

## DEPUTY HEADTEACHER

### Job Description

#### **Purpose of the job:**

To carry out the professional duties of a Deputy Headteacher as described in part 10 of the School Teachers' Pay and Conditions Document including duties particularly assigned by the Headteacher.

#### **Organisation and Management:**

1. Play a major role in the formulation of the School Improvement Plan; its cycle of implementation, monitoring, review and communication with stakeholders as required.
2. Assist with the co-ordination, organisation, implementation and evaluation of the school curriculum, ensuring relevance, breadth and balance, having regard to the needs, experience, interests, aptitudes and stages of development of the pupils and resources available, in line with national and school policies.
3. Line and performance manage some members of staff.
4. Monitor teaching and learning, ensuring equality of opportunity for all pupils.
5. Organise and evaluate continued professional development in partnership with the Headteacher.
6. Analyse and interpret data in partnership with the Headteacher in order to set targets to raise levels of achievement.
7. Lead on a \*designated area of the management of the school under the direction of the Headteacher

\*The designated area for management, at the commencement of employment, will be all aspects of Inclusion. See attached for the responsibilities.

#### **Curriculum:**

1. Play a major role in the development and maintenance of high quality teaching and learning throughout the school, modelling excellent teaching as required, employing a variety of styles, approaches and strategies.
2. Take responsibility for aspects of school development as agreed with the Headteacher.
3. Contribute to the development and implementation of aspects of pastoral care to ensure that a high standard of provision is maintained for all pupils.

4. Assist in making arrangements for parents and carers to be given regular information about the school curriculum, the progress of their children and other matters relating to the school.
5. Support the involvement of parents and carers in the life of the school.
6. Allocate duties and responsibilities to staff and publish timetables and duty rotas as required.
7. Undertake a teaching commitment (*detail to be confirmed*).

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### Person Specification

| Selection criteria will be assessed by the combination of application processes indicated *.  | Application form | Selection task | Interview |
|---|------------------|----------------|-----------|
| <b>Qualifications</b>   |                  |                |           |
| 1. Qualified Teacher Status   | *                |                |           |
| 2. Degree level education or an equivalent professional qualification   | *                |                |           |
| 3. Nationally recognised SEN qualification (or appropriate experience) – desirable but not essential                                  | *                |                |           |
| 4. Evidence of recent continuing professional development including management training   | *                |                |           |
| <b>Experience</b>   |                  |                |           |
| 5. Recent successful middle management experience and a proven ability to raise standards   | *                |                | *         |
| 6. A proven track record of excellence as a class teacher in the primary phase  | *                | *              | *         |
| 7. Promotion of positive behaviour management strategies and constructive handling of problems  | *                | *              | *         |
| 8. Successful experience of improving the quality of teaching and learning through processes of monitoring, supporting and motivating | *                |                | *         |
| 9. Successful experience of accelerating rates of pupil progress, including those of vulnerable pupils                                | *                | *              | *         |
| 10. Successful implementation of curriculum development   | *                |                | *         |

| <b>Knowledge</b>  |   |   |   |
|---|---|---|---|
| 11. An understanding of the different ways in which children learn and of a variety of teaching styles                          | * | * | * |
| 12. A thorough knowledge of the whole primary and foundation stage curriculum, its organisation and assessment                  | * |   | * |
| 13. A knowledge of current school self-evaluation procedures and strategies for raising standards of achievement                | * |   | * |
| 14. A commitment to and an understanding of the processes of inclusion and equal opportunities                                  | * |   | * |
| 15. A clear understanding of current educational legislation, issues and debates  | * | * | * |
| <b>Skills</b>   |   |   |   |
| 16. An ability to lead and work as part of effective teams  | * | * | * |
| 17. Be able to communicate clearly and effectively both orally and in writing with pupils, staff, parents, carers and governors | * | * | * |
| 18. Have good reasoning powers and good judgement in a variety of situations  | * | * | * |
| 19. Maintain, improve and develop close links with pupils, parents, carers, governors and the wider community                   | * |   | * |
| 20. Plan, monitor and evaluate aspects of school development and lead by example  | * |   | * |
| 21. Manage change successfully  | * |   | * |

***STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service check.***

**Responsibilities for managing Inclusion will include ensuring that the SENCO has the following in place:**

- Early identification, high quality support and progress of all children with Special Educational Needs
- Early identification, high quality support and progress of all children who have English as an additional language;
- Early identification, high quality support and progress of all vulnerable and at risk pupils;
- The collection and analysis of all progress and attainment data for all relevant groups of pupils, as required by the Headteacher and Governing Body;
- Ensuring that statutory requirements are met in relation to inclusion;
- Advise and support teachers in fulfilling their responsibilities for inclusion as appropriate.
- Monitor progress of Pupil Premium (FSME) pupils to ensure that appropriate interventions and strategies are in place to maximise their potential.