



JOB DESCRIPTION

Job title:	Deputy Headteacher	
Post number:	DH1	
Grade:	L11 – L15 Fringe	
Contract and Hours:	School Teachers' Pay and Conditions	
Responsible to:	Headteacher	
Responsible for:	Behaviour & Attitudes Attendance	
Job purpose:	<p>To assist the Headteacher in the smooth running of School, taking full charge in their absence.</p> <p>To play a role in formulating the aims and objectives of the school and establishing the policies through which they are to be achieved.</p> <p>To lead and maintain the highest of professional standards and expectations and facilitate effective communication throughout the school.</p>	
Key internal contacts:	Governors Executive Headteacher Headteacher Director of School Improvement	ALT Executive Leaders Curriculum Leaders Teachers
Key external contacts:	OFSTED DfE Local Authority	Relevant schools within the Alternative Learning Trust Off-site providers
Special consideration:	Hold a clear Enhanced DBS check Hold a current driving licence with own transport	

Duties and responsibilities

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

Specific Duties

- Lead on improving student attendance in school;
- Lead on the Positive Behaviour Policy development and implementation;
- Support with the day-to-day management of the school;
- Communicate the school's vision compellingly and support strategic leadership;
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils;
- Jointly develop the curriculum;
- Build positive relationships with all members of the school community, showing positive attitudes to them;
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally;
- Work with political and financial astuteness, translating policy into the school's context;
- Proof reading termly reports;
- To have a teaching commitment of 0.4 and oversee the continuation of teaching for long term cover.

Pupils and staff

Under the direction of the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes;
- Ensure excellent teaching in the school, including training and development for staff;
- Establish a culture of 'open classrooms' as a basis for sharing best practice;
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge;
- Identify emerging talents, coaching current and aspiring leaders;
- Hold all staff to account for their professional conduct and practice through performance management and regular reviews;
- Lead and develop assessment and benchmarking.

Systems and processes

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose;
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour;
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice;
- Work with the governing body as appropriate;
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources;
- Liaising with the Examinations Officer in ensuring that timetabling, registration, reporting, assessment and tracking systems are working effectively;
- Arranging and publishing deadlines, procedures and guidance for report writing;
- Support distribution of leadership throughout the school;
- Oversee responsibility for construction and distribution of the termly calendar.

The self-improving school system

Under the direction of the Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils;
- Develop effective relationships with fellow professionals;
- Model entrepreneurial and innovative approaches to school improvement and leadership;
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education;
- Working in partnership with the Senior Leadership Team, review the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.

Leading and managing staff – developing self and others

- Support the development of collaborative approaches to learning within the school and beyond;
- Participate, as required, in the selection and appointment of teaching and support staff;
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn;
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target-setting (linked to areas of key responsibilities);
- Work with the Senior Leadership team to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.

General

- Work with the Senior Leadership Team to promote and market School and Alternative Learning Trust;
- To dress appropriately in accordance with the Staff Dress Code;
- Use CPOMS on a daily basis to register, record, monitor and process safeguarding and welfare concerns for students on roll;
- To use SIMS on a daily basis to register, record, monitor and process student data;
- To promote the School's core themes of: *Core Themes*
- To implement the School's policies and procedures;
- To ensure compliance with health and safety requirements and the security of the premises and personnel;
- To adhere to the School's Code of Conduct and Child Protection legislation, so as to maintain safe boundaries and refer safeguarding issues to the Designated Child Protection Officer;
- To carry-out other related duties as may be identified by the Head of School or Executive Principal, which are commensurate with the post.

Trust

To share in the day to day running of the Trust, including:

- Promoting the Trust's core themes of safeguarding and working with vulnerable young people and helping them to flourish;
- Complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety);
- Ensuring high standards of behaviour and dress are maintained;
- Attending Trust/academy briefings, meetings and events as required by the Executive.

Additional Duties

You may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post.

Review

This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder.

I confirm that I understand and agree the duties of this job description.

Signature:

Print name:

Date:

Manager's signature:

Print name:

Date:

PERSON SPECIFICATION

Deputy Headteacher

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications and Experience	Assessment Method
Essential: <ul style="list-style-type: none"> • Qualified Teacher Status • Professional development in preparation for leadership role. 	Application form Certificates Interview
Skills and Abilities	
Essential: <ul style="list-style-type: none"> • Ability to create, analyse and use data to set targets and identify weaknesses. • Ability to communicate effectively, both orally and in writing with a range of audiences. • Ability to communicate a vision and inspire others. • Ability to work under pressure and prioritise effectively. • Competent in using a range of database packages for assessment, progress and attainment. 	Application form Supporting statement Interview Observation
Knowledge	
Essential: <ul style="list-style-type: none"> • Successful leadership and management experience in a school. • Substantial teaching experience and a strong track record of securing improved outcomes for pupils with additional learning and support needs. • Involvement in school self-evaluation and development planning. • Experience of managing staff development, performance and capability. • Experience of managing SEND at different key stages. • Up-to-date knowledge of current developments in relation to the curriculum and areas of educational leadership, pedagogy and school improvement, including changes to assessment. • Understanding of school finances and financial management. Desirable: <ul style="list-style-type: none"> • Experience of observing teaching and learning and supporting improved standards on a consistent basis. • Current knowledge of the national agenda around education, in particular special education and alternative provision, and the challenges and opportunities for schools. 	Application form Supporting statement Interview Observation
Special Conditions	
Essential: <ul style="list-style-type: none"> • Willing to undertake an Enhanced DBS check. • Hold a current driving license and use of own transport. • Flexible approach to work by responding to the needs of the service including, at times, working beyond normal working hours. 	Application Form Supporting statement Interview