <li>• Knowledge and understanding of recent curriculum, pedagogy and assessment developments and models of excellent practice.</li> <li>• Understanding of curriculum modelling and planning to deliver excellent outcomes for all</li> </ul>	<p>E</p> <p>E</p> <p>E</p>	

	<p>students.</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of how to strengthen literacy and numeracy skills across the curriculum.</li> <li>• Knowledge and understanding of effective continuous professional development practices.</li> <li>• Knowledge and understanding of evidence based research and practice related to teaching and learning.</li> <li>• An ability to think strategically and plan judiciously for improvement.</li> <li>• Excellent knowledge and understanding of safeguarding practices and procedure.</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Ability to maintain effective working relationships across the school, demonstrating a flexible approach.</li> <li>• Ability to build productive relationships with students and parents</li> <li>• The ability to delegate, consult, collaborate and be decisive</li> <li>• The ability to communicate effectively both orally and in writing, with a variety of audiences across the whole school and its wider community</li> <li>• An understanding of the role of senior leadership team members and the professional qualities required to fulfill the role effectively</li> <li>• Commitment to supporting whole school events and extra-curricular activities, including outside school hours</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<b>Personal</b>	<ul style="list-style-type: none"> <li>• An ability and willingness to empathise and listen, and to be self-critical and reflective</li> <li>• Enthusiasm, hard-work, integrity, creativity, flexibility and resilience</li> <li>• An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education.</li> <li>• A sense of fun as well as the ability to work hard and calmly under pressure.</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	