

Viking Academy Trust



Job Description

Position: DEPUTY HEAD OF SCHOOL

Name of Member of Staff:

Member of Staff:

Date:

Executive Head of School: *Mjenni* Date:

JOB DESCRIPTION: DEPUTY HEAD OF SCHOOL

"One Childhood One Chance: Empowering children through education"

PREAMBLE

All staff and members of governance make the education of pupils at the Viking Academy Trust their first concern and are accountable for achieving the highest possible standards in work and conduct.

All staff and members of governance act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Viking Academy Trust Base School:	Upton Junior School
Job Title:	DEPUTY HEAD OF SCHOOL
Line Manager:	HEAD of SCHOOL
Pay Range:	Leadership Pay Range

The Leadership Team at Viking Academy Trust share the unwavering belief in the potential of every child; recognising the core purpose of the Leadership Team is to inspire, excite and motivate all members of the Viking community. We know our children don't get a second chance for a first class education and therefore it is the job of the Leadership Team to ensure Viking schools provide an outstanding education for every child. Our Trust motto: 'One Childhood, One Chance' states this clearly and is at the heart of all we do.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Executive Head of School, to reflect or anticipate changes in the job, commensurate with the salary and job title.

This job description may be amended at any time after discussion with you. This job description is intended as a reference document which identifies the main responsibilities and activities of the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.

Purpose of role

The Deputy Head of School will be responsible for working with and supporting the Head of School on the following key school leadership and management areas. This will involve accepting responsibility for aspects of these key areas.

Teaching and Learning

1. Carry out any teaching duties in accordance with the school's schemes of work and National Curriculum
2. Work with teachers and teaching assistants
3. Provide an example of excellence as the leading classroom practitioner and inspiring and motivating other staff
4. Work with the Head of School and SLT to secure and sustain high expectations and excellent practice in teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of pupil's achievement, and use benchmarks and set targets for improvement.

Strategic direction and development of the school

1. Work with the Head of School to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context.
2. Act as a "sounding board" and "critical friend" to the Head of School, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Head of School and Governing Body.
3. Contribution to strategic leadership
4. Lead on Special Educational Needs
5. Tracking and monitoring of specific groups - SEN, Vulnerable groups, Pupil Premium
6. Lead on all aspects of inclusion (including LAC and EAL)
7. Lead the appraisal of a team of staff
9. Tracking, monitoring and evaluation of standards for specific groups
10. Responsibility for Well-Being, Behaviour and Pastoral issues
11. Line Manage Learning Mentors and Senco Assistant

Leadership and Management

1. Support and deputise for the Head of School
2. Work with the Head of School and SLT to lead, motivate, support, challenge and develop all staff to secure continual improvement; including her/his own continuing professional development
3. Understand issues relating to the organisation, ordering and funding of resources
4. Support and uphold the school's policies on behaviour, discipline and bullying
5. Manage the budgets for all areas of your leadership responsibility
7. Contribute to staff development activities

Specific Duties

1. Be a courageous school leader: lead observations, monitoring and assessment of staff.
2. Lead Inclusion across the school: managing day to day running of SEN / AEN. Reporting to Head of School and Governors.
3. Have responsibility for pastoral side of Upton: pupil wellbeing, behaviour, anti-bullying
4. Have responsibility for safeguarding, child protection (Lead DSL) and children in care (LAC)
5. Line manager Learning Mentors and SENCO Assistant
6. Liaise effectively with parents, carers and external agencies

Standards and quality assurance

1. Support the aims and ethos of the school
2. Set a good example in terms of dress, punctuality and attendance
3. Attend and participate in open evenings and school events
4. Uphold the school's behaviour code and uniform regulations
5. Stay up to date with training and documentation on current legislation and code of practice for SEN, safeguarding and Child Protection
6. Participate and lead staff training
7. Attend and lead team and staff meetings
8. Develop links with governors, LA and neighbouring schools.

Other duties and responsibilities

1. Lead the school in assemblies, monitor lunchtimes and playtimes and take other leadership roles within the school day
2. Attend events, lead extra-curricular activities and promote the school's ethos to others
3. Undertake such reasonable duties that the head teacher may from time to time ask the post-holder to perform.

Appendix 1

TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils



- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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 pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Appendix 1: Head of School Standards (Applicable to all Leadership positions paid on LPR)

Standards	Actions
Shaping the Future	<ol style="list-style-type: none"> 1. Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all 2. Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement 3. Demonstrates the vision and values in everyday work and practice 4. Motivates and works with others to create a shared culture and positive climate 5. Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence 6. Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large
Leading Learning and Teaching	<ol style="list-style-type: none"> 7. Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning 8. Ensures that learning is at the centre of strategic planning and resource management 9. Establishes creative, responsive and effective approaches to learning and teaching 10. Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning 11. Demonstrates and articulates high expectations and sets stretching targets for the whole school community 12. Implements strategies which secure high standards of behaviour and attendance 13. Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework 14. Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils 15. Monitors, evaluates and reviews classroom practice and promotes improvement strategies 16. Challenges underperformance at all levels and ensures effective corrective action and follow-up

<p>Developing Self and Working with Others</p>	<p>17. Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture</p> <p>18. Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities</p> <p>19. Develops and maintains effective strategies and procedures for staff induction, professional development and performance review</p> <p>20. Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities</p> <p>21. Acknowledges the responsibilities and celebrates the achievements of individuals and teams</p> <p>22. Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory</p> <p>23. Regularly reviews own practice, sets personal targets and takes responsibility for own personal development</p> <p>24. Manages own workload and that of others to allow an appropriate work/life balance</p>
<p>Managing the Organisation</p>	<p>25. Creates an organizational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements</p> <p>26. Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities</p> <p>27. Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and</p> <p>28. initiatives</p> <p>29. Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities</p> <p>30. Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school</p> <p>31. Implements successful performance management processes with all staff</p> <p>32. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations</p> <p>33. Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money</p> <p>34. Uses and integrates a range of technologies effectively and efficiently to manage the school</p>

<p>Securing Accountability</p>	<p>35. Fulfils commitments arising from contractual accountability to the governing body</p> <p>36. Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes</p> <p>37. Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation</p> <p>38. Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities</p> <p>39. Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers</p> <p>40. Reflects on personal contribution to school achievements and takes account of feedback from others</p>
<p>Strengthening Community</p>	<p>41. Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities</p> <p>42. Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment</p> <p>43. Ensures learning experiences for pupils are linked into and integrated with the wider community</p> <p>44. Ensures a range of community-based learning experiences</p> <p>45. Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families</p> <p>46. Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development</p> <p>47. Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community</p> <p>48. Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with</p> <p>49. other schools and promoting innovative initiatives</p> <p>50. Co-operates and works with relevant agencies to protect children</p>