

# Job Description | Deputy Headteacher

<b>Primary School</b>	Primary Schools across the Trust
<b>Banding</b>	L3 – L8
<b>Starting Scale</b>	Dependent on experience
<b>Teaching Commitment</b>	One afternoon PPA and one afternoon leadership time. Teaching commitment is for the remainder of the week.

A deputy headteacher's job description adheres to the conditions laid down in the School Teachers' Pay and Conditions Document (STPCD) and for Church schools the Diocesan guidelines. In addition to this, deputy headteachers undertake to develop children and staff using their understanding and knowledge of their professional qualifications, skills, qualities and where appropriate their faith.

All members of the team employed by The Academies for Character and Excellence support and promote the Trust's mission and vision and promote character education, which is a values-led approach. Our Trust values and ethos enable us to fulfil our mission of transformation through making a positive difference to ourselves, others and the world around us.

## Main Purpose

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

- Formulating the aims and objectives of the school/ Trust
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the Trust's aims and objectives

If the headteacher is absent, the deputy headteacher will deputise.

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.

## Duties and Responsibilities

Under the direction of the headteacher:

- Support with the day-to-day management of the school
- Communicate the school and Trust vision compellingly and support strategic leadership

# Job Description | **Deputy Headteacher**

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the Trust's context
- Seek training and continuing professional development to meet own needs

## **Pupils and Staff**

Under the direction of the headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

## **Systems and Processes**

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the local governing body and strategic board, as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

# Job Description | Deputy Headteacher

## The Self-improving School System

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

## Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, which is rooted in mutual respect, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and staff alike
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns by following school protocol/procedures

## Relationships with Parents and the Wider Community

- Actively seek opportunities to develop effective relationships with the community to extend the curriculum and to enhance teaching and learning
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development
- Ensure that parents, pupils and staff are well-informed about all relevant matters



# Job Description | **Deputy Headteacher**

## **Whole-school Commitment**

- To demonstrate a commitment to the full life of the school and to work with all members of the team to ensure the success of the whole school and the Trust
  - To be supportive of the school's and Trust's extra-curricular activities
  - To take an active part in the school and Trust's involvement with the wider community
  - To ensure the children's safety at all times
  - Ensure the Trust values are embedded in your working practices
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# Person Specification | Deputy Headteacher

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b> Evidenced in: • Application form	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified Teacher Status</li> </ul>	
<b>EXPERIENCE</b> Evidenced in: • Letter of application • Interview/assessment • Lesson observation • Reference	<ul style="list-style-type: none"> <li>• Proven successful leadership within a primary setting with evidence of impact</li> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Involvement in school self-evaluation and improvement planning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within an Academy Trust</li> <li>• Experience of working in a school with higher-than-average deprivation</li> <li>• Experience of working across key stages</li> </ul>
<b>PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS</b> Evidenced in: • Letter of application • Interview/assessment • Reference • Lesson observation	<ul style="list-style-type: none"> <li>• Understanding of highly effective pedagogy, based on evidence, and having the ability to model this for others and support others to improve</li> <li>• Excellent behaviour management strategies to support a range of needs</li> <li>• Aspirational for the achievement of disadvantaged pupils based on evidence</li> <li>• Achieving and sustaining standards of excellence throughout the setting</li> <li>• Excellent organisational skills</li> <li>• Knowledge and understanding of the principles behind Safeguarding, Equal Opportunities and Inclusion policies</li> <li>• Effective analysis of data and the ability to use this to set targets and identify weaknesses</li> </ul>	
<b>CURRICULUM</b> Evidenced in: • Letter of application • Lesson observation • Reference	<ul style="list-style-type: none"> <li>• Seek innovative approaches to curriculum and pedagogy and be able to inspire others to do so</li> <li>• Be prepared to lead on the ACE curriculum in school and work with others across the Trust to develop it further</li> <li>• Know and understand the relevant statutory and non-statutory frameworks including those provided through the National Curriculum</li> </ul>	
<b>PROFESSIONAL VALUES</b> Evidenced in: • Letter of application • Interview/assessment • Reference • Lesson observation	<ul style="list-style-type: none"> <li>• A commitment to the mission, vision and ethos of the school and Trust</li> <li>• Develop positive relationships with colleagues, headteacher and other leaders in the Trust</li> <li>• Work collaboratively with others across the Trust contributing to the development of all schools</li> <li>• Be open to and actively seek support and professional development</li> <li>• Model the highest expectations of self and others</li> <li>• Take responsibility for improving teaching and learning throughout the school</li> <li>• Commitment to the personal welfare and safeguarding of both children and staff</li> </ul>	
<b>PERSONAL QUALITIES</b> Evidenced in: • Letter of application • Interview • Reference • Lesson observation	<ul style="list-style-type: none"> <li>• Personal values which align with Trust values</li> <li>• Ability to work collaboratively within a team both at school and Trust level</li> <li>• Reflective and evaluative approach to your personal performance</li> <li>• Display warmth, care and sensitivity when interacting with children, colleagues and parents</li> <li>• Ability to prioritise and manage time well</li> <li>• Excellent interpersonal/communication skills</li> <li>• Openness, sense of humour, energy, enthusiasm and an ability to inspire confidence in others</li> <li>• Ability to build positive, respectful relationships with parents, pupils, staff, governors, directors and the wider community</li> </ul>	