SIGMA TRUST

The Stanway School
Humanities and Maths & Computing College

Job Outline
Deputy Headteacher

Responsible to: Headteacher
Salary Grade: Leadership Pay Scale points L18-22
Full time/Part time: Full time

Job Purpose

To support and assist the Headteacher and be the strategic lead for Monitoring, Assessment and Interventions.

Key Responsibilities

- To provide dynamic and professional leadership and management by sharing and modelling the school's vision and values in everyday work and practice;
- To develop and motivate staff;
- To set high expectations;
- To embed learning and teaching strategies and raise achievement;
- To contribute to our rigorous and on-going self-evaluation;
- To take responsibility for leading specific areas and initiatives to secure further school wide improvements.

Leadership and Management

- Deputise for the Headteacher in their absence;
- Work with the Headteacher and the Governing Body and other stakeholders to develop the school's vision;
- Establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all students and staff;
- Articulate and model the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement
- Lead specific initiatives and co-ordinate development programmes to ensure the school promotes and achieves the highest standards of learning and teaching;
- Embed ambition and drive improvement, specifically within line managed faculties and teams as well as across all other areas of responsibility;
- Be accountable for the progress line managed faculties and teams make towards meeting the school's statutory targets and strategic objectives for student performance.
- Line Management:
    - English and Maths;
    - At least one EBacc area;
    - Interventions.
- This will include:
    - Contributing to the School's SEF and provide relevant evidence;

    - Participating in the development of the provision;
    - Reviewing progress against benchmarks;
    - Analysing data and assessment information to inform decisions;
    - Ensuring reliability and accuracy of data;
    - Participating and lead areas of the Quality Assurance programme;
    - Supporting and challenging staff in order to improve on their previous best
- Contribute to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed faculties and teams, including:
    - contributing to the School's SEF and providing relevant evidence;
    - participating in cross-school 'benchmarking' to moderate judgements;
    - annually reviewing progress and moderating faculty area SEFs;
    - interpreting and acting upon student performance and prior attainment data;
    - analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge;
    - work scrutiny and standardisation of assessment;
    - lesson observations and feedback;
    - learning walks and lesson drop-ins;
    - moderating student standards of achievement and behaviour;
    - checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively.
- Draft workplace policies, procedures and practice, ensuring they take account of statutory requirements, national and local priorities and promote collective responsibility for their implementation;
- Prepare reports for Governors' meetings;
- Be a positive role model in all aspects of leadership, management, teaching and learning to both students and staff;
- Participate in the day to day management of the school by being a visible and effective presence and contributing to the duty rota.

Strategic Vision

- Specific responsibilities in line with the School's strategic objectives and Core Values.
- Strategic vision, leadership and management of:
    - Relevant sections of the SEF, SIP and HTs Report
    - Academic and/or Pastoral Intervention Strategies
    - Leading of Middle leadership (curriculum)
    - Assessment and Academic Interventions
    - Data, Assessment and Moderation
    - Progress of identified groups of students
    - Curriculum development
    - Parental and Personnel issues
    - NEETSA (Teaching School) Representative
- This will include creating a culture of high expectations; monitoring data and assessment information to ensure the school's actions continue to secure strong outcomes for all pupils;

preparing timely reports, which are appropriate for all stakeholders including governors. In addition, the post-holder will have a deep, accurate understanding of the school's effectiveness, particularly in relation to this role, taking into account all stakeholders' views.

- The Deputy Head is expected to be familiar with the National Professional Standards for Head teachers (2015), Subject Leaders and those for Teachers. These will be used in performance management.

Learning

- Monitor the quality of learning and teaching in line managed facilities and teams;
- Promote strategies for raising the achievement of all learners and manage strategic intervention programmes;
- Make effective use of assessment for learning and benchmark data to monitor and promote students' progress, address and challenge in-faculty variation and marginal performance;
- Lead by example and consistently modelling good practice in building students' learning opportunities;
- Establish innovative, creative, responsive and effective approaches to learning and teaching;
- Encourage an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Contribute to planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos;
- Ensure personalised learning remains a core priority in curriculum planning and delivery;
- Support and co-plan learning experiences for students which are linked into and integrated with the wider community and take account of students' academic, spiritual, moral, social, emotional and cultural well-being;
- Implement strategies to ensure high standards of behaviour and attendance;
- Report national and local educational strategies and developments to all staff and governors as appropriate.

Personal Growth and Development

- Ensure all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication;
- Implement effective procedures to safeguard students at all times;
- Contribute to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals, including initial teacher trainees;
- Support equal opportunities for all members of the school's community regardless of gender, ethnicity, religion, sexuality or disability;
- Implement clear, consistent and effective performance management processes within line managed faculties and teams and challenge underperformance at all levels and ensuring corrective action and follow up is provided accordingly;
- Maintain effective partnerships with parents and carers to support and improve students' achievement and personal development;

- Use professional skills and judgement in decision making and ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Deputy Headteacher;
- Review own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Headteacher;
- Manage own workload and that of others to allow an appropriate work/life balance.

Community

- Liaise with other staff within the wider Student Welfare Services Team, team leaders and appropriate external agencies to protect children to ensure their development, health and well-being;
- Identify opportunities, with the Headteacher, to further involve parents, carers, community figures, business and other stakeholders to enhance and enrich students' experiences;
- Share knowledge and experience with other schools in the locality and nationally to promote innovative initiatives and contribute to the wider development of the education system;
- Share the school's vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress;
- Ensure timely and professional communication to parents in all correspondence and consistently high standards in reports on students' progress;
- Maintain positive perceptions of the school through relevant, interesting and engaging items on the school's website, in newsletters and the local media, presentations and workshops at Parents' Evenings, Curriculum Evenings and Celebration events;
- Encourage participation in and organise enrichment cross and extra-curricular activities appropriate to extending learning, including supporting those in their line managed faculties and teams;
- Lead specific whole school in-service training sessions related to the priorities for the post and other relevant time limited working groups.

Environment

- Ensure the range, quality and use of all available resources is monitored, evaluated and reviewed in their line managed faculties and teams to improve the quality of education for all students and ensure value for money;
- Contribute to the development of the school site to ensure it meets current and future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all students;
- Generate new income streams and grant funding to complement and enhance the achievement of the school's strategic objectives and which are supportive of the school's ethos.

Trust

- Establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations across the Trust;
- Articulate and model the Trust's vision and strategic direction; developing and implementing coherent operational plans which promote outstanding outcomes for all pupils;

- Lead specific initiatives and co-ordinate programmes to ensure the Trust promotes and achieves the highest standards;
- Contribute to the Trust's rigorous and on-going self-evaluation to ensure actions are secure and sustain strong pupil outcomes
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Comply with individual responsibilities, in accordance with the role, for health and safety in the workplace;
- Comply with the Trust's Equal Opportunities Policy.

General

- All teachers at The Stanway School will carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.
- The Deputy Headteacher will undertake any other reasonable tasks or duties assigned by the Headteachers. They will also have all the responsibilities of any teacher at The Stanway School.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified.
- This job description may be amended at any time following discussion with the Headteacher and will be reviewed annually.
- The Sigma Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.