



## Greenvale Primary School

### Deputy Headteacher Job Description

Job Title	Deputy Headteacher
Job Location	Greenvale Primary School, Symons Avenue, Chatham, Kent ME5 4UP
Responsible To	Headteacher & Governing Body
Hours of Work	Full Time
Grade	Leadership Scale (L4 – L8)
General description	<p>The Deputy Headteacher is required to carry out the duties of a class teacher as set out in the School Teacher's Pay and Conditions Document and to meet all the teaching standards.</p> <p>The Deputy Headteacher is expected to support the leadership of the school in:</p> <ul style="list-style-type: none"> <li>• Formulating the aims and objectives of the school through clear school improvement planning.</li> <li>• Implementing the policies through which they should be applied.</li> <li>• Managing staff and resources.</li> <li>• Monitoring progress towards their achievement.</li> <li>• Implementing child protection policy and procedures and ensuring all children are safeguarded at Greenvale Primary School.</li> </ul>

Key Responsibilities	
Organisation	
1.1	To share the responsibility of the day to day running of the school ensuring that all personnel are well informed and have all the information they need in order to carry out their professional duties effectively.
1.2	To take a leading role in the school and maintain good and trusting relationships within the school, through sound communication and consultation procedures, both within the school and with all appropriate agencies, including school Governors.
1.3	To organise timetables and cover across the whole school as required including sickness cover.
1.4	To assist the Headteacher in the deployment of staff across the school.
1.5	To use resources (including finances) innovatively and effectively to raise standards of all pupils across the school.
1.6	Safeguarding – to be vigilant of children's safety at all times and report any concerns to the Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead, take the lead as a Deputy Designated Lead on any concerns raised by members of staff ensuring all policies and procedures are followed correctly and in a timely manner.
1.7	To take a lead role in the school when the Headteacher is absent.
Curriculum Leadership	
2.1	To lead all aspects of the curriculum, working in partnership with other subject leaders.
2.2	To monitor and support the delivery of the curriculum by working alongside practitioners as they plan (long, medium and short term).

<b>2.3</b>	To work closely with other members of the Senior Leadership Team (SLT) to monitor the development of the curriculum and to ensure that everyone within the school follows the actions stated in the School Development Plan.
<b>2.4</b>	To contribute to the development of education, for example, sharing effective practice, working with partnership schools and promoting innovative initiatives.

### **Leading, Teaching and Learning**

<b>3.1</b>	To play a leading role in the promotion of high standards of achievement and equal opportunities within the school, promoting and developing the school's policies and practices.
<b>3.2</b>	To demonstrate excellent practice as a teacher, and maintain good knowledge of current thinking in Primary Education.
<b>3.3</b>	To monitor teaching across the school, ensuring the highest standards are achieved, and supporting staff to develop and maintain outstanding practice including appropriate adaptations to ensure all pupils access the curriculum.
<b>3.4</b>	To monitor the quality of learning, ensuring pupil work is of a consistently high standard, and feedback supports children in making progress and feeds into planning and targets setting.
<b>3.5</b>	To work in the classroom alongside colleagues in order to support initiatives for raising achievement and the quality of teaching and learning.
<b>3.6</b>	To take a strategic role in the development of new and emerging technologies in order to enhance and extend the learning experience of pupils within the school.
<b>3.7</b>	To cover classes when necessary.
<b>3.8</b>	To lead and develop assessment practices across the school.
<b>3.9</b>	To ensure assessments are taking place regularly and systematically according to the Teaching and Assessment policy and that staff are given opportunities for moderating work in order to make accurate judgements in: <ul style="list-style-type: none"> <li>i. The ongoing assessment of children;</li> <li>ii. Providing a reliable and accurate assessment of individuals at the end of the school through national ARA.</li> </ul>
<b>3.10</b>	To ensure the progress of pupils in the school is rigorously monitored through analysing data and running pupil progress meetings to ensure accelerated progress and implementing support plans when achievement is not strong. Data analysis by core subject leads is maintained to ensure effective interventions are in place.
<b>3.11</b>	To lead and develop practices which narrow the gap between groups of pupils within the school

### **Staff Development**

<b>4.1</b>	To support appraisal reviews and staff CPD in-line with individual performance targets and whole school priorities. To organise and lead on CPD.
<b>4.2</b>	To offer advice and support to teaching and other colleagues regarding their training needs, in-line with priorities set out in the School Development Plan, including planning and leading training and development opportunities related to the school.
<b>4.3</b>	To ensure that all newly appointed staff have adequate support as part of their initial induction and ongoing training and development.
<b>4.4</b>	To work alongside other members of the Senior Leadership Team and advisory staff involved in supporting the development of the school.
<b>4.5</b>	To meet, monitor and support staff who it is felt require a coaching and support plan, or the support of the

	schools' capability process
<b>4.6</b>	To develop links with partnership schools to support staff development.

### **Pastoral Care and Safeguarding**

<b>5.1</b>	To have a high profile and actively engage with pupils and parents/carers to support children's achievement and well-being.
<b>5.2</b>	To work closely with the Inclusion Manager and other staff to ensure that all pupils within the school who have Special Educational Needs and Disabilities (SEND) are identified early and have adequate provision to meet their individual targets and make good progress.
<b>5.3</b>	To co-operate and work with relevant agencies to protect children.

