



## DEPUTY HEADTEACHER

VALLEY INVICTA PRIMARY SCHOOL AT HOLBOROUGH LAKES



JOB DESCRIPTION	
<b>Job Title</b>	Deputy Headteacher
<b>Grade</b>	Leadership (L5 – L9)
<b>School / Department</b>	Valley Invicta Primary School
<b>Base</b>	Holborough Lakes
<b>Reports to</b>	Headteacher
<b>Accountable to</b>	Executive Headteacher

## Job Summary

Share in the leadership of the school by working in partnership with the Headteacher, Executive Headteacher, Trust Management Executive, and School Improvement Director to provide an outstanding education for the children, whilst ensuring sustained school improvement occurs in the quality of teaching and learning throughout the school, and the aspects of school life for which you are accountable.

## Key Working Relationships

- Headteacher
- Trust Executive Group
- School Improvement Director
- Staff
- Pupils
- Parents
- Visitors
- Governors

## Key Responsibilities

### Vision and Direction

- Support the vision and strategic plan for the school, which inspires and motivates all stakeholders and reflects the needs of the school and its community;
- Ensure the vision of the Trust is clearly articulated, shared, understood and acted upon by all to promote and sustain school improvement;
- Support the Headteacher in developing and implementing robust systems in key areas including short-, medium-, and long-term strategies that provide improvement, sustainability and capacity building in the school;
- Model high expectations for pupils and staff, underpinned by strong pedagogy and inclusive practice;
- Assist the Headteacher in motivating and inspiring stakeholders to create a strong, shared culture of learning within an open and inclusive environment.

## **Leading, Learning and Teaching**

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

- Support the Headteacher and SLT in securing consistently strong teaching and learning across the school;
- Lead and support the implementation of an instructional coaching model, including effective use of Steplab;
- Demonstrate a strong understanding of effective pedagogy, including:
- Explicit instruction;
- Curriculum coherence;
- Use of formative assessment;
- High-quality feedback;
- Support middle leaders and teachers to reflect on practice using evidence and pupil outcomes;
- Use data, observation and coaching records to inform school improvement priorities;
- Model effective teaching strategies through demonstrations, team teaching, or walkthroughs where appropriate.

## **Leading and Managing Staff**

- Assist the Headteacher in building a collaborative learning culture across the school for both pupils and staff;
- Contribute to risk management, safeguarding, health and safety, and operational planning;
- Encourage high standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils outcomes;
- Ensure clear delegation of tasks and devolution of responsibilities;
- Develop a positive ethos and foster a culture of continuous improvement by acknowledging the responsibilities and celebrating the achievements of individuals and teams;
- Monitor staff workload and promote wellbeing. Manage own workload and that of others to allow for their own professional development and leadership across the school.

## **Staff Development and Professional Learning**

- Support the Headteacher in building a coaching-led professional development culture;
- Ensure staff have access to high-quality CPD aligned with school priorities;
- Support performance management through clear goals, coaching and professional dialogue;
- Encourage reflective practice and continuous improvement;
- Maintain up-to-date knowledge of educational research and best practice.

## **Managing the Organisation**

- Assist the Headteacher in the implementation of evidence-based improvement plans and policies for the development of the school;
- Assist the Headteacher in recruiting, retaining and deploying staff effectively in the school;
- Manage and organise the environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Ensure 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.

## **Securing Accountability**

- Develop effective working relationships with the Headteacher, with the VIAT Senior Leadership Teams and Local School Boards;
- Develop an ethos across the school which enables everyone to work collaboratively; share knowledge and understanding, to celebrate success and to accept responsibility for outcomes;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.

### **Strengthening Community**

- Assist the Headteacher to build upon the school's culture and curriculum, which takes account of the richness and growing diversity of the school communities;
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Assist the Headteacher to create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich its value to the wider community;
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- Promote the concept of lifelong learning and family learning through partnership.

### **Safeguarding and Promoting the Welfare of Pupils**

- Ensure a safe and supportive culture across the school;
- Ensure the welfare of pupils is safeguarded and promoted in line with current best practice national legislation and local authority advice;
- Co-operate and work with relevant agencies to protect children as a DSL.

