



Deputy Headteacher

This is a full-time post.

Job Description

Reports to the Headteacher

Purpose of the Job:

Reporting, planning and setting expectations: The post holder is responsible to the Headteacher and through them to the school's Local Academy Committee for their duties and responsibilities.

The post holder will work on a professional level with SLT, MLT, teachers and support team colleagues, also pupils and parents, seeking always to establish and maintain productive relationships with them in order to promote the vision and ethos of the school with the aim of improving the quality of teaching and learning and pupils' achievement.

In addition to carrying out the professional duties of a class teacher across the age range of the school, the post holder will work with and support the Headteacher in leading and managing an effective Junior school within its local context, including managing the pastoral care framework of the school, and responsibility for the line management of Teachers and Support Staff.

To assume the responsibilities of the Headteacher by deputising for them at any time when they are absent from the school.

Professional Duties:

The key tasks below may be amended from time to time, bearing in mind the needs of the school and the Deputy Headteacher. The Deputy Headteacher's line manager is the Headteacher. Key elements of the role include but will not be limited to the following.

- To support, and contribute strongly to, the school's commitment to excellence in:
 - education and achievement of all pupils
 - professional experience, development and performance for all staff
- To offer a model of high quality and effective teaching
- To offer a model of continuing commitment to one's own professional development
- To support, and contribute to the development of the ethos of the school, and to lead acts of worship
- To support, and contribute strongly to, the school's commitment to, and provision of, equality of opportunity for all pupils and staff
- To support and deputise for the Headteacher in their absence
- To undertake leadership in curriculum areas and/or aspects of school life, as agreed with the Headteacher
- To be responsible for the compilation and review of the School Improvement Plan (SIP)
- To be responsible for the compilation, review and development of school documentation, including policy documents and the Staff Handbook
- To contribute to the day-to day running of the school including arrangements for routine duties, and for organising sickness supply cover liaising with the school's Business Manager
- To co-ordinate and contribute to the school's enrichment programme
- With the Headteacher, develop and manage the purposeful tracking of pupils' progress, and the monitoring of standards of attainment
- With the Headteacher, coordinate and organise the curriculum
- With the Headteacher, monitor quality of teaching and learning, and support continuing improvement and development
- With the Headteacher, develop and support whole-school systems in connection with behaviour and discipline, including rewards and sanctions
- With the Headteacher, manage and develop the school's use of all available resources: human, financial and premises
- To be involved in staff recruitment
- With the Headteacher, pursue and secure partnerships which are helpful to the school, e.g. with the LEA, local businesses, other schools
- To lead an aspect or aspects of School Self Evaluation, as agreed with the Headteacher
- To attend full Local Academy Committee meetings by agreement as required

The job description is not necessarily a comprehensive definition of a post. It will be reviewed annually and may be modified or amended after consultation with the postholder.

Person Specification

Category	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • NPQH • Honours degree from a recognised university • Masters or equivalent in relevant discipline
2. Experience	<ul style="list-style-type: none"> • Successful experience of leading teachers in a school • Experience of whole-school responsibility • Substantial, successful teaching experience with evidence of high quality teaching and strong outcomes for pupils • Teaching experience in Foundation Stage, or KS1 or KS2 • Experience of teaching in more than one school with all-ability diverse intake 	<ul style="list-style-type: none"> • Experience of Senior Leadership in a school either as a Deputy or Assistant Headteacher or a Curriculum and/or Key Stage Coordinator
3. Professional Development and Experiential Learning	<ul style="list-style-type: none"> • Evidence of continuing professional development including one or more of school leadership, curriculum management, and teaching 	<ul style="list-style-type: none"> • Experience of leading/ coordinating professional development opportunities • Ability to identify own learning needs and to support

		others in identifying their learning needs
4. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of a Church of England School • Ability to inspire and motivate staff and pupils to achieve the aims of the school • Evidence of successful strategies for planning, implementing, monitoring, evaluating school performance • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards • Understanding of and commitment to promoting safeguarding of pupils • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies 	<ul style="list-style-type: none"> • Experience as an executive leader across institutions

	<p>and the use of assessment</p> <ul style="list-style-type: none"> • Experience of effective monitoring and evaluation of teaching and learning 	
5. Teaching and Learning	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • A secure knowledge of the key principles of quality first teaching and learning 	<ul style="list-style-type: none"> • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development
6. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Successful involvement in recruitment, appointment/ induction • Understanding of how financial and resource management enable a school to achieve its educational priorities
7. Accountability	<ul style="list-style-type: none"> • Ability to communicate on school performance effectively, orally and in writing to staff • Experience of whole-school self-evaluation and 	<ul style="list-style-type: none"> • Experience of presenting reports to Local Academy Committee members • Leading sessions to inform parents

	<p>improvement strategies</p> <ul style="list-style-type: none"> • Ability to provide clear information and advice to staff 	
8. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the vision and ethos of Derby Diocesan Academy Trust • Commitment to their own personal development and that of pupils • High expectations of pupils' learning and achievement, academic and non-academic • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships in school • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	

9. References	<ul style="list-style-type: none">• Positive recommendation in professional references• Satisfactory Enhanced DBS and Barred List Check	
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