

## Deputy Headteacher

Role Profile

### Job details

**Job title:** Deputy Headteacher

**Salary:** L18-L23 (Outer London)

**Contract type:** Full time, permanent

**Reporting to:** Headteacher

**Responsible for:** Assistant Headteachers Faculty and Phase Leaders

This postholder is a key member of the Senior Leadership Team, working closely with the headteacher. The postholder is expected to positively model excellent leadership practice and the highest professional standards at all times. The post holder will be a class teacher if and when required.

### Main purpose

Under the direction of the Headteacher, the Deputy Headteacher of Heathland School, will deputise for the Headteacher and will take a major role in:

- Communicate the school's vision with passion and commitment and support the headteacher's strategic leadership
- Working to uphold and align with the overall vision and values of the Federation
- Ensuring a close link between Heathland School and Whitefriars School, supporting and promoting the overall vision, ethos and values
- Supporting the aims and objectives of the school and provide operational leadership so as to secure sustained success and outstanding quality provision for all learners
- Supporting the implementation of policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress in the primary section towards the achievement of the school's aims and objectives
- Ensuring and promoting effective safeguarding of all learners
- Leading by example and modelling best practice regarding professional conduct, workload and personal development
- Providing an environment and way of working in which all staff and all learners are enabled and empowered to achieve their best
- Being a role model for all in our community

### Duties and responsibilities

Qualities and knowledge

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent, child-centred education for all pupils in primary key stages and EYFS
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and professional astuteness, translating policy into the school's context
- Communicate and embody the school's vision compellingly
- Seek training and continuing professional development to meet own needs

## **Pupils and staff**

- Encourage and support ambitious standards for all pupils, instilling a strong sense of accountability in primary staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through recruitment, selection, induction, training, coaching and development of teaching staff
- Ensure our pedagogical approach is embedded in the school. Identify where teaching and learning improvements are needed and plan and implement strategies to address these
- Ensure the demands of the National Curriculum and the needs of our students are fully met by the curriculum
- Support a culture of 'open classrooms' as a basis for sharing best practice
- Maintain a positive ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring middle leaders
- Hold staff to account for their professional conduct, performance and practice
- Ensure that the school is safe, inclusive, welcoming for all and that the learners' experience of school is central to the school's provision
- External accountability: be responsible for test logistics, including access arrangements and outcomes at EYFS, Phonic Screening Checks, KS1 SATS and KS2 SATS

## **Systems and processes**

- Ensure that the systems, organisation and processes are well considered, efficient and fit for purpose, including processes for monitoring pupil progress and setting targets for teachers and middle leaders and support staff as appropriate
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Support staff in providing outstanding well-being, care and inclusion for all students
- Work closely with the inclusion team to ensure full inclusion of students in the school. Maintain awareness of all students with EHCPs and ensure statutory duties are carried out in line with the code of practice.
- Use systems for managing the performance of teaching staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the Directors as appropriate, providing the information they need to govern effectively. Track and report key data to key stakeholders and feedback on the quality of teaching and learning
- Oversee the work of primary faculty leaders, ensuring outstanding curriculum design
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of middle leadership throughout the school
- Ensure that the curriculum and pedagogical approaches are innovative and align with the overall curriculum vision of the Federation
- Strategically manage the calendar to ensure resources are deployed effectively and efficiently

## **The self-improving school system**

- Support and work to implement an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals within a local network
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Develop and maintain positive relationships with the school community including parents and families, ensuring a positive reputation for the school locally

- Maintain current accreditations – Eco Schools (Green Flag), RRSA (Gold level) etc and seek new accreditations in line with the Federation’s overall values, vision and ethos

**Other areas of responsibility**

- Line management of the Faculty leaders
- Line management of the Phase Leaders
- To be the responsible person for educational visits (EVC)
- Daily organisation of primary / daily cover arrangements for teachers and teaching assistants. To organise weekly and daily schedules and to brief staff accordingly
- Play an active part in the Senior Leadership Team through meetings and high visibility to pupils, staff and parents
- To organise and run assemblies and reward assemblies

The Deputy Headteacher is required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that the above 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.

This job description may be amended at any time in consultation with the postholder.

Last review date: May 2021

Next review date: May 2021 or on appointment of substantive post holder

Line manager’s signature: \_\_\_\_\_

Date: \_\_\_\_\_

Postholder’s signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Person Specification: Deputy Headteacher**

<b>Essential</b>	<b>Desirable</b>
<p><b>Qualifications:</b></p> <p>Degree, QTS</p>	<p>Middle leadership or senior leadership qualification</p>
<p><b>Experience:</b></p> <p>Substantial successful experience as a class teacher in the primary range</p> <p>Line management</p> <p>Performance management</p> <p>Year Group/Phase leadership</p> <p>Curriculum leadership responsibility</p> <p>Experience of effective assessment, tracking and target setting systems</p> <p>Experience of supporting colleagues to improve performance</p>	<p>Teaching graded as 'outstanding' by OFSTED</p> <p>Experience of more than one key stage</p> <p>Experience of more than one school</p> <p>Experience of managing a budget and resources management at a senior leadership level</p>
<p><b>Professional Development:</b></p> <p>Basic knowledge of the new primary curriculum</p> <p>Knowledge of Pupil Asset</p> <p>Knowledge of middle leadership skills</p> <p>Knowledge of safeguarding matters</p> <p>Knowledge of how to create an effective learning environment</p> <p>Good ICT skills</p> <p>Well aware of current national and local initiatives</p>	<p>Track record of extensive training</p> <p>Accredited courses</p> <p>Professional development visits to other schools</p>
<p><b>Personal qualities:</b></p> <p>Ambitious in school leadership</p> <p>Hardworking, smart and reliable role model</p> <p>Resilient, diligent and persistent when problem solving</p> <p>Very well-organised</p> <p>A positive and dynamic approach</p> <p>Reflective and thoughtful with skills of critical analysis</p> <p>Ability to build and maintain positive relationships with a wide range of staff</p> <p>Ability to articulate school requirements constructively to other members of staff</p>	<p>Proven ability to be an effective motivator and coach</p>

