



Name	Post	Deputy Headteacher
At Durham Johnston Comprehensive School everyone's first responsibility is to work towards fulfilment of the school plan. While job descriptions vary, our common commitment to the welfare and success of our young people does not. The Durham Johnston agreements contain the detail of our work and are attached. Generic and specific duties are itemised below.		
Reporting to:	Headteacher, Governing body	
Responsible for:	The provision of a full, successful and supported learning experience for students.	
Liaising with:	Head, Leadership Group, Year and Curriculum Leaders, teaching and support staff, LA representatives, external agencies, parents and Governors.	
Working Time:	195 days per year. Full Time	
Salary/Grade:	L19-23	
Disclosure level	Enhanced	

Teacher postholders at Durham Johnston are expected always to demonstrate

10 Qualities of Leadership

1. Show **vision, conviction and authority** and lead by example
2. **Understand** what needs to be done, able to do it and right on time.
3. **Build a team** through a clever combination of dynamism, innovation, sensitivity, managing, monitoring, evaluating, praising and supporting staff.
4. **Lead learning** by being a high quality teacher with excellent outcomes.
5. **Know your subject** and keep up to date
6. **Support our young people by** maintaining good discipline and enabling them to meet high targets.
7. **Be part of the whole school** upholding our procedures and Plan.
8. **Develop colleagues through** performance management, staff development and providing opportunities.
9. **Work with others by** building good links with KS2, other schools, FE and HE.
10. **Be very, very organised**

DHT role (generic)

For the Deputy Heads to assist the Headteacher with the leadership of the school and deputise for the Headteacher. To carry out the general and specific professional duties as set out in the current STPCD, and to be a member of the Leadership Group contributing to the strategic development and decision making processes of the school.

The qualities required of the holder of this post are:

1. Shaping the future

Knowledge

- awareness of local, national and global trends
- helping to build, communicate and implement a shared vision
- contribution to strategic planning process
- awareness of new technologies, their use and impact
- helping to lead change
- creative and innovative skills

Professional qualities

Commitment to:

- collaborative school vision of excellence and equity
- helping to set and achieve challenging and ambitious targets
- inclusion

Ability to:

- think strategically
- inspire, challenge, motivate and empower others
- model the values and vision of the school (actively promote ethos)

2. Leading learning and teaching

Knowledge

- strategies for raising achievement and achieving excellence
- use of new and emerging technologies to support teaching and learning
- inclusion strategies
- impact of behaviour/attendance on learning and educational progress
- assessment/reporting
- models of teaching and learning (including organisation and learning styles)
- principles of effective teaching and learning (lesson observation)
- line management responsibilities (performance management)
- school self-evaluation (monitoring and evaluation)
- strategies for developing effective teachers
- curriculum design and management (overall; broad and balanced)
- data collection tools and analysis (comparative performance, prior attainment, targets)
- professional qualities according to the teaching standards

Professional qualities

Commitment to:

- raising standards for all in pursuit of excellence
- the entitlement of all pupils to effective teaching and learning
- personalised learning

Ability to:

- demonstrate personal enthusiasm for learning process
- demonstrate the principles and practice of effective teaching and learning
- challenge poor performance
- develop relevant strategies for improved performance

3. Developing self and working with others

Knowledge

- awareness of significance of interpersonal relationships and models of CPD
- strategies to promote individual and team development
- the connection between managing performance, CPD and school improvement .

Professional qualities

Commitment to:

- effective working relationships
- shared leadership
- effective team working
- effective performance management
- CPD for self and others
- training role
- participation in staff selection

Ability to:

- foster an open, equitable culture and manage conflict
- develop, empower and sustain individuals and teams
- collaborate and network within and beyond the school
- give and receive effective feedback and act to improve personal performance

4. Managing the organisation

Knowledge

- models of organisations and principles of organisational development
- principles and models of self-evaluation
- principles and strategies of school improvement
- earned autonomy
- implementation of change
- policy creation
- informed decision making
- performance management
- legal issues
- strategic financial planning

Professional qualities

Commitment to:

- distributed leadership and management
- contribution to school policies
- strengthening the schools organisational capacity
- development of a safe, secure and healthy environment

Ability to:

- establish and sustain appropriate structures and systems
- manage school effectively and efficiently on a daily basis
- delegate
- prioritise, plan and organise self and others
- making high quality judgements and decisions
- think creatively to anticipate and solve problems

5. Securing accountability

Knowledge

- statutory educational frameworks
- self-evaluation and multi-agency working
- use of range of evidence/data to monitor, evaluate and improve performance
- principles and practice of quality assurance systems

Professional qualities

Commitment to:

- principles and practice of school self-evaluation
- individual, team and whole-school accountability for pupil learning outcomes
- the school working effectively towards the academic, SMSC development of pupils

Ability to:

- engage the whole community in systematic and rigorous self-evaluation
- demonstrate political insight
- analyse data to understand the strengths and weaknesses of the school
- combine outcomes of self-review with external evaluations to develop the school

Specific Responsibilities

The Deputy Headteachers will deputise for the Headteacher.

The role will contribute to the effective and efficient operation of the whole school. Specific responsibilities will change to meet whole school needs. These responsibilities **may** include:

- Leadership and management of the quality of teaching
- Leadership of assessment, recording and reporting
- Leadership of data management to support achievement
- Operational responsibility for SSE and improvement planning
- Leadership of performance management and CPD
- Leadership of provision for underperforming groups
- Support and challenge for subject leaders
- Line management for pastoral or departmental leads
- Line management of a Key Stage for pastoral and performance issues if escalated
- Transitions KS2/3, KS3/4, KS4/5

Such portfolios would be reviewed periodically to ensure alignment of leadership team capacity and capability, changing school priorities and development opportunities.

Shared Leadership Group tasks (examples)

- Meeting regularly with the Headteacher, and other members of Leadership Team and extended leadership team on matters of policy, management and improvement planning
- Leading assemblies and contributing significantly to the senior staff presence within and around the school
- Assisting in the appointment of staff
- Attending school events and activities as required by the Headteacher
- Attending or advising meetings of the Governors or Governor committees, as appropriate
- Supporting the leadership team in shared tasks: quality assurance; establishing effective communication across the school community; supporting health and safety practices; supporting the HT in general management, financial management, performance management; supporting equality and diversity practices; maintaining confidentiality; supporting and developing a culture of safeguarding and professional practice.
- Attending school events and activities as required by the Headteacher

Signed:

Date: