

Deputy Headteacher

Job Description

Post title:	Deputy Headteacher
Reports to:	Headteacher
Location of the post:	HCAT Collingwood Primary School
Grade:	Leadership range 10-14

Main Purpose of the Post

To provide professional leadership and management for the school. This will secure success and improvement for the school, ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work.

To take responsibility for all aspects of administration, management and control of the school in the absence of the Headteacher.

The duties and responsibilities of a Deputy Headteacher are also governed by the School Teachers' Pay and Conditions Document 2013 and any future revisions and include specifically the following principal accountabilities:

Roles and Responsibilities

Creating the future

- Work with the Headteacher to build on the school's vision ensuring it is fully embraced, clearly articulated, and acted upon effectively by all.
- Embody the vision and values of the school.
- Motivate and work with others to create a shared culture and positive climate.
- Support the Headteacher to ensure that strategic planning takes account and responds to the diversity, values wider local and national agendas and experience of the school community at large.

Leading Learning and Teaching

- Ensure a consistent and continual focus school-wide and beyond, on raising pupils' achievement.
- Lead and model a culture and ethos of challenge and support where all members of the learning community take responsibility for their own learning and achieve success.

- Lead and contribute to the implementation of strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement the curriculum.
- Monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement.
- Be responsible for the leadership, co-ordination and development of a significant area of learning and teaching throughout the school.
- Support partner schools to develop the quality of teaching and standards of learning and achievement
- Will be required to teach, according to the requirements of the school.
- Use data and benchmarks to monitor progress in every child's learning and focus teaching.
- Take a strategic role in the development of new technologies to enhance and extend the learning experience of all members of the school community.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of students across the school.
- Be familiar with the Code of Practice and identification, assessment and support of students with special educational needs.

Developing self and working with others

- Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture.
- Share leadership, build teams and work co-operatively within and outside the school to achieve school goals and objectives.
- Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Work closely with other schools, promoting school-to-school support and challenge.
- Acknowledge and celebrate the responsibilities and achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for personal development.
- Manage own workload and that of others within the school to ensure a work/life balance.
- Be a team leader responsible for conducting and monitoring the appraisal of staff.

Managing the Organisation

- Contribute to the development, implementation and assessment of school policies.
- Support in the recruitment and deployment of staff appropriately and manage their workload to achieve the vision and goals of the school.
- Implement successful appraisal processes with all staff.

- Assist in the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations.
- Use and integrate a range of technologies effectively and efficiently to assist in the management of the school.
- Be a member of, and support other members of, the Senior Management Team.
- Contribute to the management of continuous development for all staff.
- Assist the Headteacher in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Headteacher to provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement.

Strengthening Community Involvement

- Help the Headteacher to build a school culture and curriculum which takes account of the richness and diversity of the school's community.
- Ensure learning experiences for students are linked into and integrated with the wider community which celebrates cultural diversity.
- Further develop community based learning experiences.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

Inclusion, Equity and Entitlement

- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.

To promote and safeguard the welfare of children and young person's in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 (section 175)

Responsibility

1. Responsibility for Staff:

To provide leadership and support for colleagues (teachers and teaching assistants) with regard to teaching and learning and the curriculum.

To support in the implementation of the school's performance management policy, to secure school improvement and individual professional development.

To participate in recruitment and selection, as agreed with the Headteacher.

2. Responsibility for Customers/Clients:

The job impacts on all pupils, parents and the community, in relation to all of the principal accountabilities.

To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.

3. Responsibility for Budgets:

To assist the Headteacher and governors in annual budget planning and monitoring.

4. Responsibility for Physical Resources:

To advise on the school's resource needs and help to co-ordinate these resources

Decision Making

Contact with children

This post involves regular contact with children in a school setting and has high safeguarding responsibilities.

Contacts and Reason for the Contact:

1. Within the School

Ability to establish good professional relationships and effective working relationships with a range of partners colleagues and pupils at a variety of levels.

Ability to effectively manage, motivate and support all staff promoting personal accountability and responsibility

2. Within the Trust

Collaborate with other schools and Trust Organisations or departments in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families

3. With External Bodies to the Trust

Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families

Risks to health

Physical demands – low risk.

Working conditions – low risk.

Emotional demands – medium risk.

HCAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAT Policies and Procedures.

HCAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's Health and Safety policy.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	<p>Qualified to degree level</p> <p>QTS</p>	<p>AF/C</p> <p>AF/C</p>	<p>Successful experience of education management training, e.g. leading from the middle, leadership pathways</p> <p>Further relevant professional development</p>	<p>AF/C</p> <p>AF/C</p>
EXPERIENCE	<p>Successful experience as a deputy head, assistant head or as a member of the senior leadership team</p> <p>Successful leadership of a core subject or a significant area of teaching and learning</p> <p>Excellent classroom practitioner with successful teaching across the primary phase</p> <p>Successful experience of leading, motivating, supporting, challenging and developing staff to secure improvement and raise standards</p>	<p>AF/I</p> <p>AF/I/R</p> <p>I/R</p> <p>I/R</p>	<p>Experience of working in more than one school</p> <p>Monitoring / coaching experience with teacher trainees / NQTs</p> <p>DSL or deputy DSL experience</p>	<p>AF</p> <p>I/R</p>

	<p>Experience of school self evaluation through involvement in school improvement planning, including its implementation, monitoring and evaluation</p> <p>Experience of successful innovative curriculum development and leadership</p>	<p>I</p> <p>I/R</p>		
<p>KNOWLEDGE</p>	<p>A knowledge and commitment to safeguarding and promoting the welfare of children and young people</p> <p>Clear vision of what makes a successful school</p> <p>Understanding of the roles of Headteacher, Deputy Headteacher and governors</p> <p>Knowledge and understanding of current educational issues across the primary school age range and its impact on school and their wider communities</p> <p>Knows how to set high expectations and to monitor progress in order to raise standards of teaching and learning</p> <p>Understands the importance of implementing the inclusion agenda continuously and consistently to meet the needs of all pupils</p>	<p>I</p> <p>I</p> <p>I</p> <p>I/R</p> <p>I/R</p> <p>I</p>	<p>Knowledge of the current OFSTED framework</p> <p>Knowledge and experience in recruiting, organising, developing and motivating staff</p> <p>Knowledge and experience of staff performance management</p>	<p>I</p> <p>AF/I</p> <p>I/R</p>

	Understanding of assessment at all relevant Key Stages including the Foundation Stage	I/R		
SKILLS	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	I/R	<p>Ability to examine the roles and responsibilities of all adults working in the school to enhance and develop potential</p> <p>Excellent ICT skills</p> <p>Mentoring and coaching experience</p> <p>Ability to have difficult and challenging conversations with parents and carers</p>	I/R
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	I/R		I/R
	Proven ability to involve and build partnerships with all stakeholders and develop their understanding of values, beliefs and shared responsibilities	I		AF/I/R
	Motivation to work with children and young people	I/R		
	Ability to use data and pupil tracking information to identify areas for school improvement	I/R		
	Ability to manage own workload and that of others to secure an appropriate work life balance	I/R		
	Ability to communicate effectively, both orally and in writing, to a wide range of people within the school community and with external agencies	AF/I		
	Be a strong team player	I/R		

	Ability to empathise with pupils across the age range and use a range of appropriate strategies to manage pupil behaviour Ability to work restoratively	I/R I/R		
PERSONAL QUALITIES				
OTHER REQUIREMENTS	Desire to work at Primary in particular Commitment to providing excellent service to the school Commitment to using restorative practice	I I/R I		

*Key: AF=application form; I=interview; T=test; P=presentation; R=references