



Job Description

Deputy Headteacher (Primary/Junior)

Responsible to: The Headteacher

Responsible for:

Curriculum/Data/Teaching and Learning /BFL/Website

Aims of The Thinking Schools Academy Trust

TSAT is dedicated to providing world class education, which will nurture personal excellence, confidence and independent thinking skills. The school requires a Deputy Headteacher to play a leading role in shaping its future through leadership of the curriculum/Assessment, subject self-evaluation, middle leadership development and improving outcomes of pupils.

Main purpose of the post:

The Deputy Headteacher is the lead professional for Curriculum. The Deputy Headteacher will contribute to the strategic vision of the School:

The Deputy Headteacher will share responsibility for senior leadership and management for the School ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all pupils.

The Deputy Headteacher will help develop an ethos of high expectations for staff and pupils and lead on Assessment to further improve pupil outcomes, middle leadership development and therefore further development in standards of teaching, learning and achievement.

The Deputy Headteacher will deputise for the Headteacher in his/her absence and promote and ensure the welfare of pupils for whom the school, Governing Body and Directors are responsible.

The Deputy Headteacher will:

- Have a proven track record of leading on some aspects of school improvement
- Have experience of working with senior teams to create a productive learning environment which is engaging and fulfilling for all pupils and staff reflecting the identity

- of the School;
- Have strong leadership skills, demonstrated through the development of high performing teams
- Establish with the Headteacher a culture that promotes excellence, quality and high expectations of all pupils and staff whilst actively addressing under performance;
- Have a sound knowledge and understanding of both cognitive theory as well as practical strategies to develop and sustain thinking skills and tools.
- Provide professional leadership and management at an operational level, including developing and implementing policies and practices establishing a firm foundation from which high standards in all areas of the school's work are attainable;
- Work with others and be responsible to the Headteacher for evaluating the school's performance including identifying the priorities for continuous improvement and the raising of standards; ensuring equality of opportunity for all;
- Report to the Headteacher to demonstrate that resources are efficiently and effectively used in the Curriculum to achieve the school's aims and objectives;
- Demonstrate the School's vision and values in everyday work and practice

2. Teaching and Learning

- Ensure that thinking skills are at the centre of strategic planning and resource management;
- Work with the Headteacher and others to secure and sustain effective teaching and learning throughout the school. Monitor and evaluate the standards of all pupils' achievement, using data from school and national benchmarks.
- Ensure every pupil is nurtured to become effective, enthusiastic, independent learners, committed to life-long learning;
- Support a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their learning;
- In conjunction with the Headteacher determine, organise and implement a broad, balanced curriculum and implement an effective assessment framework;
- Challenge underperformance at all levels and ensure effective corrective action and follow up.
- Work with the headteacher to raise the standards through performance management

3. Securing Accountability

- Support the Headteacher by ensuring the day to day management of the School embeds its ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Ensure that the School is constantly "Ofsted ready" in terms of the curriculum, assessment, timetable and subject leadership SEF that would ensure positive inspection outcomes
- Ensure subject leaders' accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management procedures;
- Use a range of evidence, including national data and own school performance data, to support, monitor, evaluate and improve assessment procedures including challenging poor performance;
- Implement the School's quality assurance systems, including school peer review, self-evaluation and performance management;
- Be accountable to a wide range of groups;

- Ensure every pupil has access to highest quality curriculum;
- Ensure every pupil makes expected or greater than expected attainment and progress;
- Ensure tracking and monitoring of children under achieving, and ensure robust systems in place to address gaps in learning;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

4. Managing the day to day Organisation

- In conjunction with the Headteacher will seek to build a successful school through effective collaborations;
- Provide effective organisation and management of the Curriculum and assessment procedures and seek ways of improving organisational structures and functions in line with legal requirements based on rigorous self evaluation;
- Ensure that the classrooms are organised and managed to provide an efficient, effective and safe learning environment;
- Attend appropriate Governing Body meetings;
- Deploy staff appropriately and support them in managing their workload to achieve the vision and goals of the school.

5. Working with Others and Self Development

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture;
- Build a professional and collaborative learning culture within the school and actively engage with others to build effective learning communities;
- Ensure the School's Leadership Development policies and practices are implemented effectively; including peer to peer review and performance review;
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams;
- Develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory;
- Regularly reviewing own practice, set personal targets with the Headteacher, and take responsibility for own personal development by participating positively in arrangements made for performance management;
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn;
- To work as a mentor for training teachers in Initial Teacher Training and NQTs;
- Manage staffing in year, including placing of staff and their recruitment where necessary
- Manage own workload and support others to manage an appropriate work life balance.

6. Strengthening Community

- Engage with the Thinking Schools School Trust community to secure quality and entitlement of provision for all pupils, promotion of the Thinking Schools network and promoting good practice
- Promote the internal and external high expectations, perceptions and standards of the school to the wider community;
- Work collaboratively at both strategic and operational levels with the New Horizons Teaching School Alliance and the IOE to ensure all middle leaders undertake high quality leadership training and evaluate its impact;) where appropriate
- Attend Academy Advisory Board Meetings as appropriate, including presenting on agenda

items as required.

7. Conditions

- The Deputy Headteacher will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Headteacher and Governing Body.

Generic Duties relevant to all members of staff

1.1 The Trust

The ethos of the Trust is included within the strapline "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

You will be based at The Gordon Children's Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

1.2 Teaching and Learning

This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

1.3 ICT

It is expected that all teaching and support staff follow the ICT Vision of the Trust.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

1.4 Health and Safety

Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended),

ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

1.5 Safeguarding

The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

1.6 Data Protection

The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Executive Headteacher. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.