**Urmston Grammar Job Description**

**Post:** Deputy Headteacher

**Reporting to:** The Headteacher (or The Chair of Governors in the Headteacher’s absence)

**Responsible for:** The Deputy Headteacher must provide high quality strategic leadership and management, in relation to specific areas of responsibility working in close partnership with the Headteacher and other members of the Senior Leadership Team (SLT).

**Core Purpose**

• To support the Headteacher in developing the strategic direction of the school.

• To support the Headteacher in carrying out his/her responsibilities and to carry out duties as assigned by the Headteacher.

• To actively promote the welfare, guidance and academic progress of all students.

• To ensure that the school delivers a broad and balanced curriculum (at all key stages including enrichment and extra-curricular provision).

• To assume a number of whole school responsibilities as assigned by the Headteacher and to undertake any professional duties that the Headteacher reasonably delegated.

**As a lead professional you will:**

• promote the vision, ethos and culture of Urmston Grammar;

• maintain high expectations and ambition;

• work in partnership with other member of the SLT to ensure that we set, maintain, monitor, evaluate and improve standards and achievements in the school;

• uphold expectation of policies and procedures within your own practice, and support the achievement of this in relation to other staff, students and stakeholders;

• establish and maintain a culture that promotes excellence, equality and high expectations for all students, ensuring high quality outcomes;

• work in partnership, as required, with relevant governors in line with delegated responsibilities;

• work in partnership with relevant external professionals;

• deputise for the Headteacher.

**Key responsibilities**

These responsibilities relate to the duties for which the allowance has been awarded and this is in addition to the job description for a teacher.

**Strategic Leadership**

• Articulate and maintain clear values, moral purpose and vision in relation to Urmston Grammar and ensure that the strategic plan is effectively linked to the vision, ethos and goals;

• Lead strategic discussion, planning and development about the curricular needs of all students, including policy planning, adaption and implementation, especially in respect of preparation for the workplace, inculcation of the broader skills required by employers, and readiness for the challenges of the 21st century.

• Strategically plan to deliver key areas of responsibility, set challenging targets for improvement and ensure that there are clear success criteria and a focus on impact;

• Rigorously monitor and evaluate practice and progress in relation to targets and use these to inform future planning and to support self-evaluation judgements;

• Draw on own knowledge, expertise and skills and those of other leaders, teachers and staff in order to maximise outcomes and impact in line with agreed targets and the long term vision;

• Demonstrate professional personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community, and as a senior leader model these expectations to other staff;

• Effectively use leadership responsibilities and relevant whole school policies, to ensure leaders, teachers and staff are effectively supported and challenged to achieve their full potential, and held to account for their practice;

• Effectively work with governors, as required, to enable them to fulfil their accountability responsibilities and support relevant development priorities, and maximise the skills and contributions of other professionals;

• Access relevant professional development opportunities in order to ensure up-to-date knowledge and understanding is maintained, to maximise opportunities to use findings from research and development, and to learn from internal and external good practice;

• Lead on the development of relevant policies and procedures focused on supporting the achievement of high standards, statutory and legal requirements, ensuring that these are shared with governors, staff, students and parents.

**Operational Management**

• Ensure all curriculum decisions are aligned with the school's curriculum principles.

• Work closely with external partners to ensure the curriculum maximises opportunities for students across all levels of ability.

• Ensure the curriculum is aligned with key accountability measures, such as Progress 8, Attainment 8, the EBacc and L3 VA.

• Ensure that students are fully prepared for curriculum changes at key transition points; supporting Assistant Headteachers with the Year 9 and Year 11 option processes.

• Monitor the school's wider curriculum, including extra-curricular provision, ensuring opportunities for personal development and the acquisition of cultural capital are available for all students.

• Ensure key cross-curricular themes are embedded throughout the curriculum (or organised as specialised themed events).

• Lead CEIAG provision in school to ensure that all students are supported to make informed choices about possible career pathways.

• Lead the school’s Self Evaluation with support from the Headteacher, the SLT, governors and other key staff.

• Support the Assistant Headteacher to construct and manage the school timetable in a timely manner to ensure a broad and balanced curriculum is maintained, student needs are met and value for money is achieved.

• Report regularly to governors on curriculum issues, developments and examination results.

• Lead on student achievement and target-setting across the school.

• Oversee the collection of data at specified points within the school year.

• Monitor achievement of students across the school, including identified groups of students.

• Ensure that under-achievement is identified quickly and targeted interventions are effectively implemented by pastoral and academic leaders.

• Liaise closely with the Examinations Officer and Data Manager in overseeing the effective analysis and processing of data, including internal and public examination results.

