



## JOB DESCRIPTION

<b>ROLE PROFILE:</b>	<b>Deputy Headteacher</b>
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### ORGANISATIONAL ARRANGEMENTS:

**Job holder:** TBC

**Reports to:** Headteacher

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**PART 1** You are required to carry out the duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document.

**PART 2** The post requires you to teach students in the age range 11-16.

**PART 3** You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of the School Teachers' Pay and Conditions document as the Headteacher may reasonably direct from time to time.

*In addition you are required to undertake the following responsibilities within the framework of School Policy, LA and National regulations.*

**To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of the School Teachers' Pay and Conditions document and to be accountable for each aspect to the appropriate colleagues as detailed below.**

Working alongside and in partnership with the Headteacher in providing and executing day to day professional leadership and management of the school to maintain and extend its success, and to ensure high quality education for all our students and to continue to raise standards of progress and achievement. Promote the vision, aims, values and ethos of the school through implementation of the policies of the governing body and their practice. Manage the day to day running of the school, students' welfare and learning, staff conduct and operation and site resources, so as to promote and secure the achievement of both students and staff. Be accountable with the Headteacher for the continuous improvement in the overall provision of quality education and the outcomes and achievements of students.

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### **a) Teachers' Standards and expectations:**

#### **Part one: teaching**

##### **1. Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect

- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

## **2. Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

## **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

## **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum.

## **5. Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

#### **Part Two: Personal and professional conduct**

1) Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2) Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in your own attendance and punctuality.

3) Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

## **b) Position held:- Deputy Headteacher**

### **Expected - Tasks, expectations & accountabilities for the role at Deer Park**

#### **Main purpose**

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

- Leading on quality assurance and monitoring
- Leading on data, assessment and feedback
- Leading on curriculum and timetable
- Oversight of staff CPD
- Leading staff and managing resources
- Monitoring progress towards the achievement of the School Improvement Plan
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the Trust board.
- 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 and Trust
- Serve in the best interests of the school's students.

## **Duties and responsibilities**

### **School culture and behaviour**

Under the direction of the headteacher, the deputy headteacher will:

- Work alongside the senior leadership team (SLT) and other staff members to 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
- 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.

### **Teaching, curriculum and assessment**

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain high-quality teaching across all subjects and key stages, 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.

### **Additional and special educational needs (SEN) and disabilities**

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all students to access the curriculum
- Have ambitious expectations for all students with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND code of practice.

### **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 Local Academy Committee 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 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.

## **Professional development**

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs.

### **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 within and beyond the Raise Education Trust
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.

### **Flexibility Statement**

The content of this job description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The job description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

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**NOTE 1** The days are to be specified by the Headteacher under paragraph 51.2 - 51.3 of the School Teachers' Pay and Conditions document and the hours allocated by the Headteacher under paragraph 51.4 - 51.12 of the School Teachers' Pay and Conditions document shall be the subject of a separate statement issued by the Headteacher.

**NOTE 2** The job description may be reviewed at the end of the Academic Year or earlier if necessary. In addition it may be amended at any time after consultation with you.

**NOTE 3** The school timetabled day is between the times of 8.00 am and 5.00pm. Teachers will be required to fulfil their 1265 hours within the range of the school day that may vary on an annual basis.

**NOTE 4** Additional non-contact periods above the schools normal allocation may be used for cover periods in excess of 38 hours.

Date Prepared: 9<sup>th</sup> January 2025

Prepared By: HR

Date Reviewed:

Reviewed By: