

## Job Description

Job Title	<b>STEP Deputy Head Teacher</b>
Responsible to	Head of School & Executive Headteacher

### Teaching Responsibilities

Undertake the duties of a teacher as specified by the most recent School Teachers' Pay and Conditions Document (STPCD).

### General

- Promote the agreed vision of STEP Academy Trust.
- To support and promote the aims and ethos of STEP Academy Trust.
- To provide an example of inspirational and outstanding teaching for colleagues.
- Be committed to raising standards of achievement.
- To play a leading role in the school improvement process.
- To contribute to the on-going process of Academy self-evaluation.
- Implement all the policies agreed by STEP Academy Trust Board of Trustees.
- Provide a safe, welcoming, organised, creative and interesting learning environment.
- Be aware that each child has a right to equal opportunities and equal access to the curriculum.
- Maintain high expectations and insist the children always produce their best.
- Work collaboratively with colleagues, setting high professional standards.
- Maintain good order and discipline amongst the pupils when they are in school and engaged in school activities elsewhere.
- Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.
- Take an active part in the life of the Academy.

### Curriculum

- Plan and prepare pupils' work and lessons within the parameters laid down by our Planning Policy and school schemes of work.
- Differentiate work so that the needs of all children are met.
- Provide guidance and advice to pupils on educational, social and moral matters.
- Be prepared to take responsibility for an extra-curricular activity.

### Evaluation, Assessment and Record Keeping

- Assess, record and report on the development, progress and attainment of pupils as defined in agreed policies.
- Communicate and consult with pupils, colleagues, parents/carers and outside agencies as appropriate.
- Mark work, providing regular feedback, according to the agreed Feedback Policy.
- Set regular ambitious yet achievable targets for the children.

### Other Responsibilities

- Participate in scheduled meetings, including a weekly team meeting.
- Participate in duty rosters, including taking assemblies.
- Participate in the school's arrangements for performance management and other professional development activities.
- Safeguard the health and safety of all children.

### **Deputy Head Teacher Responsibilities**

- Deputise in the absence of the Head of School.
- Develop a senior leadership partnership with the Head Teacher and Senior Leadership Team. Work with them to ensure that the school meets challenging targets for improvement.
- Undertake any professional duties that the Head Teacher might delegate.
- Lead Teaching and Learning across the Academy, including organising ongoing CPD programmes for staff across the Academy.
- Take overall responsibility for our 'text and context' curriculum, working with subject leaders to develop a progressive, knowledge-rich curriculum.
- Together with the Head Teacher, oversee assessment and tracking procedures and regularly analyse results.
- Monitor the impact of support programmes for underachieving pupils, and feedback for teachers, teacher assistants and Governors.
- Organise the delivery of PPA and monitor the effects of PPA provision on pupil achievement standards.
- Manage staff training courses and cover for absent staff.
- Take overall responsibility for managing and enhancing the curriculum of our Greater Depth pupils.
- To work alongside the Head of School in leading staff development and performance management.
- Work with the Head of School to implement policies and procedures.
- Prepare and deliver reports to the Academy Committee as required.
- Be responsible for the school diary and liaise with other senior managers to arrange cover as and when required.

### **Team Leader Responsibilities**

- Take overall responsibility for and through coaching, provide leadership support for Phase Leaders.
- Generate an atmosphere of focus, drive and high expectations based on your own practice.
- Be a strong role model.
- Advise and support teachers in your team.
- Ensure agreed structures and policies are observed by all members of the team.
- Assume responsibility for discipline across the Academy, meeting parents where appropriate.
- Coordinate and chair team weekly phase meetings as needed (keeping minutes).
- Monitor planning of your phase on a weekly basis to ensure it effectively meets the needs of the children.
- Regularly monitor children's books ensuring high expectations are maintained and Academy procedures are followed.
- Monitor and moderate the assessments of teachers in your team providing written and/or verbal feedback e.g. termly writing samples.
- Support teachers in the writing of IEPs and monitor children's progress towards achieving agreed targets.
- Agree and regularly review challenging pupil and class targets with teachers in your phase.
- Coordinate formal assessments in your phase; e.g. SATs, EYFS Profiles and optional tests.
- Evaluate standards across the phase, assess progress and identify areas of weakness.
- Prepare an annual written report for the Academy Committee.
- Provide good, clear information for parents.
- Oversee the organisation of class trips, journeys and productions across the school.
- Keep notes on matters relating to the team including: meetings with staff, interactions with parents and incidents involving children. Notes should be dated and outline key points.