### **Behaviour Management**

<b>6.1</b>	<ul style="list-style-type: none"> <li>To work with the Headteacher and members of the Senior Leadership Team to ensure that all staff within the school know, understand and implement the school's Behaviour for Learning policy.</li> </ul>
<b>6.2</b>	<p>To ensure that there is a consistent approach to discipline throughout the school and across the school so that staff are:</p> <ul style="list-style-type: none"> <li>i. Implementing the Behaviour for Learning policy.</li> <li>ii. Establishing and maintaining good order.</li> <li>iii. Promoting the sensitive treatment of individuals.</li> </ul>
<b>6.3</b>	To meet parents/carers of pupils within the school who have consistently poor behaviour, in-line with the school's Behaviour for Learning policy.
<b>6.4</b>	To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

### **Parents/Carers, the Community and Extended Schools**

<b>7.1</b>	To play a full part in the life of the school community.
<b>7.2</b>	To work in partnership with other leaders to ensure the school maintains good relationships with parents/carers.
<b>7.3</b>	To liaise with other staff within the school in order to develop a partnership with parents/carers to enhance children's learning.
<b>7.4</b>	To encourage parents/carers to participate in the life of the school in a variety of ways.
<b>7.5</b>	To co-ordinate and assist with school events, as necessary including Parent/Carer information sessions.

### **Health and Safety**

<b>8.1</b>	To work in partnership with other members of the Senior Leadership Team and the School Business Manager to ensure that all members of staff within their school know, understand and implement the school's Health and Safety policy.
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### **Working with the Governing Body**

<b>9.1</b>	To attend meetings of the Governing Body as and when required.
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### **Designated Safeguarding Lead**

<b>See Appendix 1</b>
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Additional Responsibilities and General Requirements	
10.1	Undertake and professional duties reasonable delegated to him / her by the Headteacher.
10.2	Work in co-operation with colleagues and establish and maintain good relationships with staff and children.
10.3	Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
10.4	Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed timescale.
10.5	Attend and participate in any relevant training (including INSET days), sharing the knowledge and ideas gained with colleagues.
10.6	Carrying out additional duties commensurate with the grade of the post, including deputising for other members of the Senior Leadership Team in their absence.

**Please note:**

*The role of the Deputy Head will be reviewed annually, and possible amended according to the changing needs of the school. These changes will be made in consultation with the Headteacher and Governing Body where necessary. The post holder may be reasonably expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.*

Post Holder Name .....  
(PRINT NAME)

Signed by Post Holder .....

Agreed On .....

# Appendix 1 – Designated Safeguarding Lead

## Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).

They will oversee the school's safeguarding policies and procedures, ensuring they are up-to-date and effective in keeping all children safe.

They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

## Duties and responsibilities

### Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

### Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
  - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
  - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
  - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
  - Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

## Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
  - A clear and comprehensive summary of the concern
  - Details of how the concern was followed up and resolved
  - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in-year transfers):
  - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE

Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

## Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

## Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

## Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

## Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

## Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

## **Filtering and monitoring**

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually

**The DSL carries out filtering and monitoring responsibilities alongside IT staff**

## **Other areas of responsibility**

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

## Appendix 2 – Person Specification

Person Specification		
Please note the following areas that are appropriate for this post:		
	Essential	Desirable
<b>Qualifications</b>		
Qualified to teach in the UK	✓	
Qualified to degree level and above	✓	
Recent leadership training		✓
Evidence of continuing professional development	✓	
<b>Teaching and Learning</b>		
Outstanding primary teacher with several years teaching experience	✓	
Experience as a leader in school, promoting a subject/phase and/or motivating and leading staff	✓	
Evidence of continually improving the teaching and learning across the school through high quality planning, assessment and extra-curricular activities etc.	✓	
Experience of successfully developing, implementing and evaluating policies in curriculum areas	✓	
Experience of raising attainment of all pupils	✓	
Leading staff development and organising CPD for whole school	✓	
<b>Knowledge and Understanding</b>		
Knowledge and understanding of current educational issues	✓	
Knowledge and understanding of data analysis and how to use data to set targets for improvement	✓	
Understanding of strategies for school improvement	✓	
Knowledge of the curriculum for Foundation Stage, KS1 and KS2	✓	
In-depth knowledge of curriculum development and effective pedagogy	✓	
Evidence of highly effective teaching in more than one key stage		✓
Core subject leadership or experience of leading whole-school initiatives		✓
<b>Leadership</b>		
Outstanding communication skills to a variety of audiences both verbally and in writing	✓	
Experience as a leader in school, promoting a subject area and/or motivating and managing staff	✓	
Experience of school improvement planning to secure effective teaching and learning to raise standards	✓	
Excellent relationships and interpersonal skills when working with children, staff, parents/carers and governors	✓	
Ability to positively influence others	✓	
Ability to implement change strategically	✓	
Understanding analysis and interpretation of school performance data to set targets for improvement	✓	
Ability to prioritise, work under pressure and meet deadlines	✓	
Effective problem-solving skills	✓	
Effective administration and organisation skills	✓	
Promote the learning ethos of the school, supporting the vision for excellent education which develops happy, confident, successful and caring global citizens	✓	
Experience of working with Governors and providing support and advice to the Governing Body, to enable it to meet its responsibilities	✓	
Deal sensitively with people and resolve conflicts	✓	
<b>Leadership Behaviours</b>		
High expectations of oneself, the team and the pupils	✓	
A genuine passion and belief in the potential of every child	✓	
Act as a role model to staff and children	✓	
Flexibility and resilience under pressure	✓	
Able to adapt to changing circumstances and new ideas in a positive and creative manner	✓	



Excellent attendance, punctuality and timekeeping	✓
Possess personal impact and presence	✓
Show real enthusiasm and commitment for school-led development and improvement	✓
Deputise for the Headteacher in their absence	✓