

JOB DESCRIPTION

School: The FitzWimarc School
Department: Senior Leadership Team
Job Title: Deputy Headteacher (Teaching & Learning or Pupil Progress)

Responsible to: Headteacher

Duties: *The School Teachers' Pay and Conditions Document (updated annually) specifies the general professional duties of all teachers. In addition certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.*

Range on the Leadership Spine 19 - 23

Post Holder

Core Purpose

The Deputy Headteacher shall play a major role under the overall direction of the Headteacher in;

- a) Formulating the aims and objectives of the school;
- b) Establishing the policies through which they shall be achieved;
- c) Managing staff and resources to that end; and
- d) Monitoring progress towards achievement;

The Deputy Headteacher shall undertake any professional duties of the Headteacher reasonably delegated to him/her by the Headteacher. The Deputy Headteacher shall undertake the professional duties of the Headteacher in the event of his/her absence.

TEACHER

General Responsibilities:

Curriculum

1. To prepare, teach and evaluate lessons in accordance with statutory requirements, school aims and objectives, school policies and department schemes of work.
2. To use a range of teaching and learning strategies and resources so that individual pupils have access to the curriculum.
3. To contribute to the teaching of cross-curricular themes, skills and dimensions such as the Personal Learning and Thinking Skills.

Pupils

1. To support the school policy on behaviour, discipline and pupil welfare in the classroom. To communicate problems of a pastoral nature to the year head.
2. To ensure that pupils use equipment safely.
3. To display pupils' work and maintain a tidy, safe and stimulating working environment.
4. To liaise with the Learning Support Department and the form tutor over pupils with special educational needs and to modify teaching accordingly.
5. To ensure that targets outlined in a Pupil's Profile are pursued.
6. To ensure that information regarding a pupil's needs or progress is passed to the SENCO on request.
7. To liaise with and clarify the role of any support teacher allocated to the class.
8. To promote the use of the Library and Virtual Learning Environment.
9. To keep a record of pupil attendance at, and punctuality to, lessons and report any notable observations to the Head of Year.
10. To ensure that homework is set in accordance with the homework timetable and recorded in the pupil organiser.

11. To ensure that the rewards system and sanctions are used.
12. To set and maintain high standards of pupil work in the classroom.
13. To ensure that pupils abide by the school's Code of Conduct.
14. To ensure that pupils abide by the school's uniform code.
15. To engender an ethos of hard work and achievement and to use the school's reward system appropriately.

Assessment

1. To assess pupil's work in accordance with statutory requirements, and school and department policies. To maintain records of pupils' attainment. To use assessments to diagnose individual strengths and areas for improvement and to plan subsequent teaching accordingly.
2. To write reports on pupils and attend meetings with parents.
3. To assist with the Head of Department in setting and marking internal examinations as necessary.
4. To ensure that external examination requirements are satisfied as necessary.
5. To recommend individual pupils for particular examination courses as necessary.

School Duties

1. To undertake duties before school and at break on a rota basis.
2. When required to supervise any pupils where a teacher is absent and in compliance with the school's 'Rarely Cover Policy'.

General

1. To take reasonable care of department resources and to account for any equipment used.
2. To attend department meetings and assist in planning and evaluation.
3. To set cover work when on known leave of absence and to seek to when ill.

ADDITIONAL RESPONSIBILITIES AS A MEMBER OF THE SENIOR MANAGEMENT TEAM

Shaping the future

Establishing vision and values

1. To contribute to the establishment of the school vision and articulate it so that it is understood by others.
2. To demonstrate the vision and values in everyday practice.

Strategic planning to implement the vision

1. To make creative and innovative contributions to strategic plans that implement the vision and sustain school improvement.

Promoting inclusion

1. To help to create a positive, inclusive climate and carry the school vision forward, taking account of the diversity, values and experience of the school and its community.

Teaching and learning

Curriculum planning and implementation

1. To be involved in determining, organising and implementing the curriculum.
2. To help to establish creative, responsive and effective approaches to learning and teaching.
3. To encourage the use of new and emerging technologies to enhance and extend pupils' learning experiences.

Assessment and target setting

1. To contribute to the establishment of an effective assessment framework.
2. To use appropriate data to help to monitor pupils' progress and identify areas for improvement.
3. To assist in monitoring, evaluating and reviewing classroom practice and promote improvement strategies.
4. As a member of the SMT to demonstrate and articulate high expectations, setting stretching targets, challenging underperformance and ensuring corrective action and follow-up.

