

**Deputy Head Teacher  
(Learning and Achievement)  
Job Description**

**Reporting to  
Responsible for**

Secondary Head Teacher  
Heads of Faculty  
Digital Learning Coordinator

**Level of Remuneration**

TLR 8 (14 periods of non-contact time)

The Deputy Head Teacher will, under the reasonable direction of the Head Teacher:

**Generic**

- Deputising for the Head Teacher in their absence.
- Provide professional leadership, management and development of the learning and achievement provision across the school.
- Provide leadership for the learning and achievement of students, supporting their inclusion in school life through effective guidance and support.
- Contribute to the strategic development of the school and the day-to-day management of it.
- Create and promote a climate of high expectations and continuous improvement in all areas of the school.

**Leadership and management of Learning and Achievement**

- To line manage the Heads of Faculty, addressing their training and development needs and identifying development and implementation strategies in relation to the overall needs and vision of the school.
- To lead on the Quality Assurance of learning and achievement, including Developmental Lessons Observation (DLO), work sampling and learning walks.
- To lead, manage and have strategic oversight of the implementation of the school's academic monitoring systems.
- To ensure that communication of the school's ethos and values are clearly disseminated.
- To ensure school policies related to learning and achievement are relevant, up to date, understood and implemented by all staff.
- To demonstrate high standards and ensure that all staff uphold the school's ethos and values through their management of communication with students and parents.
- To lead in the development of strategic interventions to continually enhance learning and achievement for all students in the school.
- Lead, implement and evaluate strategies for the support of students with Special Educational Needs (SEN), English as An Additional Language (EAL) and the More Able and Talented (MAT).
- To manage and evaluate the impact of super-curricular activities for all students.

## **Responsibilities as a member of the Extended Management Team**

- To work closely with the Head Teacher, Deputy Head Teacher (Personal Development) to develop, implement and promote an ambitious vision for the school.
- To be proactive and creative, driving forward change in which impact can be measured.
- To directly assist the Head Teacher with:
  - determining, planning, and implementing the direction of whole school.
  - the monitoring of student behaviour around the school at all times.
  - being a presence around school and a role model to all, demanding high standards.

## **Operational leadership**

- Liaise with the Deputy Head Teacher (Personal Development), Director of Sixth Form and Heads of Key Stage to ensure a smooth transition of academic data.
- Ensure systems and structures are in place to maximise student potential.
- Line-manage designated staff, holding regular meetings, monitoring the impact of initiatives.

## **Strategic leadership**

- Construct an improvement plan which feeds into the school development planning process and reflects a high level of ambition for both the school and its students.
- Lead the review, planning and self-evaluation of the learning and achievement provision to improve learning and raise attainment.
- Coordinating the students' learning and achievement section of the Self Evaluation Form (SEF) and Improvement Plans in preparation for inspection visits.
- Leading specific initiatives and co-ordinating development programmes to ensure the school promotes and achieves the highest standards of learning and achievement.
- Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation.

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.

| <b>Qualifications/Professional Development</b>                                             | <b>Essential</b> | <b>Desirable</b> |
|--------------------------------------------------------------------------------------------|------------------|------------------|
| Qualified Teacher Status                                                                   | √                |                  |
| Post graduate study                                                                        |                  | √                |
| Recent, relevant in-service training in current educational practice, including management | √                |                  |

| <b>Experience</b>                                                 | <b>Essential</b> | <b>Desirable</b> |
|-------------------------------------------------------------------|------------------|------------------|
| Teaching across the secondary age range                           | √                |                  |
| Leadership of a curriculum area                                   | √                |                  |
| Leadership of an aspect of school improvement                     | √                |                  |
| Proven record of improving student progress and raising standards | √                |                  |
| Experience in more than one school                                |                  | √                |
| Experience of working with external agencies                      | √                |                  |
| Experience of leading, managing, coaching and mentoring staff.    | √                |                  |

| <b>Skills and Abilities</b>                                       | <b>Essential</b> | <b>Desirable</b> |
|-------------------------------------------------------------------|------------------|------------------|
| The ability to plan, monitor, review, and lead by example         | √                |                  |
| Knowledge of the processes of strategic leadership and management | √                |                  |
| Ability to manage the implementation of change                    | √                |                  |
| Ability to lead and work as part of a team                        | √                |                  |
| Ability to motivate staff and students alike                      | √                |                  |

| <b>Proven Success</b>                                                                                                                  | <b>Essential</b> | <b>Desirable</b> |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Proven success in ensuring there is an excellent climate for learning embedded in school                                               | √                |                  |
| Proven success in ensuring that vulnerable students make progress and have appropriate outcomes                                        | √                |                  |
| Proven success in working with support staff to ensure that they can flourish in their work with vulnerable students across the school | √                |                  |

| <b>Personal Qualities &amp; Attributes:</b>                                               | <b>Essential</b> | <b>Desirable</b> |
|-------------------------------------------------------------------------------------------|------------------|------------------|
| A passion for ensuring that students are kept safe in education                           | √                |                  |
| A belief that schools have a responsibility to prepare students for life – not just exams | √                |                  |
| Develop excellent relationships with students, staff and parents                          | √                |                  |
| Ability to work effectively in a team                                                     | √                |                  |
| Adaptability and flexibility to changing circumstances and new ideas                      | √                |                  |
| Organised and systematic and keep to deadlines                                            | √                |                  |
| A track record of supporting school events in the evenings                                | √                |                  |

|                                                                 |   |  |
|-----------------------------------------------------------------|---|--|
| Flexible and adaptable approach                                 | √ |  |
| Personable, friendly manner, willing and helpful                | √ |  |
| Willingness to undertake relevant training courses              | √ |  |
| Commitment to safeguard and promote the welfare of all students | √ |  |
| Ability to work under own initiative as appropriate.            | √ |  |

| <b>Other</b>                                               | <b>Essential</b> | <b>Desirable</b> |
|------------------------------------------------------------|------------------|------------------|
| Ability to work under pressure                             | √                |                  |
| Motivation, persistence, and determination                 | √                |                  |
| Personal presence and a positive, enthusiastic personality | √                |                  |
| Flexibility                                                | √                |                  |
| Clear values and moral purpose                             | √                |                  |
| Integrity, creativity, resilience, and clarity             | √                |                  |
| Strong sense of accountability                             | √                |                  |