

# 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.
- (e) Demonstrating high standards of personal integrity, loyalty, discretion and professionalism.
- (f) Publicly supporting all decisions of the Headteacher and Governing Body to a range of stakeholders.

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.

### **School Culture and Behaviour**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where pupils experience a positive and enriching school life.
- Uphold high educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.

### **Teaching, Curriculum and Assessment**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, ensuring that learning is underpinned by subject expertise and evidence.
- Effectively use formative assessment to inform strategy and decisions at a whole school level.
- 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.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.

- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum which demand and demonstrate ambitious standards of achievement for all pupils.
- Instil 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.
- To lead on enhancing the school curriculum by:
  - a) Securing the development, organisation and implementation of the school's enquiry 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) Ensuring that the learning and teaching provided by different phases and teaching teams form a co-ordinated, coherent curriculum entitlement for all individuals.
  - d) 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.
  - e) 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.
  - f) The promotion of extra-curricular activities in accordance with the educational aims of the school

### **Additional and Special Educational Needs (SEN) and Disabilities**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Promote culture and practices which enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice, working collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being and development of all children.
- Promote among all pupil's high standards of conduct and discipline which encourage high levels of learning behaviour.
- 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.

### **Organisational Management and School Improvement**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Governing Body and through consultation with the school community to analyse and plan for the future needs and further development within the local, national and international context.
- Establish and oversee systems, processes and policies so the school can operate effectively.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of the duty of care.
- Manage staff well with due attention to workload by motivating and working with others to create a shared culture and positive climate.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.

- Allocate financial resources appropriately, efficiently and effectively by providing effective organisation and management of the school and by seeking ways to improve organisational structures and functions based on rigorous self-evaluation.
- Participate in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and appropriate to the school's context.
- Have specific responsibilities for aspects of school management and the curriculum.
- Make sure all school improvement strategies are effectively implemented through the ongoing review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision.
- Creating development and evaluation plans which actively involves all staff in its design and execution and monitoring the progress made in achieving plans and targets, and evaluating the effect on teaching and learning for all pupils.
- Participate in the recruitment and deployment of teaching and non-teaching staff of the school.
- Participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school.
- Demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.

### **Professional Development**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities which builds a strong professional learning community which enables all to achieve.
- Keep up to date with developments in education.
- Be committed to own professional development by actively seeking training and continuing professional development to meet needs.
- Regularly review own practice, set personal targets and take responsibility for own professional development.

### **Governance, Accountability and Working in Partnership**

Under the direction of the Headteacher, the Deputy Headteacher will:

#### **Governance:**

- Understand and welcome the role of effective governance, including accepting responsibility.
- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities including attending meetings and making reports.

#### **Accountability:**

- Ensure that staff understand their professional responsibilities and are held to account.
- 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.

#### **Working in Partnership:**

- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Engage all staff in the creation, consistent implementation and improvement in curriculum plans which encapsulates key school learning strategies.
- Work successfully with other schools and organisations in a climate of mutual challenge creating an outward-facing school - to champion best practice and secure excellent achievements for all pupils.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- 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.

## 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> <li>Experience of leading/coordinating professional development opportunities.</li> </ul>	<p>Evidence of further study.</p> <p>Willingness to study for NPQH.</p> <p>Experience of working with other schools/organisations</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> <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> </ul>	<p>Responsibility for a range of curriculum areas.</p>

	<ul style="list-style-type: none"> <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>	