

# Job Description: Deputy Headteacher



Creech St Michael C of E Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

## Job Details

**Salary:** Leadership Scale 5 – 9

**Hours:** Fulltime

**Contract type:** Permanent

**Reporting to:** Headteacher

## Main Purpose

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- › Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- › The day-to-day management of the school
- › Formulating the aims and objectives of the school
- › Establishing policies for achieving these aims and objectives
- › Managing staff and resources to that end
- › Monitoring progress towards the achievement of the school's aims and objectives
- › Leading a significant area of school improvement through self-evaluation and school development planning

If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.

The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

## Qualities

The deputy headteacher will:

- › Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- › Build positive and respectful relationships across the school community
- › Serve in the best interests of the school's pupils

## Duties and Responsibilities

### School Culture and Behaviour

Under the direction of the headteacher, the deputy headteacher will:

- › Create a culture where pupils experience a positive and enriching school life
- › Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- › Ensure a culture of staff professionalism
- › Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school

- › Consistently model the school's core Christian values throughout their work and encourage all stakeholders to uphold our core values.
- › Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

## Teaching, Curriculum and Assessment

Under the direction of the headteacher, the deputy headteacher will:

- › Lead staff on the curriculum development journey, ensuring clear progression of knowledge and skills in each subject
- › Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- › Ensure teaching is underpinned by subject expertise
- › Effectively use formative assessment to inform strategy and decisions
- › Ensure the teaching of a broad, structured and coherent curriculum
- › Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- › Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- › Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents/carers
- › Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with SEN and disabilities, or who speak English as an additional language (EAL)
- › Provide training and support for teachers and support staff on administering the assessment system effectively

## Additional and Special Educational Needs (SEN) and Disabilities

Under the direction of the headteacher, the deputy headteacher will:

- › Promote a culture and practices that enables all pupils to access the curriculum
- › Have ambitious expectations for all pupils with SEN and disabilities
- › Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- › Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

## Organisational Management and School Improvement

Under the direction of the headteacher, the deputy headteacher will:

- › Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- › Establish and oversee systems, processes and policies so the school can operate effectively
- › Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- › Manage staff well with due attention to workload
- › Ensure rigorous approaches to identifying, managing and mitigating risk
- › Allocate financial resources appropriately, efficiently and effectively
- › Self-evaluate school effectiveness and formulate school improvement plans
- › Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- › Make sure these school improvement strategies are effectively implemented

## Professional Development

Under the direction of the headteacher, the deputy headteacher will:

- › Ensure staff have access to appropriate, high standard professional development opportunities
- › Keep up to date with developments in education
- › Seek training and continuing professional development to meet needs
- › Assist with performance management of teachers

## Governance, Accountability and Working in Partnership

Under the direction of the headteacher, the deputy headteacher will:

- › Understand and welcome the role of effective governance, including accepting responsibility
- › Ensure that staff understand their professional responsibilities and are held to account
- › Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- › Work successfully with other schools and organisations
- › Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

## Other Areas of Responsibility

### Pastoral

The deputy headteacher will:

- › Establish and implement whole-school systems for pupil wellbeing
- › Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team (SLT)
- › Provide staff with training and support so they can play a part in enhancing pupils' personal development
- › Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- › Monitor pupil attendance and ensure it is continuously improving
- › Analyse whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

### Notes:

This job description may be amended at any time in consultation with the postholder.

**Last review date:** Tuesday 2<sup>nd</sup> July 2024

**Next review date:** September 2025

**Line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> </ul>	<ul style="list-style-type: none"> <li>• NPQ School Leadership</li> <li>• DSL Training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful whole school leadership experience in a school for a minimum of three years</li> <li>• Demonstrable impact of whole school leadership</li> <li>• Teaching experience in more than one school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Successful leadership and management experience in more than one school setting</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Been a school governor or willingness to do so</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of school finances and financial management</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils</li> <li>• To uphold and promote the ethos and Christian values of the school</li> <li>• High expectations for children's attainment and progress</li> <li>• Ability to work under pressure, prioritise effectively and manage workload / work-life balance</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</li> <li>• Ability to self-reflect with integrity</li> </ul>	