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| **JOB DESCRIPTION** | |
| **Post Title:** Senior Deputy Head | **Grade:** Leadership Pay Range (Inner London) |
| **L28-L32** |
| **Department:** Senior Leadership Team | **Date:** September 2018 |
| **Responsible to:** ExecutivePrincipal | |

**INTRODUCTION**

In addition to the duties covered by the School Teacher’s Pay and Conditions Document (STPCD), the post of Senior Deputy Head involves deputising for the Executive Principal in his/her absence.

As a key member of the Senior Leadership Team (SLT), the Senior Deputy Head will have a key role in strategic leadership and development, formulating policy and monitoring our pastoral and academic provision. They will take a leading role in safeguarding and dealing with communities and external institutions for both Mulberry Academy Shoreditch and other parts of the Mulberry Schools Trust, as required.

The following are generic responsibilities of the post:

1. **Basic principles**

* To contribute to and lead aspects of the Academy Development Plan as required.
* To develop, monitor and implement Academy policies as required.
* To act as a behavioural role model to staff and students.
* To actively work to engage parents and carers in all aspects of their child’s learning.
* To promote the Academy ethos through leading assemblies.
* To ensure accountability through regular reviews of progress and monitoring.
* To provide support and challenge to all staff.
* To ensure that Mulberry Academy Shoreditch policy and practice reflects a commitment to equal opportunities and inclusion.

1. **Learning and Teaching**

* To act as a lead professional in the classroom promoting the highest standards of learning.
* To coach and mentor staff and students to become more effective learners, teachers and leaders.
* To robustly challenge underachievement and mediocrity in all its forms.
* To promote high expectations from and towards all members of the Academy community.

1. **Working with Others**

* As a member of the Academy’s Senior Leadership Team to contribute to building and maintaining a culture of high expectations and achievement.
* To advise and liaise with members of the Governing Body as appropriate and ensure that they have an accurate understanding of the work of the Academy.
* To organise governor visits to subject areas.
* To work with feeder junior schools as appropriate.
* To work with our broader community to promote Mulberry Academy Shoreditch.

1. **Raising aspirations**

* To agree challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
* To ensure that underachieving students are supported appropriately.

1. **Effective use of staff and resources**

* To manage a delegated budget and produce financial management plans as appropriate.
* To have a lead responsibility for the recruitment, retention and deployment of staff.

Although the precise nature of the role will be agreed upon appointment the following key tasks will form the basis of the Senior Deputy Heads’ responsibilities:

1. **Raising achievement**

* To devise and lead a strategy for raising student progress and achievement.
* To develop a tracking system to monitor student progress and support interventions at all levels.
* To coordinate intervention processes and address underachievement.
* To develop personalised learning plans for all students.
* To develop Assessment for Learning.
* To ensure effective management of examinations and coursework.
* To lead the Academy language and literacy project.

1. **Developing a curriculum to meet the needs and aspirations of all learners**

* To lead the development of the three year curriculum plan.
* To devise a timetable to support the achievement of all learners.
* To work with other providers to ensure the school and our students fully develop from the 14 to 19 developments within Tower Hamlets.
* To develop the school’s Technology specialism.
* To develop the school’s long term ICT strategy.

1. **Developing Systems for Monitoring Evaluation and Review**

* To coordinate the production of the school SEF.
* To ensure that all aspects of Academy performance are regularly monitored against agreed specifications.

1. **Developing the potential of other staff**

* To lead on staff development.
* To oversee the continued development of performance management.

**Additional Duties**

1. Play a full role within the life of the Academy community, support its ethos and encourage all staff and students to follow this example.
2. Promote and support all Academy policies.
3. Continue personal professional development.
4. Undertake any other duty as specified by the STPCD not mentioned above.

**In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Executive Principal.**

**This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.**

**EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Academy’s Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

**COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

**SAFEGUARDING**

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 Academy.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Postholder**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Responsible Officer**

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| **PERSON SPECIFICATION** | |
| **Post Title:** | Senior Deputy Head |
| Education, Qualifications & Experience | * Graduate with qualified teacher status. * Substantial experience both of teaching and at senior leadership level. * Recent appropriate Continuous Professional Development. * Experience of successfully leading an aspect of school improvement. * Experience of leading a team. |
| **Knowledge, Skills & Understanding** | * Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment. * Good knowledge of curriculum design and implementation. * Knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level. * Ability to analyse data, present findings and implement improvements. * Ability to communicate effectively, both orally and in writing with a range of audiences. * Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model. * Proven administrative and organisational skills. * Proven ability to motivate and inspire students and colleagues. |
| **Professional Expertise** | * Outstanding classroom practitioner. * Experience of school self-evaluation and development planning procedures. |
| Monitoring, Evaluation & Review and Accountability | * Has the skills and aptitude to lead and manage faculties and faculty teams and to be accountable for faculty outcomes. * Ability to monitor performance (student, curricular, faculty, pastoral). * Is able to evaluate and review progress and evaluate and implement change as necessary. |
| **Other Professional Requirements** | * A willingness to initiate and participate in both cross curricular and extra-curricular activities. * Has the ability to work with parents, external agencies and the wider community. * Determination to promote a culture that celebrates success. * Leads by example, setting high standards of punctuality, dress and conduct. * Clarity of thought and vision with proven ability to finish a task. * A pleasant manner (particularly under pressure). * Desire to develop professionally beyond this post. |
| This post is subject to an Enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate. | |