

**Deputy Headteacher Job Description**

Ducklington CE Primary School is committed to creating a diverse workforce and will consider applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity age, disability, marriage or civil partnership. We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

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| **Job Title** | Deputy Headteacher |
| **Grade** | L 2-6 |
| **Reports to** | Headteacher |
| **Key Purpose of the job** | To carry out the duties of this post in line with the remit outlined in the current School Teachers’ Pay and Conditions Document including the conditions of employment for deputy headteachers and the school’s own policy.  Under the overall direction of the headteacher, play a lead role in:   * Formulating the ethos, aims and objectives of the school and establishing the policies through which they are to be achieved; * Responsibility for the planning and delivery of the curriculum and assessment across the school to enhance provision so that all children are engaged and next steps clearly identified. * Proactively managing staff and resources; * Carrying out the professional duties of a teacher; * Taking responsibility for the school in the absence of the headteacher; * Undertake such reasonable activities that the Headteacher and governors may from time to time require. |
| **DUTIES AND RESPONSIBILITIES** | |
| **Strategic Direction and Development of the school** | |
|  | * To assist the headteacher in shaping a vision and direction for the school, setting out very high expectations and with a clear focus on pupil achievement. * To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan and other documentation along with the headteacher, governors and other senior staff. * To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the headteacher. * To assist the headteacher in school self-review and evaluation and in the effective planning and management of resources to secure improvements. * To lead by example when implementing and managing change initiatives. |
| **Teaching and Learning** | |
|  | * Be an ‘outstanding’ role model and act as a leading classroom practitioner, inspiring and motivating other staff. * Working with the Headteacher to raise expectations and increase outstanding practice in teaching and learning throughout the school. * Monitor and evaluate the quality of teaching and standards of pupil’s achievement and use benchmarks to set targets for school improvement. * Lead in the development and delivery of training and support for staff. * Promote a culture and practices that enables all pupils to access the curriculum. |
| **Leading and Managing staff** | |
|  | * Work with the Headteacher to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development. * To be an exemplar of all school policies and practices. * To support the Headteacher with Performance Management of staff. * Work with the headteacher to deliver an appropriate programme of professional development for all staff including quality learning conversations, in line with the school improvement plan and performance management. * Be an excellent role model for both staff and pupils by being reflective and demonstrating a desire to improve and learn. |
| **Deploying staff and resources** | |
|  | * In consultation with, and by the direction of the Headteacher, deploy people and resources efficiently and effectively i.e. timetables, deployment of HLTAs and supply staff. * To participate in recruitment and selection, as agreed by the headteacher. * Support in the allocation of financial resources appropriately, efficiently and effectively |
| **Accountability** | |
|  | * Understand and welcome the role of effective governance * Lead and support the staff and governing body in fulfilling their responsibilities regarding school performance and standards. * Support the Headteacher and Governors in accounting for the efficiency and effectiveness of the school to all relevant stakeholders. * Promote and protect the health, safety and welfare of pupils and staff. * Take responsibility for promoting and safeguarding the welfare of children and young people within the school. |
| **Strengthening community** | |
|  | * Work with the headteacher in developing the policies and practices which promote inclusion, equality and the extended services that the school offers. * Develop and maintain contact with all specialist services as appropriate * Promote the positive involvement of parents/carers in school life * Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties * Strengthen partnership and community working * Promote positive relationships and work with colleagues in other schools and external agencies. |

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| **DEPUTY HEADTEACHER PERSON SPECIFICATION** | **Essential/**  **Desirable** |
| **QUALIFICATIONS** |  |
| Qualified Teacher status.  Degree or equivalent.  Evidence of further professional development. | E  E  E |
| **EXPERIENCE** |  |
| Successful teaching experience in the primary age range.  Substantial knowledge and understanding of learning and teaching at Key Stage 1/2/EYFS.  Recent experience of working successfully as a senior leader or middle manager in a school.  Leadership of a significant area or phase including responsibility for raising standards across the whole school and contributing to self-evaluation and school improvement.  Experience of teaching in more than one key stage.  Experience of data analysis. | E  E  D  E  D  D |
| **KNOWLEDGE** |  |
| A clear understanding of the essential qualities necessary for effective teaching and learning.  The principles of effective assessment for learning.  Confident in whole school self-evaluation.  Knowledge and understanding of data analysis and the ability to use data to set targets for improvement.  Up to date knowledge & understanding of the current national education agenda.  Knowledge of current safeguarding child protection procedures. | E  E  E  E  E  E |
| **SKILLS AND ABILITIES** |  |
| Demonstrate outstanding practice.  Analyse data, evaluate pupil progress and plan an appropriate course of action for whole school improvement.  Inspire, challenge, motivate and empower others to carry the vision forward.  Lead and manage people to work towards common goals.  Ability to investigate, resolve problems and make decisions.  Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate).  Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child’s education.  Expecting and facilitating all children to reach their potential irrespective of social background.  Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care.  Effective administrative and organisational skills and time management and the ability to work under pressure and to tight deadlines. | E  E  E  E  E  E  E  E  E  E |
| **Personal Attributes** |  |
| Creative, enthusiastic and proactive, keen to embrace new ideas and challenges.  Energy and enthusiasm.  Confidence and excellent inter-personal skills.  Loyalty and confidentiality.  Committed to continuing professional development for self and others. | E  E  E  E  E |