

Lidget Green Primary School

Outline Job Description

POST TITLE:	DEPUTY HEADTEACHER
GRADE:	L12 – L16

The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the school. However, the following point should be noted:

The details set out below describe the main duties and responsibilities relating to the post; however, a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying them out, and no part of it can be so construed.

Main Purpose

The Deputy Headteacher, under the direction of the Headteacher, will formulate the aims and objectives of the school and provide overall strategic leadership, establish policies for achieving these aims and objectives, manage staff and resources to that end and monitor progress towards the achievement of the school's aims and objectives.

The Deputy Headteacher will lead by example and model best practice regarding professional conduct, workload and personal development, and will be a role model for all in our community.

The Deputy Headteacher will deputise for the Headteacher in their absence acting in accordance with the Headteachers' Standards 2020 and under the direction and support of the School's Governing Body.

Duties and Responsibilities

Culture and ethos

As directed by the Headteacher:

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Communicate the school's vision compellingly and drive strategic leadership
- Seek training and continuing professional development to meet own needs

Curriculum and teaching

As directed by the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Work with staff across all key stages to share best practice
- Promote pupils' health and wellbeing through a commitment to embed outdoor learning throughout the curriculum

Organisational effectiveness

As directed by the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the governing board as appropriate, providing the information it needs to govern effectively
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school.

Other areas of responsibility

- Have a strategic lead for whole school assessment with a focus on improving outcomes for our all pupils.
- Setting and modelling high expectations and implementing stretching targets for the whole school community, supporting teachers to achieve these.
- Maintaining ambitious standards for all pupils, so that barriers may be overcome and equality advanced in line with and above national expectations.
- Inspiring and encouraging staff whilst instilling in them a strong sense of accountability for the impact of their work on pupils' progress and achievement.
- Helping lead school development on the basis of monitoring evidence and an understanding of effective practice.
- Motivating all staff to develop their own skills and subject knowledge, supporting each other continuously to improve practice.
- Overseeing the school's ECT teaching programmes in the role of Induction Tutor.
- Holding all staff to account for their professional conduct and practice.
- Maintaining rigorous and transparent systems for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice.
- Building a strong culture of continuous professional development for our staff ensuring that it is focused on the attainment of the school's vision and agreed objectives for school improvement.
- Identifying emerging talents at all levels, mentoring current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.

Act as the Designated Safeguarding Lead, working closely alongside the deputy safeguarding leads and inclusion team:

- Providing a safe, calm and well-ordered environment for all pupils and staff, with a strong focus on safeguarding and the development of exemplary behaviour.
- Referring cases of suspected abuse to the local authority children's social care as required.
- Supporting staff who make referrals to local authority children's social care, acting as a source of support, advice and expertise for all staff.
- Liaising with the Headteacher to inform them of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations, supported by an ability to keep detailed, accurate and secure written records of concerns and referrals.
- Ensuring each member of staff is fully trained and has access to, and understands, the school's child protection policy and procedures, especially new and part time staff.

Our staff team is our biggest strength. You will be an outstanding communicator and highly skilled at problem solving, with the vision and drive to contribute to the next stage of the school's development.

Please Note: 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 post holder may be required to do other duties appropriate to the level of the role.

Personal Specification

Qualifications and experience		Essential	Desirable	Identified how?
1	Holds a degree or equivalent	x		A
2	Holds qualified teacher status (QTS) or other recognised teacher qualification	x		A
3	Experience of a senior leadership position in a primary school	x		A
4	Ability to prove right to work in the UK.	x		A
Leadership behaviours				
1	Able to demonstrate their commitment to delivering the best outcomes for pupils, specifically in relation to social mobility, wellbeing and productivity.	x		A/I/T
2	Prior experience of working collaboratively with others to improve medium and long term outcomes for the establishment, pupils and staff.	x		A/I/T
3	Self-motivated and driven.	x		I
4	Able to demonstrate problem solving skills.	x		A/I/T
5	Able to demonstrate personal resilience and positivity in challenging and uncertain circumstances.	x		I
6	Able to demonstrate qualities required to effectively manage sensitive and difficult issues.	x		I
7	Able to demonstrate their respect of other's rights, views, beliefs and faiths. Actively encouraging equality, diversity and inclusion.	x		I
Culture and Ethos				
School Culture				
1	To sustain the school's ethos, values and strategic direction in partnership with the Headteacher and those responsible for governance and through consultation with the school community.	x		A/I/T
2	To create a culture where pupils experience a positive and enriching school life.	x		A/I/T
3	To uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase in education and life.	x		A/I/T
4	To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.	x		A/I/T
5	To ensure a culture of high staff professionalism.	x		A/I/T

Behaviour				
1	To maintain the high standards of behaviour for all pupils, built upon relationships, standards and routines, which are understood clearly by all pupils and staff.	x		A/I/T
2	To ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.	x		A/I/T
3	To implement consistent, fair and respectful approaches to encourage good behaviour.	x		A/I/T
4	To ensure adults within the school community model and teach expected behaviour.	x		A/I/T
Professional Development				
1	Ensure staff have access to high quality, sustained professional development opportunities, aligned to balance the priorities of whole school improvement, team and individual needs.	x		I/T
2	To prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development	x		I/T
3	To ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes, to build capacity and support succession planning	x		I/T
Teaching and Assessment				
1	To sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn	x		A/I/T
2	To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains	x		A/I/T
3	To ensure effective use is made of formative and summative assessments	x		A/I/T
4	To ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.	x		A/I/T
5	To ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics	x		A/I/T

6	To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum	x		A/I/T
Special Educational Needs and Disabilities				
1	To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	x		I/T
2	To sustain the values and culture of our school that enable all pupils to access the curriculum and learn effectively	x		I/T
Organisational Effectiveness				
Organisational management				
1	To ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	x		I/T
2	To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	x		I/T
3	To ensure staff are deployed and managed well with due attention paid to workload	x		I/T
4	To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently	x		I/T
5	To ensure rigorous approaches to identifying, managing and mitigating risk	x		I/T
Continuous school improvement				
1	To make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement	x		A/I/T
2	To develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context	x		A/I/T
3	To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time	x		A/I/T
Working in partnership				
1	To forge constructive relationships beyond the school, working in partnership with parents, carers and the local community	x		I/T
2	To commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	x		I/T

3	To establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	x		I/T
Governance and accountability				
1	To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility	x		I/T
2	To establish and sustain professional working relationships with those responsible for governance	x		I/T
3	To ensure that staff know and understand their professional responsibilities and are held to account	x		I/T
4	To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	x		I/T

Key: A=Assessed at Application

I = Assessed at Interview

T= Assessed through Selection Tests