

Post title: Deputy Headteacher
Responsible to: Headteacher
Areas of Responsibility: Teaching and Learning, Assessment, Curriculum
Salary: Leadership Payscale (L6 (£55,989)-L10 (£60,999) - Full time – Permanent

PURPOSE OF THE ROLE:

To demonstrate leadership and management skills in your given area; to lead on teaching, learning and assessment in order to raise standards for all children, in particular vulnerable and identified pupils/groups; to secure at least good outcomes and progress for all children.

To take specific responsibility and accountability for the strategic leadership and day to day management of provision for teaching and learning, including formation and delivery of the curriculum, and have a significant impact on academic and personal progress for pupils.

Overall responsibility:

- To lead, manage, develop and maintain high quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To oversee the intent and implementation of a broad and ambitious curriculum
- To support the development of middle leaders in becoming excellent practitioners and leaders of their curricular areas
- To design staff development and training to support an excellent standard of teaching and learning

RESPONSIBLE FOR:

Class teachers and teaching assistants, working closely with the Headteacher

IN ADDITION TO ASPECTS LISTED IN THE TEACHERS' STANDARDS, THE DEPUTY HEADTEACHER WILL:

- Fulfil all duties to a high standard with due regard for the schools Vision, Ethos and Values
- Be an excellent classroom practitioner
- Line manage and appraise identified staff
- Review, evaluate and monitor the teaching and learning policy as necessary and ensure its implementation across the school
- Actively lead, manage, evaluate and develop outstanding teaching, learning and assessment across the school
- Monitor the progress of relevant children and those eligible for Pupil Premium through the collection of data, rigorous analysis and other monitoring activities such as classroom observations, work sampling, informal discussions with colleagues and pupil voice surveys to aid in the writing of rigorous reports
- Monitor and evaluate the impact of Pupil Premium Grant expenditure as required annually and ensure all reporting and website requirements are fulfilled
- Uphold all school policies and procedures and promote the good name of the school.
- Be an active and effective member of the Senior Leadership Team, representing the needs of pupils and placing their wellbeing, progress and outcomes at the core of school improvement; communicating clearly to all stakeholders clearly and concisely through the written and spoken word and face-to-face
- Contribute to any action plans resulting from school self-evaluation or external inspections, ensuring that all targets set are evaluated and met

- Coach, mentor and train colleagues to effectively implement interventions and targeted programmes across the school, including analysis of their impact
- Use assessment data to analyse and identify trends for all groups across the school in order to improve opportunities for children
- Take the lead in key initiatives, ensuring they impact positively on school development areas and progress across the age groups as appropriate.
- Demonstrate enthusiasm, motivating and working with others to create a positive culture
- Demonstrate and expects others to demonstrate a growth mindset in all areas, always using a solution focused approach to challenges

FOCUS ON THE STRATEGIC DIRECTION AND DEVELOPMENT OF TEACHING AND LEARNING, CURRICULUM AND ASSESSMENT ACROSS THE SCHOOL WITH THE AIM THAT:

- Much of the teaching at Deer Park School is outstanding and never less than consistently good (quality first teaching).
- Teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately to ensure progress of these children is at least good and in line with the whole cohort/Nationally.
- All staff have a robust and knowledgeable understanding of the needs of pupils and provide for their needs appropriately; appropriate plans are devised and promoted to support staff
- Marking and constructive feedback from teachers and pupils is frequent and of a consistently high quality, ensuring this has a positive effect on progress and attainment (in line with the School policy).
- They monitor progress regularly for these pupils through the analysis of data and book scrutinies, undertaking regular observations, speaking to children and parents and providing developmental feedback and monitoring improved outcomes in areas identified.
- They provide an outstanding model of classroom practice when team teaching or supporting staff.
- They contribute to the School Development Plan, taking ownership of and leading on elements that are relevant to Teaching and Learning
- They are a highly visible leader at all times of the day.
- They monitor and oversee the effective use of additional adults in the classroom
- They ensure the effective use of resources promoting and driving the use of ICT resources, including overseeing and monitoring appropriate budget allocations for Teaching and Learning in liaison with the Headteacher.
- They analyse and interpret relevant school, local and national information relating to pupils within their remit and advise the Headteacher on the effective level of resourcing required to maximize achievement.
- Organise and lead workshops and meetings with and for parents and carers, utilising expertise internal and external to the school.
- They contribute to Pupil Progress meetings, collating and disseminating relevant data and report back to the wider SLT re key actions / priorities / successes.
- Groups of pupils such as EAL, FSM/Pupil Premium and SEN consistently make better progress than similar groups of pupils nationally.

