



## The Orchard School – Job Description

**Post:** Deputy Headteacher  
**Title:** Data Manager  
**Line Manager:** Headteacher

### **Main Purpose of the Job**

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay & Conditions Document*.
- Under the overall direction of the Headteacher play a major role:
  - In formulating the vision, aims and objectives of the school, establishing the policies through which they are to be achieved
  - Be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
  - Proactively manage staff and resources
- Take on the responsibilities of the Headteacher as agreed and appropriate in the absence of the Headteacher
- Carry out the professional duties of a teacher as required
- Take responsibility for child protection issues as appropriate
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### **General SLT Roles & Responsibilities**

- Assist in the school's Performance Management and Appraisal procedures
- Manage CPD throughout the school so that all staff receive training that is appropriate to the current School Improvement Plan
- Support the Headteacher in ensuring all documentation is completed and submitted in a timely manner
- Support teaching staff in writing, implementing, monitoring and evaluating all statutory documentation in relation to pupil individual Education, Health and Care Plans
- When appropriate lead staff INSET

### **Contributing to a Professional Culture**

- To support the work of the whole team.
- To make a significant individual contribution to and gain a high level of commitment from others towards the achievement of whole school goals and vision.
- Promote the school as a dynamic and forward thinking centre of excellence.
- Model at all times behaviours which create a culture of mutual respect, support and challenge so that all feel confident to improve practice.
- Make a major contribution to the smooth running of the school on a day-to-day basis including maintaining a high profile around the school during lessons, breaks and before and after school.
- Act and communicate in a way which is consistent with agreed plans, following through on decisions made.
- Participate actively in the work of governing body including reporting to full meetings and committees on progress within their area of responsibility.
- Contribute to ensuring the leadership team has presence at whole school functions, parents' evenings and events.

## **Main Roles & Responsibilities**

- Assess, monitor and evaluate the quality of planning, teaching and of learning outcomes, promoting improvement strategies as necessary.
- Be familiar with current theory and practice relating to pupils with special needs and inform staff of these developments.
- Use evidence based practice to influence current effective pedagogy.
- To support the consistency of approaches to maintaining and improving levels of attendance.
- Ensure diverse and inclusive curriculum is in place which while following statutory guidance is responsive to the needs of individual pupils.
- Positively promote differentiation with the aim to ensure the curriculum meets the needs of every pupil who attends the school.
- Ensure all annual reports, reviews and pupil IEPs are of a high quality and meet statutory frameworks.
- Promote and model good relationships with parents/carers which are based on partnership to support and improve children’s achievement and promote parenting skills generally.
- Fulfil the statutory duties, in relation to the curriculum, safeguarding and child protection.
- To support the consistency of approaches to maintaining and improving levels of good behaviour.
- Work collaboratively with the leadership team and middle managers to ensure school improvement is sustained and to deliver quality outcomes for pupils.
- Manage data throughout the school with aim that there is clarity of achievement. If pupils are not reaching at least the expected level of learning create and implement a plan to rectify this.
- Work in conjunction with all staff to ensure best endeavours responsibilities are offered in meeting the learning needs of all pupils.
- Management of Pupil Asset database including analysis of data.
- Fire Officer.
- Operational responsibility for Secondary School.
- Ensure the day-to-day management structures, systems and processes work effectively in line with key priorities.
- New Staff Induction Cycle planned and implemented.
- Ensure there is a continuous focus in the school/partnership on children’s achievement, effectively using data and benchmarks to monitor the progress in every child’s learning.

## **Personal Specification**

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Further relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH or willingness to study towards this award</li> <li>• SEN(SEMH) qualification</li> </ul>
<b>Experience and Understanding</b>	<ul style="list-style-type: none"> <li>• Has successful management experience within a specialist educational setting</li> <li>• Show a clear philosophy and commitment to developing pupils with</li> </ul>	<ul style="list-style-type: none"> <li>• Has been involved in delivering training to a variety of audiences</li> <li>• Has managed change effectively supporting others through the process</li> </ul>

	<p>social, emotional, behavioural and associated barriers to their learning</p> <ul style="list-style-type: none"> <li>• Understands the process of learning and its applications to support whole child development</li> <li>• Has evidence of being an excellent classroom practitioner with challenging pupils</li> <li>• Has developed policies which address needs of pupils with SEBD</li> <li>• Can show a clear understanding of assessment and its impact on whole pupil development</li> <li>• Understands and has been involved in implementation of relevant legislation</li> <li>• Can liaise effectively with parents, staff and other professionals</li> <li>• Has implemented and lead staff through new initiatives</li> <li>• Has a board understanding of the needs of SEN pupils and strategies that support their learning</li> <li>• Has assisted in monitoring and reviewing performance</li> <li>• Has liaised and developed work with other schools and/or with other sections of the community.</li> <li>• Understanding and commitment to the implementation of equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Has been involved in planning and delivering areas of the curriculum beyond their specialism</li> <li>• Understanding of school finance and budget management</li> <li>• Understand of the use of data</li> <li>• Experience and/or understanding of integrating the arts across the wider curriculum</li> </ul>
<p><b>Skills and Aptitudes</b></p>	<ul style="list-style-type: none"> <li>• Likes pupils who demonstrate behaviours that some find offensive, upsetting, annoying, frightening</li> <li>• Can motivate pupils for whom learning is a challenge</li> </ul>	

	<ul style="list-style-type: none"><li>• Has a resilience to cope under a range of pressures</li><li>• Has an energy and passion about developing young people</li><li>• Able to articulate confidently and effectively to a wide variety of audiences</li><li>• Has the confidence, enthusiasm and knowledge to lead staff towards a common goal</li><li>• Able to resolve issues in a creative, innovative and motivational way</li><li>• Has a good sense of humour and can laugh at self!</li><li>• Able to make effective decisions and delegate appropriately</li><li>• Can resolve conflict effectively and sensitively</li></ul>	
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