

Elvetham Heath Primary School

Job description

Post title:	Deputy Headteacher
Salary band:	L7-14
Posts responsible to:	Headteacher
Posts responsible for:	Senior and middle leaders (to include AHT and/or Year Group Leaders)

Job purpose

The Deputy Headteacher is a key member of the Senior Leadership Team (SLT), providing strategic leadership that drives exceptional teaching, learning and pupil outcomes. The role supports delivery of the school's vision, leads curriculum development and assessment, contributes to school improvement planning, and ensures excellent outcomes for all children.

The post holder will:

- Lead and model an inclusive ethos across curriculum, staffing, and the wider school community, ensuring the delivery of the school's ambitious Strategic Plan.
- Take a leading role in the monitoring and evaluation of standards across the whole school and be a leading professional, actively promoting effective teaching and learning practices across the school.
- Work collaboratively within SLT to promote character education, and a culture of high expectations and mutual respect.
- Play an influential role in school leadership and school improvement contributing to both strategic planning, day-to-day management and monitoring.
- Support, develop, and lead relevant teams to secure high-quality teaching, effective use of resources, and improved standards of learning and achievement for all children.
- Have the skills and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards priorities as detailed in the School's Strategic Plan.
- Act as the Designated Safeguarding Lead OR DDSL, uphold safeguarding, health and safety and child protection policies.
- Support the headteacher's overall leadership, development and management of the teaching and learning of all children, taking full responsibility for the school in the headteachers' absence.

Leadership and Management

- Lead on teaching, learning, curriculum and assessment.
- Drive School Development Plan priorities focused on raising and maintaining high standards.
- Support staff in achieving school priorities through guidance, challenge and accountability.
- Lead and quality-assure a whole-school CPD programme.
- Provide coaching and mentoring to develop staff and enhance the existing culture of high performance and innovation.

Accountability and Evaluation

- Use data effectively to identify priorities, target interventions, and devise action plans that lead to continuous improvement.
- Report, through the Headteacher, to the governing body on key actions and plans.
- Foster a culture of data literacy, self-evaluation, personal development, and continuous improvement among staff and children.
- Present data clearly to teachers, parents, pupils and governors.
- Training others to use data effectively.

Community, Engagement and Partnerships

- Develop effective links with parents, carers, and external agencies to support and improve pupils' achievement and personal development.
- Represent and promote Character Education and the school's virtues internally and externally.
- Engage with the local authority and other relevant agencies as required.
- Represent the school externally as required.

Professional characteristics

- You will demonstrate that you are an effective professional who challenges and supports all children and staff to do their best through:
 - Inspiring trust and confidence
 - Building team commitment
 - Engaging and motivating pupils
 - Taking positive action to improve the quality of pupils' learning.
 - Being a role model of high-quality teaching and learning.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Educated to degree level • Senior leadership course attendance within past two years (e.g. NPQSL) 	<ul style="list-style-type: none"> • Evidence of personal commitment to continuous professional development
Experience	<ul style="list-style-type: none"> • Experience of being a member of a successful senior leadership team • Experience of deputising for a headteacher • Successful teaching experience for a minimum of ten years, with experience of working across key stages. • Experience of leadership of impactful and sustained whole school initiative e.g. curriculum area • Proven ability to lead teams, supporting and challenging colleagues effectively to drive performance • Experience of carrying out performance reviews and supporting staff to improve practice • Understanding of how children learn in a high achieving and successful school • Building and sustaining effective working relationships with staff, governors and parents in the wider community • Experience of leading teams to achieve a specific outcome for children • Experience in monitoring and evaluating school effectiveness, including target-setting and tracking pupils' progress. • Experience in behaviour leadership, including effective behaviour management strategies. • Experience using assessment data to analyse performance and plan improvement. • Experience working with children with SEND and other 	<ul style="list-style-type: none"> • Experience of working in a setting that delivers effective trauma informed practice • Experience of working in a variety of educational settings • Experience of leading/participating in networks beyond a single school setting and / or a commitment to doing so

	<p>vulnerable groups, including strategies to support diverse learners.</p> <ul style="list-style-type: none"> • Evidence of the development of policy • Experience of working with external agencies to best support and safeguard children. 	
Knowledge and Skills	<ul style="list-style-type: none"> • Evidence of strong professional subject knowledge including the SEND Code of Practice • Working understanding of the new OFSTED framework • Excellent knowledge of teaching and learning, including effective pedagogical strategies and primary curriculum expectations (EYFS–KS2). • Understanding of whole-school behaviour systems and restorative approaches. • Ability to coach and mentor individuals to achieve specific outcomes • Ability to challenge and inspire colleagues • Clear understanding of safeguarding, including the responsibilities of a DSL/DDSL. • Clear understanding of how to promote and improve attendance; whole school and specific groups • A strong knowledge of how to deliver the best inclusive practice vulnerable groups such as, EAL, SEND, PP . • Evidence of a commitment to equal opportunities. • Safer recruitment trained / or committed to undertaking this training 	<ul style="list-style-type: none"> • Experience of raising standards within key whole school priorities • Evidence of understanding of strategic management in a large school. • Awareness of the Character Education approach and/or virtues led education • Understanding of trauma-informed practice
Personal Qualities	<ul style="list-style-type: none"> • To relish challenge and perform efficiently in this significant key role • Ability to take responsibility for others' performance • To be able to lead by example • Tenacity and commitment while working under pressure • Understanding of the need for visible leadership in a large school 	<ul style="list-style-type: none"> • A commitment to providing extra-curricular activities and an understanding of their impact upon school ethos, (clubs, sports day, community events, residential, etc). • A belief in character education

	<ul style="list-style-type: none"> • Ability to think strategically • Ability to organise, prioritise and delegate operational tasks • The ability to synthesise information quickly and effectively whilst maintaining an intensive workload • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate others • Good communication skills both orally and in writing • Strong skills in working with parents as partners 	
Other	<ul style="list-style-type: none"> • Commitment to inclusive practice • Commitment to wanting all pupils to achieve and succeed • Governance experience/involvement with governors 	

This job description may be amended at any appropriate time, following consultation between the Headteacher and Deputy Headteacher, and will be reviewed annually.