

# Barons Court Primary School and Nursery

## Job Description ~ Deputy Headteacher

Job Title	Responsible to
Deputy Headteacher	Headteacher, Governing Body
Main purpose of the job	Liaison with
To be responsible for working with and supporting the Headteacher on leadership and management developments.	Headteacher, Governing Body, Local Authority.

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 Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Professional Duties**

The person appointed as the Deputy Headteacher in school will play a major role under the overall direction of the Headteacher in formulating and reviewing the aims and objectives of the school by:

- (a) Enhancing the quality of learning and teaching across the school.
- (b) Continuing to develop innovative approaches to the curriculum and assessment throughout the school.
- (c) Assisting the Headteacher in the strategic leadership and management of the school.
- (d) Undertaking the expectations of an excellent class teacher and leading the development of colleagues throughout the school.

The Deputy Headteacher will undertake any professional duties of the Headteacher reasonably delegated to him/her by the Headteacher and undertake the professional duties of the Headteacher in the event of her absence from the school.

### **The Strategic Direction and Development of the School**

- Working with the Headteacher 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.
- Demonstrating high standards of personal integrity, loyalty, discretion and professionalism.
- Publicly support all decisions of the Headteacher and Governing Body to a range of stakeholders.
- Supporting the Headteacher in:
  - a) Motivating and working with others to create a shared culture and positive climate.
  - b) The ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision.
  - c) Creating development and evaluation plans which actively involves all staff in its design and execution.
  - d) Promoting high expectations for attainment and progress across the school.
  - e) Establishing and evaluating short, medium and long term plans for the development and resourcing for the curriculum.
  - f) Monitoring the progress made in achieving plans and targets, and evaluating the effect on teaching and learning for all pupils.
  - g) Working with outside agencies and stakeholders to inform future action.

### **Teaching and Learning Responsibilities**

- To carry out the duties of an excellent teacher as set out in the current School Teachers' Pay and Conditions Document.
- Demonstrate consistently excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

- To be jointly responsible for a specific homegroup within Key Stage 2 securing excellent outcomes for all pupils.
- To demand and demonstrate ambitious standards of achievement and attendance 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.
- Work with the senior leadership team to enhance the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes across the school.
- Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on pupils learning.
- Undertake coaching and mentoring for student teachers.

### **Curriculum Development**

- To lead on enhancing the school curriculum by:
  - a) Securing the development, organisation and implementation of the school's curriculum through ensuring a broad, balanced, inspiring and coherent curriculum which contributes to pupils' academic, emotional, social and physical development whilst preparing pupils for the opportunities, responsibilities and experience of adult life.
  - b) Ensuring that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives and policies, to be carried out in co-operation with colleagues and governors.
  - c) Embedding school policies on curriculum, teaching and learning styles, assessment, recording and reporting consistently throughout the school.
  - d) Ensuring that the learning and teaching provided by different phases and teaching teams form a co-ordinated, coherent curriculum entitlement for all individuals.
  - e) Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and to aid governors in their future management of the school.
  - f) Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided and that effective transition between phases provides continuity and progression within the curriculum, including home to school and KS2 to KS3.
  - g) The promotion of extra-curricular activities in accordance with the educational aims of the school

### **Pupil Care and Well-Being**

- To contribute to:
  - a) The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance.
  - b) The effective induction of pupils.
  - c) The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour.
  - d) The development among pupils of self-discipline.
- Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
- To promote and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

### **Strengthening Community**

- Work with the Headteacher to engage with the internal and external school community to secure equity and entitlement.
- Work with the Headteacher to create an outward-facing school and teaching school alliance which works with other schools, organisations and the local community– in a climate of

mutual challenge – to champion best practice and secure excellent achievements for all pupils.

- Develop and maintain positive links and relationships with the community, local organisations and employers.
- Promote a positive image of the school.
- Ensure that the school plays a constructive role in the life of the community and that our curriculum draws on the nature and resources of our local and national community.
- Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to our own and other schools.
- Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

### **The Management of Staff**

- Work with the Headteacher to build a professional learning community which enables others to achieve by treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- To participate in the recruitment and deployment of teaching and non-teaching staff of the school.
- To actively contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school.
- To implement and develop staff development policies.
- To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- To maintain good relationships with individuals, groups and staff unions and associations.

### **Securing Accountability**

- Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the Local Authority; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities including attending meetings and making reports.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others
- Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.
- Engage all staff in the creation, consistent implementation and improvement in curriculum plans which encapsulates key school learning strategies.
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

### **Developing Self**

- Work with the Headteacher to build a professional learning community which enables others to achieve.
- Be committed to own professional development.
- Regularly review own practice, set personal targets and take responsibility for own professional development

### **The Management of Resources**

- To contribute to the formulation of the school's policies and procedures concerning resource management.
- To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.
- Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- To promote a whole school environment which stimulates learning and enhances the appearance of the school.
- To participate in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- Monitor and control the use of resources and budget according to the school's agreed financial procedures.
- To have specific responsibilities for aspects of school management and the curriculum.

