



JOB DESCRIPTION - DEPUTY HEAD

Post:	DEPUTY HEADTEACHER (Leadership Pay Range 11-15 £57,918 - £63,041)
Responsible To:	Headteacher and Governors
Purpose of Job:	To assist the Headteacher in the leadership and management of the school and in all aspects of school improvement, including taking full responsibility for the school in the absence of the Headteacher.
Introduction:	The Deputy Headteacher will have delegated responsibilities for Teaching and Learning/Assessment/Behaviour which are in addition to carrying out the professional duties of a teacher other than a Headteacher, as set out in the current School Teachers Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Cobourg Primary School.

Main Activities

- To take full responsibility for leading and managing significant aspects of the school, under the overall direction of the Head Teacher.
- To carry out teaching duties, as required, in accordance with the school's schemes of work and the National Curriculum.

SPECIFIC RESPONSIBILITIES:

Leadership and Management

1. To assist the Head Teacher in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement.
2. Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
3. Demonstrating the vision and values of the school in everyday work and practice.
4. Motivating and working with others to create a shared culture and positive climate.
5. To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Head Teacher, Deputy, governors and other senior staff.
6. To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the Head Teacher.
7. To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
8. To provide an excellent role model for all members of staff and for pupils in all aspects of school life.
9. To be an exemplar of all school policies and practices.
10. To actively promote the aims of the school. To offer guidance and support to colleagues.
11. To take responsibility for dealing with and reporting Health and Safety issues as they arise in the school. To raise awareness of Health and Safety issues among all members of the school community.
12. To take a leading role in improving the involvement of parents, carers and the community in the life of the school.



13. To provide effective leadership and management to a team/teams of staff, as agreed with the Head Teacher.
14. To take full responsibility for leading and managing one or more major aspects of the school's curriculum provision, as agreed with the Head Teacher and governing body.
15. To make a significant contribution to the school's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
16. To assist the Head Teacher in school self-review and evaluation and in the effective planning and management of school resources to secure improvements.
17. To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils' work and teachers' planning and teaching.
18. To provide guidance and support to phase leaders and other staff in order to improve the quality of teaching and learning.
19. To actively promote equality of opportunity by assisting the Head Teacher in ensuring the school's curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.
20. To assist the Head Teacher in all aspects of the day-to day administration and organisation of the school, as agreed with the Head Teacher, including taking responsibility for agreed areas, e.g. timetables, duty rotas etc.
21. To take a significant role in the implementation of the school's performance management policy, to secure school improvement and individual professional development. To participate in recruitment and selection, as agreed with the Head Teacher.
22. To deputise for the Head Teacher in the event of absence or unavailability, by carrying out leadership and management tasks in accordance with school policy and practice.

TEACHING AND LEARNING

1. To carry out teaching duties, as agreed with the Head Teacher, providing a model of excellence for colleagues. This may include, as required:
 - Taking full responsibility for teaching a class;
 - Providing cover for absent colleagues or those released for professional development;
 - Providing in-class support for colleagues through demonstration lessons;
 - Teaching booster or 'catch up' groups.
2. To provide leadership and support for colleagues (teachers and assistants) with regard to teaching and learning and the curriculum, including:
 - Managing the planning and delivery of the curriculum across the school, including developing schemes of work and medium term plans;
 - Supporting phase leaders and subject leaders in developing their role, in particular in relation to raising standards;
 - Supporting teams and individuals with short term planning;
 - Organising and delivering training, as needed, to groups of school staff;
 - Supporting staff in the use of assessment information to inform teaching and learning;
 - Inducting and supporting newly qualified and less experienced staff and/or supply teachers;
 - Providing in-class support to staff, through demonstration lessons, team teaching, observation and feedback.
3. To undertake a significant role in maintaining a high standard of pupils' behaviour and discipline, within the framework of the school policy and supporting other staff as necessary.



4. To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.
5. To take a leading role in the management of the school database of individual pupils' attainment and progress.

OTHER DUTIES AND RESPONSIBILITIES

1. To attend daily and weekly meetings, in accordance with school policy and to lead such meetings as required.
2. To take whole school assemblies and to support other staff with assemblies.
3. To prepare and present reports, as required to, e.g. governors, LEA officers, parents, outside agencies.
4. To attend occasional meetings during evening hours, at weekends or in school holidays, as required.