### **Support for the Trust**

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the relevant Trust lead;
- To contribute to overall ethos, work and mission statement of the Trust;
- To undertake broadly similar duties commensurate with the level of the post as required by the Headteacher/Trust Management Group;
- Participate in the school's appraisal process.

### **Representing the Trust**

- To act as ambassador for the Trust, ensuring that the needs and views of the Trust are fairly represented in external (including national and sector) forums and that opportunities are taken to enhance the reputation of the Trust and realise business development opportunities

### **Inclusion**

The Trust expects every employee to take responsibility for ensuring there are inclusive practices across all our schools by:

- Promoting inclusive, evidence-informed practices so all pupils can access learning;
- Maintaining high expectations for pupils with SEND and those facing disadvantage;
- Supporting effective identification of need and coordination of provision;
- Ensuring statutory duties relating to SEND and equality are met;
- Working collaboratively with parents, carers and external professionals.

### **Safeguarding**

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

### **Statement**

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be set out in the above job description, but please note that Valley Invicta Academies Trust maintains the right to update your job description from time to time, to reflect changes in or to your job. You will be consulted about any proposed changes.

PERSON SPECIFICATION		
AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Degree level qualification</li> </ul>	<ul style="list-style-type: none"> <li>NPQ or leadership qualifications that will support with the role</li> <li>Post graduate study</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Leadership experience in a primary setting</li> <li>Teaching experience across the full 3 – 11 range</li> <li>Ability to support pupils with a range of learning, social and emotional needs</li> <li>Proven track record of being able to make and implement difficult decisions</li> <li>Evidence of successfully implementing whole School initiatives</li> <li>Highly effective teaching</li> <li>Demonstrable evidence of raising standards</li> <li>Effective management of change.</li> <li>Aspects of leadership and management in a whole school context</li> <li>Use of technology to improve systems that raise student achievement</li> <li>Effective line management</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading effective oracy across the school</li> <li>How to develop and support ECTs</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Knowledge of current educational trends, curriculum developments and educational initiatives.</li> <li>Excellent knowledge and understanding of diversity and equality requirements.</li> <li>Excellent knowledge and practical strategies to support pupils with SEND.</li> <li>An understanding and commitment to embedding a 'Rights Respecting' culture.</li> <li>Knowledge of latest Ofsted requirements relating to Learning, Teaching and Self-Evaluation.</li> <li>A dedication to high academic standards, with an aspiration for exceptional practice in all aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of instructional coaching and use of Steplab.</li> </ul>

	<ul style="list-style-type: none"> <li>• In-depth knowledge and ability to effectively use data.</li> <li>• A belief in working in partnership and as part of an established team.</li> <li>• Proven ability in the development of effective structures and systems.</li> <li>• Able to think strategically.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• A proven ability to develop exceptional practice across the three primary phases.</li> <li>• The modelling of an honest, resilient and confident approach to the role through a positive growth mindset.</li> <li>• Build and maintain effective relationships through effective and honest interpersonal skills.</li> <li>• Excellent communication skills both oral and written.</li> <li>• Inspire, challenge, motivate and empower others.</li> <li>• Think creatively to anticipate and solve problems.</li> <li>• Build on current good practice whilst moving the school forward with vision and vigour.</li> <li>• Develop effective teamwork and be able to contribute effectively to a range of teams.</li> <li>• Think strategically and contribute to the creation and evaluation of an exciting and well-defined school vision.</li> <li>• A highly inclusive approach to education.</li> <li>• A calm and consistent ability to manage and resolve conflict.</li> <li>• An ability to work under pressure, maintaining a sense of perspective and humour.</li> <li>• Ability to manage own time effectively.</li> <li>• Reliability and integrity.</li> </ul>	
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• Be a team player.</li> <li>• Ability to motivate and inspire staff and students.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to use tact, diplomacy, sensitivity and good humour.</li> <li>• The ability to understand others and create trust.</li> <li>• Ability to coach colleagues to improve their performance.</li> <li>• Awareness of the need for attention to detail.</li> <li>• Ability to demonstrate personal and emotional resilience when working in a range of challenging situations.</li> <li>• Personal commitment to extra-curricular activities.</li> <li>• Motivation to work with children and young people.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</li> <li>• High expectations of self, colleagues and children.</li> </ul>	
--	---	--