Behaviour and attendance

1. To assist in securing high standards of behaviour and attendance and ensuring an ethos of challenge and support where pupils can achieve success.

Developing self and working with others

Developing others

1. To work collaboratively with others, treating them with dignity and respect, to build an open, fair and equitable learning community.
2. To contribute to effective staff induction and professional development.

Managing workloads

1. To manage own workload effectively.
2. To line manage individuals and teams effectively, providing support when necessary and delegating where appropriate.

Performance management

1. To assist in the implementation of successful performance management processes, reviewing the performance of staff and taking action when performance is unsatisfactory.

Managing the organisation

Implementing plans and policies

1. To assist in the implementation of clear and appropriate evidence-based improvement plans and policies taking account of national and local circumstances, policies and initiatives.

Day-to-day organisation

1. To contribute to the efficient and effective day-to-day running of the school (including the use of new and emerging technologies, where appropriate, to improve organisational effectiveness).

Managing resources

1. To contribute to the efficient and effective management of the school's environment.
2. To contribute to the efficient and effective management of the school's financial resources.
3. To assist in the monitoring, evaluating and reviewing the range, quality and use of resources in order to improve the quality of pupils' education and provide value for money.
4. To assist as necessary in ensuring effective recruitment, retention and/or deployment of staff.

Securing accountability

School self-review

1. To contribute to school self-review and use its outcomes, along with a range of other evidence, in monitoring and evaluating aspects of school life.

Staff accountabilities

1. To help to ensure that staff accountabilities are clearly understood and agreed and are regularly monitored, evaluated and reviewed.

Accountability to governors and parents

1. To work as necessary with the governing body, providing information, advice and support, to enable it to meet its responsibilities.
2. To present as necessary information about the school's performance to a range of audiences including parents and carers.

Strengthening community

Taking account of diversity and overcoming prejudice

1. To contribute to building a school culture and curriculum which take account of the richness and diversity of the school's communities.
2. To help to promote positive strategies for challenging prejudice.

Working with the community

1. To help to enhance the value of the school to the wider community (including parents and carers and other schools) and/or involving that community in enriching the learning experiences of pupils.

Working with other agencies and with parents

1. To collaborate with other agencies, and with parents and carers, as necessary to ensure pupils' well-being and improve their achievement and personal development.

Safeguarding

Fulfil personal responsibilities, and support the headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Assigning a designated professional lead for safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establishing, operating and monitoring clear policies for dealing with allegations against people who work with children.

Either

ADDITIONAL RESPONSIBILITIES AS DEPUTY HEADTEACHER (TEACHING AND LEARNING)

1. Development and implementation of whole school teaching and learning strategies, including policy and procedures
2. Development and implementation of assessment policy and procedures
3. Monitoring, evaluation and recording of teaching, learning and assessment
4. Oversight of whole school teaching and learning meetings
5. Ensure oversight of progression of teaching and learning across key stages including 2 and 5
6. Oversight of teaching intervention programmes
7. Chair Head of Department meetings
8. Inclusion –provision and challenge for SEN, Pupil Premium and low prior attainers
9. Oversight of school self-evaluation
10. Oversight of compliance monitoring

OR

ADDITIONAL RESPONSIBILITIES AS DEPUTY HEADTEACHER (PUPIL PROGRESS)

In close liaison with the Headteacher the Deputy Headteacher will be to create and build upon developments within the school. These will be both internal and external will involve the whole of the school community.

The main areas concerned will be:

- 1 to 1 Tuition
- Admissions Appeals
- Assessment for Learning
- Assessment, Recording and Reporting
- Collaboration with other schools
- Community Liaison (PTA)
- Data Analysis, RAISEonline, FFT and Targets
- Diary
- Examinations
- Fitz Focus

- Kite Marks/National awards (maintenance of)
- Mathematics and Computing College
- More able pupils
- Research and Development
- Screens
- Teaching for Learning

In addition to the above the jobholder has line management responsibility for departments (tbc) as designated by the Headteacher.

GENERAL

- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, professional development and training opportunities in discussion with Chair of Governors.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Governing Body to carry out appropriate duties within the context of the job, skills and grade. undertake, to the extent required by the Board of Governors, any reasonable additional duties

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Agreed

by.....(Postholder) Date.....

and(Headteacher) Date.....

