

JOB DESCRIPTION

Job Title:	Deputy Headteacher/Principal - Primary
Leadership Range:	L18-L22 (£64,143-£70,745)
Contract Type:	STCPD
Reporting to:	Principal/Headteacher
Responsible for:	

Statement of Purpose

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

- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Lead the Middle Leadership Team including Key Stage Leads and Behaviour and Attendance Lead across the school.
- Develop and reinforce the educational vision and direction of the school to secure the commitment of staff, students and their parents/carers, Academy Councillors and wider stakeholders.
- Have a clear overview of local, regional and national educational developments that impact on the students and staff in school, and be able to communicate this to staff to enable them to carry out their professional duties more effectively and keep up to date.

If the headteacher is absent, the deputy headteacher will deputise, as directed by the Academy Council. 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 (STPCD).

Qualities

The Deputy Headteacher will;

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.

Duties and Responsibilities

School Culture and Behaviour

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Have ambitious expectations for all students
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Liaise with parents and carers to engender more support for their children and strengthen the home-school link

Teaching, Curriculum and Assessment

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all students are taught to read
- To actively promote our SHAPE curriculum concept throughout the school with students and staff and more widely with Parents/Carers, Academy Councillors and other stakeholders as appropriate
- To plan for the productive use of the Pupil Premium Grant towards excellent outcomes for students
- To teach a subject as part of the learning pathways and KS4 accreditation offer, for a maximum total of a day per week

Organisational Management and School Improvement

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Academy Council and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload

- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Governance, Accountability and Working in Partnership

Under the direction of the Headteacher, the Deputy Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students
- Represent school on influential leadership groups across the city, region and nationally as personally identified or delegated by the Headteacher

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	<p>Experience</p> <ul style="list-style-type: none"> • Successful leadership and management experience in a school. • Teaching experience, with evidence of leadership development. • Involvement in school self-evaluation and development planning Line management experience. • Experience of contributing to staff development. 	APP/I
	<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Qualified teacher status. • Degree. • Professional development in preparation for a leadership role. 	APP/I
	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses. • Understanding of high-quality teaching, and the ability to model this for others and support others to improve. • Understanding of school finances and financial management. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Ability to build effective working relationships. 	APP/I
	<p>Personal Qualities</p> <ul style="list-style-type: none"> • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality 	I
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the students, parents and other stakeholders. 	

	<ul style="list-style-type: none"> • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

In addition to candidates’ ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the ‘Two Ticks’ symbol and provides evidence of this on their application form they will be guaranteed an interview.