KEY ORGANISATIONAL OBJECTIVES

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

CONDITIONS OF SERVICE.

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.



PERSON SPECIFICATION DEPUTY HEADTEACHER

Category	Essential	Desirable
1. Qualifications/ Professional Development	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning ▪ Ability to identify own learning needs and to support others in identifying their learning needs 	<ul style="list-style-type: none"> ▪ Postgraduate level qualification/training ▪ Experience of working with other schools/organisations/agencies ▪ Experience of leading/co-ordinating professional development opportunities
2. Experience relevant to the job	<ul style="list-style-type: none"> ▪ Recent, successful experience of leading one or more subject areas ▪ A proven track record of raising attainment ▪ Substantial, successful primary teaching experience across all primary phases ▪ Successful experience in a leadership and management role ▪ At least 5 years successful teaching experience in the primary age range. ▪ Successful experience of improving the quality of teaching and learning, through processes of monitoring and support. ▪ Experience of managing and using pupil attainment and tracking data bases. ▪ Experience of developing and leading staff development programmes for teachers and other staff. ▪ Experience of initiating and implementing strategies to improve parental involvement in their children's learning. 	<ul style="list-style-type: none"> ▪ Curriculum leadership in one or more core subjects ▪ Experience of teaching in more than one school ..
3. Knowledge and understanding relevant to the job	<ul style="list-style-type: none"> ▪ Knowledge of equality of opportunity issues and how they can be addressed in schools. ▪ A secure understanding of the requirements of the National Curriculum and Early Years development ▪ An excellent understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of primary age. ▪ A good understanding of effective leadership and management in relation to raising pupils' attainment and school improvement. ▪ An understanding of the importance of the culture and ethos of a school in 	<ul style="list-style-type: none"> ▪ Understanding of successful teaching and learning across the entire curriculum across all key stages ▪ Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management ▪ Whole school curriculum leadership



Category	Essential	Desirable
	<p>securing high standards and of strategies for improving these.</p> <ul style="list-style-type: none"> ▪ Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level, in accordance with the school's policy. ▪ Good up to date understanding of child protection issues and procedures. ▪ Good understanding of statutory requirements upon primary schools. ▪ An understanding of the role of parents and the community in school improvement and how this can be promoted and developed ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ▪ Experience of effective monitoring and evaluation of teaching and learning ▪ Secure knowledge of statutory requirements relating to the curriculum and assessment ▪ Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management ▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils 	
<p>4. Strategic Leadership</p>	<ul style="list-style-type: none"> ▪ Ability to articulate and share a vision of primary education within the context of the school's mission statement ▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ▪ Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement ▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these 	<ul style="list-style-type: none"> ▪ Knowledge of the role of the governing body ▪ Evidence of having successfully translated vision into reality at whole school level
<p>5. Leadership and Management</p>	<ul style="list-style-type: none"> ▪ Ability to delegate work and support colleagues in undertaking responsibilities ▪ Experience of performance management and supporting the professional development of colleagues 	<ul style="list-style-type: none"> ▪ Experience of working with governors to enable them to fulfil whole school responsibilities ▪ Understanding of how financial and resource management enable a school to achieve its educational priorities



Category	Essential	Desirable
	<ul style="list-style-type: none"> ▪ Understanding of effective budget planning and resource deployment ▪ Leadership of middle management / phase leaders 	
6. Skills, Qualities & Abilities	<ul style="list-style-type: none"> ▪ High quality teaching skills ▪ High expectations of pupils' learning and attainment ▪ Strong commitment to school improvement and raising achievement for all ▪ A strong commitment to inclusion with high expectations for all learners ▪ Ability to build and maintain good relationships ▪ Ability to remain positive and enthusiastic when working under pressure ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively ▪ Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, ▪ Experience of effective whole school self-evaluation and improvement strategies ▪ Ability to provide clear information and advice to staff and governors ▪ Secure understanding of current practice in performance management, including capability ▪ Empathy with children ▪ Good communication skills ▪ Good interpersonal skills ▪ Stamina and resilience ▪ Effective ICT skills 	
7. References	<ul style="list-style-type: none"> ▪ Positive recommendation in professional references 	<ul style="list-style-type: none"> ▪ Professional reference without reservations.
8. Safeguarding	<ul style="list-style-type: none"> ▪ Cobourg Primary School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All posts are subject to pre-employment checks, references will be sought and successful candidates will need to undertake an enhanced Disclosure Barring Service check. 	