## Barons Court Primary School and Nursery Person specification for: Deputy Headteacher

The person specification is a picture of the skills, knowledge and experience needed to carry out the job. It will be taken into consideration in the shortlisting and interview process.

	Essential Attributes	Desirable Attributes
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified to degree level.</li> <li>• Qualified Teacher status defined by the DfE.</li> <li>• Evidence of recent professional development relevant to the post.</li> </ul>	<p>Evidence of further study.</p> <p>Willingness to study for NPQH.</p> <p>Experience of working with other schools/organisations</p> <p>Experience of leading/coordinating professional development opportunities</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Varied experience and understanding of learning and teaching across the primary age range with a proven track record of highly successful classroom practice and excellent pupil progress.</li> <li>• Previous recent experience in a senior or middle leader role within a primary school.</li> <li>• Experience of supporting and deputising for the Headteacher.</li> <li>• Experience of data analysis.</li> <li>• Responsibility for developing, monitoring and evaluating a key aspect of school provision.</li> <li>• Experience of leading and managing people.</li> <li>• Experience of contributing to self-evaluation and school improvement.</li> <li>• Experience of leading, training and other staff development activities, including performance management.</li> <li>• Evidence of recent training in whole school leadership and management.</li> </ul>	<p>Experience of teaching in more than one key stage.</p> <p>Experience of working in at least two schools.</p>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Secure knowledge of the curriculum for EYFS, Key Stage 1 and Key Stage 2.</li> <li>• In-depth knowledge of curriculum development and effective pedagogy.</li> <li>• Ability to motivate and enthuse staff and the wider community in the development of the school.</li> <li>• Secure knowledge of strategies for enhancing the quality of learning and teaching.</li> <li>• Secure understanding of assessment, recording and reporting and how this is used effectively to set targets and raise standards.</li> <li>• Up-to-date knowledge and understanding of current educational issues.</li> </ul>	<p>A knowledge of the role of Governors or experience of working with a governing body.</p> <p>Knowledge of strategic financial planning, resourcing and budgetary management.</p>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Recent leadership and management experience in a primary school.</li> <li>• Ability to effectively manage, motivate and support all staff, promoting personal accountability and responsibility.</li> <li>• Be flexible and supportive of staff.</li> <li>• Proven ability to implement strategies for raising pupils' achievement.</li> <li>• Experience of delegating, supporting and monitoring the work of others.</li> <li>• Experience of managing substantial change across a subject area or whole school.</li> <li>• Successful experience of observing and evaluating teaching, providing effective feedback and implementing support.</li> </ul>	<p>Responsibility for a range of curriculum areas.</p>

	<ul style="list-style-type: none"> <li>• Ability to work effectively in partnership with the Headteacher.</li> <li>• Experience of leading the professional development of staff within the context of school improvement.</li> <li>• Success at promoting inclusive practice across a school that leads to high expectations for all learners.</li> <li>• Experience of acting as an outstanding model of teaching for others.</li> </ul>	
<b>Decision Making and Organisation</b>	<ul style="list-style-type: none"> <li>• Well organised and able to lead by example.</li> <li>• Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.</li> </ul>	Understanding of the management of budgets.
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to communicate clearly and concisely, orally and in writing.</li> <li>• Ability to communicate clearly and effectively and sensitively with all those involved in the life of the school.</li> <li>• Deal sensitively with people and resolve conflicts.</li> </ul>	
<b>Self - management</b>	<ul style="list-style-type: none"> <li>• High expectations for self and others and a strong commitment to raising achievement.</li> <li>• Commitment to meeting the personalised learning needs of every child.</li> <li>• Set a good example in terms of dress, punctuality, attendance and general professionalism.</li> <li>• Interest and willingness to be involved in extra-curricular activities.</li> <li>• Experience of innovation and creativity in the curriculum.</li> <li>• Is able to prioritise and manage their time effectively.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Approachable with excellent interpersonal skills.</li> <li>• Ability to establish and develop positive relationships with the whole school community.</li> <li>• Calm and effective under pressure.</li> <li>• Good time management, with the ability to set and work to deadlines.</li> <li>• Recent participation in professional development activities and willingness to undertake other training.</li> <li>• Value all children and committed to the development of the whole child.</li> <li>• Able to adapt to changing circumstances and new ideas in a positive and creative manner.</li> <li>• Ability to deal with sensitive issues in a professional manner.</li> <li>• Has high standards of self and others.</li> <li>• Good judgement, energy and enthusiasm.</li> <li>• Integrity and loyalty.</li> <li>• A good sense of humour.</li> </ul>	