### **AIP Priority Leader Responsibilities**

- Lead on a priority identified in the current Academy Improvement Plan (AIP), involving other staff where appropriate.
- Play a leading role in the development of the AIP and in delivering the aims of the Academy.
- Devise and implement an action plan for the current academic year.
- Evaluate the impact of actions at the end of the academic year.
- Keep up-to-date with current developments in the designated area and communicate these to the staff, advising on INSET needs and liaising with relevant personnel/services as appropriate.
- Where appropriate, implement assessment and tracking procedures.
- Where appropriate, monitor standards of achievement in the designated area.
- Ensure issues of equal opportunities/access are addressed in the designated area.

## **Safeguarding Children and Safer Recruitment**

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

### **The Deputy Head Teacher should support the Head of School in ensuring that:**

- The policies and procedures adopted by the Board of Trustees are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy and code of conduct.

### Safeguarding commitment

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. An enhanced DBS check is required for this post.

### Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

### Commitment to Equality and anti-racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

### Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

### Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

### Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

### Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

### Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other than these duties given in the job description. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.

## Person Specification

**Job Title: STEP Deputy Head Teacher**

Qualifications and Experience					
	Essential	Desirable	Assessed by: Application	Assessed by: Interview	Assessed by: Task /Observation
1	DFE recognised Qualified Teacher Status, and recent and relevant CPD.	NPQH qualification or willingness to work towards.	✓	✓	
2	At least 3 years recent and relevant senior leadership experience in a primary school.		✓	✓	
3	Record of outstanding classroom practice with at least 5 years teaching experience.	Experience teaching across key stages.	✓	✓	
4	Evidence of leading and maintaining a whole school initiative linked to school improvement.		✓	✓	
5	Evidence of successful curriculum leadership and involvement in school improvement planning.	Experience of leading a core curriculum area.	✓	✓	✓
6	Proven track record of raising standards and meeting challenging targets.	Achievement of high KS1 / KS2 SATs results.	✓	✓	
7	Experience of leading and managing a team, and of performance management.		✓	✓	
8	Experience of child protection/safeguarding with up to date training or willingness to undertake training		✓	✓	
Abilities and Skills					
9	Ability to communicate effectively with all members of the school community.	Experience of leading staff and parent meetings.	✓	✓	✓
10	Ability to lead and manage an effective team, challenging and developing staff and pupils.		✓	✓	
11	Effective behaviour management skills; able to coach others to develop their skills in this area.		✓	✓	
12	Ability to lead, motivate and inspire others and to promote a positive school ethos.		✓	✓	
13	Ability to give constructive feedback to staff, identify targets and support teacher development.		✓	✓	✓
14	Ability to identify and implement successful inclusion strategies for all children		✓	✓	✓
15	Ability to plan, organise and prioritise work in order to meet deadlines.		✓	✓	

Knowledge and Understanding					
Essential		Desirable	Assessed by: Application	Assessed by: Interview	Assessed by: Task /Observation
16	Able to analyse, interpret and respond to school performance data, identifying areas for improvement.		✓	✓	✓
17	Excellent understanding of curriculum and pedagogical issues, including recent developments within the primary phase.		✓	✓	
18	Understanding of statutory and non-statutory primary frameworks.		✓	✓	
19	Understanding of innovative and creative strategies that enable children to make excellent progress.			✓	✓
20	Thorough understanding of and commitment to equality of opportunity		✓	✓	
21	Knowledge of safeguarding and child protection issues.		✓	✓	

Personal skills and attributes					
22	Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.		✓	✓	✓
23	Ability to work independently and on own initiative; take responsibility for own professional development.		✓	✓	