

## JOB DESCRIPTION

Job Title:	Deputy Headteacher
School:	Willow Brook Primary Academy and Nursery
Location:	Colchester
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, Regional Director, Regional Business Manager, Teaching and Support Staff, Lead Practitioners, other TKAT academies

### Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element on application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

### Job Purpose

To be an outstanding, visible teaching and learning leader alongside the leadership team, which requires the skill for developing all staff; being able to effectively identify areas for development and to find ways as required to drive improvement in pupil outcomes, staff performance and well-being through:

- Formulating the aims, objectives and strategic direction of the school with the leadership team.
- Establishing the implementation of policies for achieving these aims and objectives.
- Managing staff and the wider school resources including financial strategy and implementation.
- Work in partnership with TKAT to ensure that Willow Brook works effectively and in line with the trusts' vision.

- Monitoring and accountability of progress towards the achievement of the school's aims and objectives.
- If the headteacher is absent, the deputy headteacher will deputise, as directed. In this instance the deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).
- Be responsible for ensuring equality of opportunity for all.
- Take responsibility for promoting and safeguarding the welfare of children within the school and trust.

## Duties and Responsibilities

### School culture and behaviour

- Through your initiative, self-motivation and leadership - Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism and the highest standards of conduct through everything that you do.
- Encourage high standards of behaviour from pupils, built on consistent routines and expectations that are understood by students and staff and demonstrated clearly by all adults.
- Work hard to create a culture where well being and respect for all stakeholders are uppermost in all the work that the school does

### Strategic direction and development in co-operation with the Headteacher and SLT

- Support and secure the commitment of others to the vision, ethos and policies of the school by working within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice and keep the school improvement plan high on the agenda
- Promote high levels of achievement in the school leading by example; motivating and inspiring others to create a shared learning culture and positive ethos and climate.
- Ensure creativity, innovation and the use of appropriate new technologies and current research to achieve excellence.
- Support the development and implementation of strategic planning that takes account of the diversity, values and experience of the school and community at large and take responsibility for appropriately delegated aspects of it.
- Coach and challenge all staff in achieving the priorities and targets of the school continually monitoring progress and impact.
- Monitor, evaluate and review the effects of the school's policies and practices, ensuring that these take account of national, local and school data and inspection and research findings.

- Support the Governing Body in challenging and supporting the school effectively.

#### Teaching, curriculum and assessment

- Take joint responsibility with the headteacher, to lead the development and improvement of Teaching, Learning and Assessment across the school using an evidenced based approach.
- Support the headteacher to ensure a consistent and continuous school-wide focus on pupils' achievement, including the analysis of performance data and benchmarks to monitor progress in every child's learning.
- Support the headteacher to ensure that improvements in English, Phonics and Mathematics are priority targets for all children and ensure that learning is at the centre of strategic planning.
- Support a culture and ethos of high expectations, shared pedagogy, challenge and support where all pupils can achieve success and become engaged in their own learning.
- Ensure that pupils are fully involved in their own learning, discussing their targets and what they need to do to sustain good progress.
- Work with the Inclusion Lead to ensure that pupils receive an effective and appropriate education according to their individual needs and abilities to enable them to meet all targets and secure enjoyment and achievement in learning.
- Support the headteacher in determining, organising and implementing a diverse, creative and rich curriculum and its assessment across the school.
- Develop and monitor the curriculum provision and planning, liaising appropriately with subject leaders, support staff and class teachers to ensure appropriate skills progression and good practice.
- Support the headteacher in establishing a learning environment that helps pupils develop study skills in order to learn more effectively and with increasing independence.
- Monitor, evaluate and review classroom practice, challenging under-performance at all levels and promoting improvement strategies.
- Support colleagues and ensure high standards of pupil behaviour and discipline and pastoral care of all children.
- Be responsible for the teaching of a class/groups of children (when required) and exemplify consistently outstanding practice, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement and behaviour.

#### Professional development and leadership

- Support a collaborative learning culture within the school and actively engage with other schools locally and across the trust and the wider community to build effective learning communities.
- Lead whole school professional development activities and evaluate impact.
- Provide support and act as a coach to staff across all phases, offering professional development and promote the dissemination of good practice.

- Act as a Team Leader and appraiser for performance management and use the process to support teachers and other staff in developing personal and professional effectiveness.
- Provide support to SCITT trainees, early career teachers, supply teachers, teachers and teaching assistants who are new to the school.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Keep up to date with developments in education.