• Ensure that data and predictions are reliable, transparent and clearly understood by all audiences.

• Have oversight of the recording of data, including the use of SIMS, SISRA and ALPS Connect.

• Report regularly on achievement to a range of audiences, including SLT, staff and governors (Curriculum and Personnel Committee).

• Present reports in a clear and accessible format, including historical data and trends, ensuring that national data is readily available (including IDSR, ASP and the results of public examinations).

• Work with colleagues to monitor the quality of written reports.

• Line management of nominated departments.

• Oversee the quality assurance framework.

• Lead Academic Board meetings with Heads of Department.

In relation to specific areas of responsibility and joint development work in partnership with the wider senior leadership team as required:

• Effectively manage own time and the identification of priorities in order to maximise the day-to-day achievement of both operational and strategic responsibilities;

• Work in partnership with other members of the SLT to enable day-to-day requirements regarding discipline, emergencies, parent contact, assemblies, governor liaison, and public relations are effectively managed, and enable the smooth running of the school;

• Ensure that systems and processes in relation to whole school practice enable the provision of a safe, calm and well-ordered environment for all students and staff, and that all leaders and staff understand their individual and collective roles in achieving this and are held accountable;

• Effectively manage, as appropriate, conflict or staff issues that arise and provide on-going support and effective relationship management in order to build self-esteem and confidence and maximise the benefits of team working;

• Ensure strategic planning and policy requirements are implemented through daily practice and, where appropriate, that procedures are in place to monitor and evaluate their effectiveness, and that staff, students and other stakeholders are held to account in relation to these;

• Produce relevant reports, analysis and evaluation information, to enable SLT to collectively identify strengths and priorities for development, and enable governors to fulfil their responsibilities in relation to decision making and accountability;

• Effectively plan for, lead, chair or facilitate individual or team meetings in order to maximise strategic planning, analytical thinking, and communication and maximise the impact of individual and joint development work, good practice, coaching and holding to account;

• As appropriate, contribute to the recruitment of new staff or to internal development opportunities, ensuring equality of opportunity;

• Effectively distribute leadership, maximising opportunities for all staff to work together to achieve clear success criteria and measurable targets, to hold each other to account for their decision making and outcomes, and to share good practice;

• Support the continuing professional development of all staff, and that this effectively links into performance management;

• Maximise the contributions of governors, other professionals and external providers in order to support development priorities, and day-to-day practice;

• Ensure professionalism and positive promotion of the school in all aspects of practice and work collectively with SLT to ensure this is modelled and achieved in relation to all other leaders, staff and stakeholders.

**Promoting Educational Excellence**

• Inspire and influence others to believe in the fundamental importance of education in young people’s lives, to promote the value of high quality education and to ensure the focus on a learning community;

• Ensure individual teachers and other relevant staff are committed to and held to account for continual improvement in relation to the quality of teaching and learning, curriculum provision and pastoral support provided for all students, and for the impact of their work on students’ outcomes.

• Ensure performance management procedures effectively identify strengths and areas for development and are rigorously used to address areas of under-performance, support staff to improve, and provide the opportunity for excellent practice to be recognised and valued;

• Ensure appropriate continuing professional development is provided in line with the identified areas for development in relation to individual leaders, teachers and staff, and where appropriate in relation to specific teams and whole school priorities.

• Maximise the opportunities for all staff to work together, to share development priorities and good practice, in order to maximise outcomes and impact;

• Where required, ensure governors understand the strengths and priorities for development and the expected impact of these on standards;

• Ensure relevant financial plans maximise the potential for impact and are in the best interests of all students and their achievements, and provide value for money.

All members of the leadership team are expected to be flexible and respond to current priorities, emerging needs and circumstances. Hence they share certain aspects in their job descriptions. These include:

• Deputising for the Headteacher or other members of SLT as necessary.

• Supervision at lunchtimes and before and after school as required.

• Senior leadership responsibility for a specific group of subjects.

• Support for enrichment days/events/formal occasions including Open Evenings, Sports Day, Presentation Evenings, Expo

• Support for concerts/ theatre productions (in liaison with organising staff).

• Support for, and conduct of, assemblies.

• Emergency phone-holder duties when trips operate out of normal hours.

• Support for the PTA and its activities.

• Contribute to admissions planning and processes for Years 7 and 12.

• Support at A Level and GCSE results day.

• Duty team leader on a rota basis.

• Senior lunchtime supervisor with Headteacher on a daily basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

• This job description may be amended at any time by mutual agreement, but in any case will be subject to regular review.

• The post-holder will be subject to a full enhanced DBS check and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and all convictions or cautions must be declared.