



# HIGHBURY FIELDS SCHOOL

## JOB DESCRIPTION

**Title of post: DEPUTY HEADTEACHER**

**Leadership Spine L20 – L24**

**Responsible to: Headteacher**

### **Strategic Purpose**

***The Deputy Headteacher will lead by example and provides inspiration and motivation to the school community by:***

- proactively supporting and embedding the school ethos and associated policies;
- sharing responsibility for the development of whole school improvement initiatives;
- working in partnership with staff and governors to ensure that school improvement strategies are monitored and evaluated rigorously;
- ensuring that strategic planning takes account of the diversity values and aspiration of the school community;
- demonstrating an awareness of the political context and how this might impact on whole school provision, anticipate trends and embrace future opportunities with a positive mindset;
- maintaining a highly informed approach to the development of initiatives relating to education.

### **Leadership Responsibilities**

***The Deputy Headteacher will in cooperation with, and under the direction of, the Headteacher:***

- provide effective professional challenge and support to senior and other colleagues;
- provide information and advice to colleagues and the governing body and support robust accountability processes throughout the school;
- ensure that highly effective learning and teaching is at the heart of the school at all times and share responsibility for raising the quality of learning and teaching within teams and department by inspiring teachers through a tailored and specific CPD programme;
- promote a culture of ownership through rigorous self-evaluation across the school so that everyone feels accountable for their part in it success;



# HIGHBURY FIELDS SCHOOL

## Specific responsibilities

***The specific responsibilities of the successful candidates will depend on the strengths and experience but are likely to include some of the following:***

### Curriculum

- Ensuring that the curriculum development is a dynamic and creative process resulting in a provision that is both inclusive and academically challenging, meeting the changing needs of students and the changing requirements and pressures from the external environment;
- Taking the lead for the successful implementation of cross curricular strategies including literacy, numeracy, vocational education, work-related learning and citizenship;
- The strategic development of the timetable;
- Leading assessment arrangements by ensuring assessment is appropriate to the curriculum and meets the needs of students and parents.

### Leading and managing staff

***The Deputy Headteacher will lead, motivate, support, challenge and develop staff in specified teams and departments to ensure the best outcomes for school through:***

- building a collaborative culture which positively embraces change and progress through staff empowerment and teamwork;
- treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture and to allow an appropriate work-life balance;
- creating a climate which enables staff to develop and maintain a passion for their subjects and confidence in their roles;
- making sure that learning and teaching across the school ensures the highest standards in every students' learning and the very best possible academic outcomes;
- supporting the development of positive working relationships with and between all staff and provide and sustain high levels of motivation;
- leading groups of staff in appropriate professional learning activities, delegate appropriately and evaluate outcomes;
- supporting the implementation of the school's Appraisal Policy and Teacher's Pay Policy;



# HIGHBURY FIELDS SCHOOL

- giving timely feedback to staff in a manner that recognises good practice and fully supports their progress against appraisal and professional objectives; resulting in a concrete impact on students' learning experiences;
- developing the role of subject leaders in their work of mentoring, curriculum development, teaching and learning, assessment and sustaining consistency;
- developing the role of pastoral leaders so that the monitoring and improvement of students' attendance, behaviour and home learning is systematic and highly effective

## **Effective deployment of staff and resources**

***The Deputy Headteacher will utilise staff and resources effectively by:***

- supporting the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- managing the school effectively in the absence of the Headteacher;
- working with relevant team and department leaders to identify priorities for expenditure and secure best value for money.

## **Quality assurance**

***The Deputy Headteacher will ensure a highly effective educational experience for all students by:***

- Ensuring the whole school evaluation and monitoring procedures are rigorous, are rigorously applied and that they make substantial contribution to improving student and teacher performance;
- Leading self-evaluation of curriculum areas and making recommendations for improvement based upon outcomes of these.



# HIGHBURY FIELDS SCHOOL

		Application form	Interview	Essential(E)/ Desirable (D)
<b>A</b>	<b>Education and qualifications</b>			
1	A good honours degree	✓		E
2	Qualified teacher status	✓		E
3	Relevant higher degree	✓		D
4	Evidence of recent and relevant training in preparation for deputy headship	✓	✓	E
5	Substantial experience of highly effective teaching in an 11-19 setting	✓	✓	E
<b>B</b>	<b>Qualities and knowledge</b>			
6	A vision for education that is closely aligned with the ethos and ambition of the school	✓	✓	E
7	Successful recent strategic impact as an assistant or deputy headteacher in a fully comprehensive, 11-19 setting	✓	✓	E
8	Optimism and the desire to find positive solutions to problems, often in pressurised and challenging circumstances	✓	✓	E
9	A comprehensive understanding of the current educational landscape, including national policy and safeguarding	✓	✓	E
10	Be able to analyse data meaningfully and act effectively on outcomes by leading colleagues in the planning and delivery of appropriate responses	✓	✓	E
11	Be articulate with excellent verbal and written communication skills and the ability to present effectively to a range of audiences	✓	✓	E
12	Be able to forge positive and purposeful relationships with students, staff, parents and governors and members of the local community	✓	✓	E
13	Be a visible and high-profile leader who models excellence and can support and challenge others to achieve this	✓	✓	E
<b>C</b>	<b>Students and staff</b>			
14	Be ambitious for all our students, determined to overcome disadvantage and instil in all colleagues a strong sense of accountability for the impact of their work on student outcomes	✓	✓	E
15	Have a thorough understanding of the key features of effective learning, teaching and assessment and the ability to embed such practice across the school	✓	✓	E
16	Be able to employ and facilitate a wide range of positive behaviour management strategies that contribute to a focused and inclusive learning environment	✓	✓	E
17	Evidence of leading continued improvement in the attainment and progress of students in key areas of the curriculum over a sustained period	✓	✓	E



# HIGHBURY FIELDS SCHOOL

18	Evidence of substantial and successful line-management experience that has developed the skills and competency of post-holders	✓	✓	E
19	Be able to create an environment in which colleagues are keen to develop their own skills and knowledge and to collaborate in their support of one another	✓	✓	E
20	Be able to hold all staff to account for their professional conduct and practice	✓	✓	E
21	Appreciate and promote the safety and wellbeing of all students and staff	✓	✓	E
<b>D</b>	<b>Systems and processes</b>			
22	Be able to maintain and further develop a safe, calm and ordered environment for students and staff that is rooted in the effective safeguarding of students and the promotion of their exemplary behaviour in school and the wider society	✓	✓	E
23	Have experience of effectively managing the performance of staff and addressing underperformance	✓	✓	E
24	Have experience of developing effective systems to identify and share effective practice	✓	✓	E
25	Have experience of successful contribution to whole school self-evaluation, including successfully leading and sustaining change in response to outcomes	✓	✓	E
26	Have experience of successfully working with governors in pursuit of whole school strategic objectives	✓	✓	D
27	Have experience of effectively monitoring the distribution of resources to meet strategic objectives	✓	✓	D
28	Understand how to distribute leadership across teams in a way that encourages responsibility and accountability	✓	✓	E
<b>E</b>	<b>The self-improving school system</b>			
29	Experience of successfully working with external agencies to facilitate learning opportunities and improve standards	✓	✓	D
30	The ability to work collaboratively with other schools to facilitate staff development and improve standards	✓	✓	E