



Job Description: Deputy Principal
Responsible to: the Principal
Salary: L13 - L17

The appointment of the Deputy Principal is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD)
- the School Standards and Framework Act 1998
- the required standards for qualified teacher status
- other current legislation

This job description may be amended at any time following discussion between the Principal and the member of staff, and will be reviewed when necessary.

General description of the post

The holder of this post is expected to carry out the professional duties of a Deputy Principal as described below, and play a major role under the overall direction of the Principal in:

- i. formulating the aims and objectives of the school;
- ii. establishing the policies through which they shall be achieved;
- iii. managing staff and resources to that end; and
- iv. monitoring progress towards their achievement

Undertake to the extent required by the Principal, any professional duties delegated by the Principal.

Specific Duties

To lead and be responsible for designated school areas of responsibility. Responsibilities will include:

- Teaching standards & pupil achievement, preferably in one phase group, including disadvantaged and SEND
- To line manage curriculum subjects

Although not an exhaustive list, responsibilities could include:

- ☐ Assessment
- ☐ To line manage non class based teaching
- ☐ Timetables (cover)
- ☐ Community links, inclusion and liaison
- ☐ To lead a core subject
- ☐ Inclusion



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- ☐ Curriculum
 - ☐ EMA
 - ☐ Breakfast club
 - ☐ LSA CPD
 - ☐ NQTs and volunteers
 - ☐ More able pupils
 - ☐ Safeguarding
 - ☐ Pupil Premium. Summarise and evaluate the impact of pupil premium funded
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- To set an example of best practice in communication skills and communicate effectively both formally and informally. This to include reporting to, and corresponding with the Principal, staff, parents and governors as appropriate, using written and spoken communication.
 - Working alongside the Principal and VP, to improve pupils' outcomes through quality teaching and learning across the school.
 - To line manage/performance manage teachers in either EYFS, KS1 or KS2
 - To lead areas of identified school improvement, as presented in the Academy Development Plan.
 - To play a leading role, as consistent with the level of the post, in the maintenance of the highest standards of behaviour. To act as a role model for colleagues in the setting of such high standards of behaviour.
 - To lead PPM
 - To deputise for the Principal when required
 - To lead a core subject across the school
 - To support, monitor and develop curriculum subjects and subject leaders
 - To organise, lead and manage school CPD
 - To manage the day to day rotas and timetables excluding all types of classroom cover
 - Teaching responsibility



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Strategic leadership responsibilities

- To contribute to the formulation, review and implementation of the Academy Development Plan.
- To track, evaluate and monitor progress and standards
- Reporting to SLT and governors

General

- To work within agreed terms of reference for the senior leadership team.
- Using school policy, to promote harmony within the school and taking effective action should a breach occur.
- To communicate effectively and frequently with parents
- To be highly visible in the school at times of significant movement around the building, such as before and after school, break-times and lunch-times. To participate fully in management of arrangements for supervision at lunch-times.
- To participate fully in whole-school self-evaluation, to include:
 - monitoring
 - evaluation
 - data analysis
 - focused observations of children at work and of teaching
 - evaluation of teachers' plans and children at work
- To act as a role model for other staff.
- To exemplify the ethos of West Drayton Academy
- To carry out any other duty, as requested by the Principal as may be commensurate with the level of the post.

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Person specification: Deputy Principal

Qualifications and training

		Essential	Desirable
1.1	Qualified teacher status	/	
1.2	A degree or equivalent	/	
1.3	Evidence of significant professional development that is relevant to a position of senior management		/

Teaching and leadership experience

		Essential	Desirable
2.1	At least five years' successful teaching in the primary school age range	/	
2.2	A minimum of two years senior management experience	/	
2.3	Successfully carried out whole school policy development, implementation and evaluation	/	
2.4	Ability to analyse statistical data, evaluate and apply findings.	/	
2.5	Proven ability and experience as a teacher	/	
2.6	Experience of management and implementation of local and/or national initiatives	/	
2.7	Successfully promoted high standards of behaviour and a positive ethos within a school	/	
2.8	Effectively used information and communications technology both with pupils to enhance learning and personally as a management tool.	/	
2.9	Taken a lead role in performance management	/	
2.10	Able to command credibility through inspirational leadership, demonstrating self-confidence and integrity.	/	
2.11	Display a commitment to the protection and safeguarding of children with an up to date knowledge of recent legislation and guidance.	/	

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Person Specification, cont....

Professional knowledge, understanding, skills and attributes

	Have:	Essential	Desirable
3.1	Supported the strategic direction of the school in one or more aspects of its work, including working directly with staff as groups and/or individuals	/	
3.2	An ability to generate first-rate working relationships with staff and between all stakeholders	/	
3.3	Able to set high standards for pupils and implement strategies to raise pupil performance.	/	
3.4	Detailed and accurate understanding of the primary curriculum.	/	
3.5	Deployed people and resources efficiently and effectively to meet specific objectives	/	
3.6	Analysed and interpreted data to support the setting and meeting of challenging objectives	/	
3.7	Experienced some budgetary and financial management at whole school level		/
3.8	Awareness of current educational issues and their implications for schools.	/	
3.9	Detailed understanding of barriers to learning and the challenges faced by pupils who are disadvantaged.	/	
3.9	Able to set high standards for staff through effective performance management, offering support and challenge to staff at all levels to enable them to meet their targets.	/	
3.10	Ability to communicate effectively at all appropriate levels, both verbally and in writing.	/	

Equal opportunities

	Have:	Essential	Desirable
4.1	A commitment to providing equal opportunities in both the curriculum and pastoral care	/	

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4.2	Experience of promoting equal opportunities in staff recruitment, promotion, training and/or employment		/
4.3	Valued the needs of individual children and the diversity of their cultural backgrounds, providing equal opportunities in access to learning	/	