

Viking Academy Trust



Person Specification

Position: DEPUTY HEADTEACHER

Name of Member of Staff:

Member of Staff:

Date:

Executive Headteacher:

Mjenni

Date:

PERSON DESCRIPTION: DEPUTY HEADTEACHER

“Empower children through education: One Childhood One Chance”

Viking Academy Trust Base School:	Ramsgate Arts Primary School
Job Title:	DEPUTY HEADTEACHER
Line Manager:	HEAD of SCHOOL
Pay Range:	Leadership Pay Range

Ramsgate Arts Primary School is looking to appoint an inspirational Deputy Headteacher to work alongside the Head of School and supported by two Assistant Headteachers.

This leadership team works alongside the ‘Local Advisory Body’ to ensure that the school maintains high standards and achievement whilst realising the school priorities as set out in the School Improvement Plan to continue to progress further.

A core element of the Deputy Headteacher’s role is to create and maintain a climate for learning for all children/staff. Managing relationships and communication well will be key to ensure high collective morale and team ethic. A skilled Deputy Headteacher will use strategic vision to prioritise and deploy resources, implementing systems and structures which will support and enable the school’s culture to flourish.

The core functions of the Deputy Headteacher are: Ensuring effective learning; showing high emotional intelligence; raising expectations and standards for all; demonstrating full commitment to the ethos and vision of the Head of School and Executive Head.

Overview

Ramsgate Arts Primary School is an oversubscribed new, school which isn’t quite full to capacity yet, but in two years’ time it will be full with two classes in each year group. The role of the Deputy Headteacher is central to the continued improvements of the school. The Deputy Headteacher will be responsible for the academic needs of all children. The Deputy Headteacher will be responsible for the standards of teaching, learning and behaviour across the school and will therefore lead a team of teachers in close liaison with the Assistant Headteachers.

Pay Range

The Deputy Headteacher will be paid on the Leadership Pay Range. Pay progression will follow a successful appraisal cycle.

Role of Deputy Headteacher:

1. To ensure accountability of all staff for pupil progress and quality of learning.
2. Accountable to the Head of School and Local Advisory Body for the quality of teaching and learning provided by the school .



3. Accountable to the Head of School and Local Advisory Body for the positive learning behaviour of pupils

The Deputy Headteacher is part of the school's leadership team, who will work to develop and implement the Head of School and Executive Head's vision for the school.

Priorities:

1. The standards of teaching and learning across the school and curriculum
2. The standard of behaviour and the wellbeing of all pupils
3. Gathering and evaluating evidence in support of continuous improvement in the school's provision for children
4. Prioritising information to ensure that developments are implemented that continually drive-up standards for all

Accountability:

The Deputy Headteacher is accountable for the quality of teaching and learning for all pupils across the school. These standards encompass teaching, learning, wellbeing and behaviour. The Deputy Headteacher will also lead on data analysis in order to evaluate areas for development and develop strategic planning in association with the Leadership team and Head of School.

The Deputy Headteacher must also have demonstrable teaching skills leading to learners achieving well, making similar or better progress than similar learners nationally. The Deputy Headteacher must also have the skills to lead other school based staff in improving their practice – through activities such as CPD using current research, coaching, observation, team teaching and appraisal.

The Deputy Headteacher must support the achievement of all pupils, making a measurable contribution to whole school targets. The Deputy Headteacher must have a very good working knowledge of the quality of teaching and learning in each class across the school. They must undertake learning walks, informal drop ins, lesson observations and attend pupil progress interviews alongside the Leadership Team. The expectation is that 100% of teaching is good with an increasing percentage demonstrating outstanding elements.

To support and monitor the quality of provision of all pupils, the Deputy Headteacher must conduct regular work scrutiny, alongside the Leadership Team. This is to ensure that learning is being delivered to facilitate excellent progress across the curriculum, that expectations are high, presentation and marking policies are followed and next steps in learning are clearly identified and addressed through accurate assessment for learning that informs planning.

The Deputy Headteacher must understand assessment data and act upon it to ensure that pupil's needs are met; showing targeted interventions for pupils at risk of falling behind or in need of additional support to meet end of year targets. Pupils Progress Interviews will provide opportunities to plan for individual children and for groups of pupils.

The Deputy Headteacher must have an extensive knowledge of how to use and adapt a range of teaching and learning and behaviour management strategies to meet the needs of all pupils. The Deputy Headteacher will understand how to best personalise learning and provision outside of the



classroom for individual pupils to ensure their academic and social success. They must work closely with all stakeholders to ensure that teaching and learning is consistently effective to match the needs of pupils so that they meet their potential.

Competencies:

- Proactive stance to whole school improvement
- A passion for improving outcomes for all children
- Good working knowledge of the curriculum across the Primary age range
- To maintain an up-to-date interest in education policy and practice at local and national level
- Excellent understanding of attainment data
- Excellent working relationships with staff, children and parents
- The ability to challenge and support
- A consistently good or outstanding practitioner
- Well organised

Person Specification:

	Essential	Desirable
Qualifications and Training	<p>Qualified Teacher Status</p> <p>Experience of Middle Leadership for at least two years.</p>	<p>Evidence of recent professional development relevant to the post e.g. NPQML, NPQSL.</p> <p>National award for SEN coordination.</p>
Knowledge and Experience	<p>Detailed knowledge of the whole Primary curriculum.</p> <p>Involved in the implementation of whole school initiative to improve learning.</p> <p>Sound understanding of assessment and reporting – including statutory assessments.</p> <p>Understanding of the appraisal process and link to pay progression.</p> <p>Successful leadership of a team or phase within the primary age range.</p> <p>A sound understanding of monitoring pupil progress</p>	<p>Knowledge of current behaviour for learning research.</p> <p>Good understanding of current educational issues, particularly relating to the post.</p> <p>Experience of effectively managing staff and budgets to ensure appropriate use of resources.</p> <p>Ability to provide clear direction when leading annual reviews / referrals.</p>



	<p>and raising attainment and progress – especially SEN/AEN and vulnerable children.</p> <p>Experience of reporting to the Headteacher and Governing Body.</p> <p>Relevant and recent CPD showing a commitment to developing leadership skills through nationally recognised qualifications.</p> <p>Experience of providing regular coaching and mentoring.</p> <p>Experience supporting ECTs.</p>	
<p>Skills and Abilities</p>	<p>Excellent communication skills and the ability to set a clear vision.</p> <p>Evidence of outstanding classroom practice.</p> <p>Ability to evaluate strengths and areas for development and plan action to address these – for themselves and others.</p> <p>Ability to give clear and positive leadership and to work as part of a team.</p> <p>Good interpersonal skills.</p> <p>Excellent behaviour strategies – particularly for children with additional needs.</p> <p>Excellent time management and organisational skills.</p> <p>Ability to embrace new initiatives and manage change effectively.</p>	<p>Confident user of ICT.</p> <p>Commitment to extra curricular activities.</p>



<p>Personal Qualities</p>	<p>A firm commitment to the principles of an INCLUSIVE education.</p> <p>The ability to maintain and develop good and sensitive personal relationships with all stakeholders – children, families, staff and governors.</p> <p>High expectations of themselves and of others .</p> <p>A commitment to high standards of pupil achievement – both learning and behaviour.</p> <p>A positive, caring attitude Confidential and professional Ability to give and receive professional and constructive criticism.</p> <p>Flexibility and resilience.</p> <p>Clear vision for own career development.</p>	<p>Passion and enthusiasm.</p> <p>Sense of humour.</p>
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