### Organisational Management

- Support the production and implementation of clear, evidence based improvement plans and policies for the development of the school.
- Work with the headteacher to recruit high calibre staff and ensure the effective deployment of staff and resources.
- Work with the headteacher in establishing priorities for expenditure across the school, and in monitoring the effectiveness of spending and usage of resources.
- Support the headteacher with the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure staff and volunteers understand safeguarding expectations and practice and understand the processes for raising concerns about poor or unsafe practice.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding and health and safety.
- Work with the headteacher to establish, maintain and oversee systems, processes and policies so the school can operate effectively.
- Oversee timetabling and staff absence to ensure cover is in place at all times and staff absence is well supported and school policy is followed

### Securing Accountability

- Work with the headteacher, governing body and Academy Trust, providing information regarding school development and performance.
- Ensure consistent implementation by staff of school policies, including the behaviour and discipline of pupils throughout the school.
- Ensure the ongoing monitoring and regular evaluation and development of teaching and learning and curriculum.
- Ensure that parents are well informed about the curriculum, targets, children's progress and attainment.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in open evenings and school performances.
- Lead staff probation and induction as required.
- Attend and lead team and staff meetings.

- Work with governors, LAs and neighbouring schools as well to develop links within TKAT.

#### Strengthening community and pastoral care

- As a DSL, support the headteacher in promoting and safeguarding the welfare of children and staff.
- Maintain an ethos in which all individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the school and wider community.
- Maintain an environment where all members of the school community actively demonstrate their care and concern for everyone and fulfil the requirements of the school's equalities policies paying particular attention to vulnerable learners and hard to reach families.
- Promote effective partnerships with parents to support and improve pupils' achievement, personal development and wellbeing.
- Promote learning experiences that are linked and integrated with the wider community.
- Collaborate with a wide range of other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families.
- Work with parents and carers to ensure children have access to extended services, extra-curricular opportunities, homework and other educational and social experiences.
- Be actively involved in the life of the school and wider and global community e.g. extended school activities and locality group, community events.
- Support the headteacher in taking account of, and respond to feedback sought from pupils, parents and the wider community.

#### Other areas of responsibilities

- Be responsible for the leadership of key areas of improvement or areas of the curriculum as agreed with the headteacher.
- Take on specific tasks related to the day to day administration, organisation and running of the school as requested by the headteacher.
- To liaise as necessary with any other recognised body or agency in regard to school needs, or those of any pupil, employee or parent/carer.
- To attend relevant meetings and events outside the normal school day for example Parent Teacher Association events and governor meetings.
- To help to maintain the school's positive online presence.
- To work with TKAT, and any other school within the trust.
- Actively promote and follow School and TKAT policies and procedures.
- Promote the school's vision and the TKAT vision, purpose and values.

## PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
<b>Qualifications, Training and CPD:</b>		
Qualified teacher status.	E	Application
Degree.	E	Application
Qualifications such as NPQ, MA.	D	Application
Experience of successful induction of new teachers.	D	Application
<b>Experience:</b>		
At least three years classroom teaching experience.	E	Application & Interview
Experience of at least 2 key stages.	D	Application & Interview
Excellent classroom practitioner.	E	Application & Interview
Experience of a wide range of age ranges.	D	Application & Interview
Involvement in school self-evaluation and development planning.	D	Application & Interview
Successful leadership and management experience in a school.	E	Application & Interview
Involvement of the appointment and induction of staff.	D	Application & Interview
<b>Knowledge and Skills</b>		
Ability to manage change in a school, monitoring and evaluating its impact.	E	Application & Interview
Data analysis skills, and the ability to use data to set targets and identify weaknesses.	E	Application & Interview
Knowledge of the different assessment systems used to track progress.	E	Application & Interview
Understanding of high-quality teaching, and the ability to model this for others and support others to improve.	E	Application & Interview
Awareness of current and future developments in education and the implications of these.	E	Application & Interview

Understand the principles of planning from the EYFS and the NC.	E	Application & Interview
Understanding of school finances and financial management.	D	Application & Interview
Effective communication and interpersonal skills.	E	Application & Interview
Ability to communicate a vision and inspire others.	E	Application & Interview
Ability to build effective working relationships.	E	Application & Interview
Experience of planning the curriculum across more than one key stage.	D	Application & Interview
Involved in curriculum design and management.	D	Application & Interview
Awareness of strategies to raise pupil achievement.	D	Application & Interview
Knowledge and practice in using a range of behaviour management techniques.	D	Application & Interview
Knowledge of the SEN code of practice.	D	Application & Interview
Personal Attributes:		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	E	Application & Interview
A commitment to inclusive education and willingness to respond to the needs of individual learners.	E	Application & Interview
Ability to work under pressure and prioritise effectively.	E	Application & Interview
An ability to work under pressure and to take the initiative in a practical way through a solution focussed approach.	E	Application & Interview
Have a passion and drive to reduce barriers to learning.	E	Application & Interview
Understand the need to promote oneself as a positive role model.	E	Application & Interview
Commitment to maintaining confidentiality at all times.	E	Application & Interview

Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	E	Application & Interview
Flexible and approachable.	E	Application & Interview

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager. This job description may be amended at any time in consultation with the postholder.