IN ADDITION TO ASPECTS ALREADY COVERED, THEY WILL IMPACT ON BEHAVIOUR ACROSS THE SCHOOL WITH THE AIM THAT PUPILS:

- Make an exceptional contribution to a safe, positive and purposeful learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity (active learning culture linked to rights and responsibilities).
- Have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption; managing behaviour effectively by establishing and maintaining positive and productive relationships.

- Feel safe at school at all times. They understand very clearly what constitutes unsafe situations (including bullying) and are highly aware of how to keep themselves and others safe. Behaviour is exemplary at all times, including during play and lunchtimes.

OTHER PROFESSIONAL LEADERSHIP REQUIREMENTS:

- The Deputy Headteacher will ensure excellence in all of the school's activities demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all pupils including those with special educational needs, over a sustained period of time.
- They will be highly ambitious for the school and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- They focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good.
- They will take responsibility for their own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and local advisers as necessary.
- Liaise within the school to ensure there is a smooth transition for the pupils across phases and year groups.
- Carry out supervision/mentor duties as appropriate.
- Support the school's extra-curricular activities.
- Carry out other duties as reasonably required by the Headteacher.

In order to achieve this, they will:

- Deal sensitively with people, recognising individual needs and expertise to secure a consistent approach thus creating and upholding the school's positive ethos.
- Use skills of coaching and mentoring to oversee the work of the school's curriculum teams ensuring that team has outstanding leadership evidence through raised pupil outcomes in that area.
- Contribute to or lead teaching and learning meetings to ensure high quality provision and differentiation in teaching and learning across the school.
- Liaise effectively with other senior colleagues to ensure consistency of approach in teaching and learning across the school.
- Liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning as appropriate and in conjunction with the SENDCo or other SLT as necessary.
- Lead performance management for relevant staff.
- Provide guidance and support to staff in relationships with parents, and other agencies as appropriate.
- Provide feedback to all members of the school's leadership team and appropriate stakeholders.

CONFIDENTIALITY

During the course of your employment you will see, hear or have access to, information on matters of a confidential nature relating to the work of Deer Park School or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

The duties above are neither exclusive nor exhaustive and the postholder may be required to carry out appropriate duties within the context of the job, skills and grade.



| Person Specification: | | |
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| Qualifications & Training | Essential | Desirable |
| Education | Qualified Teacher Status | Higher degree qualification |
| Professional Development | Evidence of sustained CPD | Experience of leading CPD Experience in participation across a trust or group of schools |
| Experience | Essential | Desirable |
| Leadership | Experience of leading staff and evidence of impact as a leader on core aspects of school improvement | Experience of leading performance management processes |
| | Effectively developed and managed a staff team | Experience of training, supporting and developing staff |
| Teaching | Experience of excellent outcomes for children over time, and for all groups of children | Experience of teaching in a range of key stages |
| Skills and Qualities | Essential | Desirable |
| Leadership | Proven ability to lead, inspire, motivate and command respect Proven ability to think clearly, strategically and incisively Proven ability to communicate and engage effectively with all stakeholders Resilient and positive under pressure | Ability to delegate responsibility effectively Ability to set high standards and to provide a focus for improvement |
| Teaching | Knowledge of effective teaching and learning strategies when teaching vulnerable groups | Experience of planning and working with colleagues to improve their teaching and learning strategies |
| | Understanding of the principles of assessment, particularly those related to formative assessment | |
| Management | Proven ability to interpret school performance data and to identify opportunities for school improvement | Proven ability to lead self-evaluation and school development planning |
| | Ability to report on development, progress and attainment of all pupils | |
| | Experience with leading on Behaviour across a phase or key stage | Experience working with parents and the SLT to improve attendance and punctuality |
| Relationships with Stakeholders | Proven ability to establish and develop positive relationship with all stakeholders including pupils, staff, parents/carers, agencies, advisors and the wider community | |
| Other | Demonstrate a commitment to continuing professional development and improvement | |

