

## Deputy Headteacher Job Description

Job Title	Deputy Headteacher
Grade	Leadership Grade Pay Range L7-L11
Character of the School	As the Deputy Headteacher of a Church of England School that is part of the Vine Schools Trust you are required to have regard to their Christian character and historic Foundation and to undertake not to do anything in any way contrary to the interests of the Foundation or Trust.
Reports to	Headteacher
Liaison with	Headteacher, Local Schools Board, Vine CEO & Central Team, External Agencies
Job Purpose	<p>To work in partnership, with the Headteacher of St Margaret's Church of England Primary School in the strategic leadership and deputising for the Headteacher in all aspects of management, control, safeguarding and discipline as required.</p> <p>To carry out the professional duties of a Deputy Headteacher as set out in the current Pay and Conditions Document and as an active member of the School Leadership Team.</p>
Duties (in partnership with the headteacher)	<ul style="list-style-type: none"> <li>a) actively support and demonstrate the development of the Christian ethos of the Vine Schools Trust and as a Church of England primary school. This includes the spiritual development of pupils, the school's role in the community and preparing for SIAMs.</li> <li>b) support and secure the commitment of others to the vision, ethos, direction and policies of the schools in order to secure school improvement and promoting the school's Christian vision and values.</li> <li>c) maintain, review and develop the aims and objectives of the schools,</li> <li>d) establish the policies through which they shall be achieved;</li> <li>e) manage and lead staff and resources to that end;</li> <li>f) monitor and evaluate progress towards their achievement including, but not limited to:             <ul style="list-style-type: none"> <li>a. learning observations</li> <li>b. work and planning scrutiny</li> <li>c. climate walks</li> <li>d. moderation of teacher assessment</li> <li>e. data analysis</li> <li>f. pupil voice</li> <li>g. staff appraisal;</li> </ul> </li> <li>g) report to the Local Schools Board and, therefore the Vine Schools Trust Board of Directors, on local policies, plans, priorities, success in meeting objectives and targets, and any future development needs;</li> <li>h) undertake the role of Deputy Designated Safeguarding Lead (DDSL) for St Margaret's Church of England Primary School.</li> <li>i) promote the aims of the school and seek to provide the best possible education for all children within the context of an inclusive and caring community build positive and effective relationships with all stakeholders;</li> <li>j) undertake the professional duties and associated responsibility of the headteacher when he or she is not present, fulfilling those aspects of the Headteacher Standards which are pertinent to the role, including those that relate to exclusions.</li> <li>k) undertaking any professional duties of the headteacher reasonably delegated to him/her by the headteacher;</li> <li>l) ensure that all duties and services provided are in accordance with the School's Equal Opportunities policy.</li> </ul> <p><b>Main areas of responsibility &amp; duties – subject to ongoing review by and with the headteacher</b></p>

## **Teaching**

- lead by example as a teacher (as set out in the current School Teachers' Pay and Conditions Document), maintaining the highest standards of teaching and learning;
- planning and preparing curriculum and lessons;
- teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
- assessing, recording and reporting on the development, progress and attainment of pupils;
- provide professional leadership and management of Teaching and Learning throughout the school;
- support the Headteacher in determining, organising and implementing the curriculum and the assessment of it; monitor and evaluate its implementation in order to identify and act on areas for improvement;
- support the Headteacher in identifying, planning and delivery of appropriate INSET for all staff. Lead groups of staff in development activities and evaluate outcomes;
- closely monitor pupil progress and provide advice and support for staff so that they are enabled to swiftly address pupils' barriers to learning;
- work collaboratively with parents and carers and across multiple agencies for the well-being of all children;
- take the lead in the day to day positive behaviour management of all pupils in school. Celebrate achievement so that pupils' morale and self-esteem are high.

## **Other activities**

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to them;
- promoting the school's Christian vision and values.
- Work with the Headteacher to embed a Christian vision, values and ethos to underpin school improvement
- providing guidance and advice to pupils on educational and social matters;
- making relevant records and reports including the personal and social needs of pupils;
- communicating and consulting with the parents and carers of pupils;
- communicating and co-operating with the Vine Schools Trust, other organisations and individuals outside of the school;
- participating in meetings arranged for any of the purposes described above; support the headteacher in the deployment of staff and support those staff in their duties;
- work with the headteacher in establishing priorities for expenditure, and in monitoring the effectiveness of spending and usage of resources.

## **Assessments and reports**

- providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- providing or contributing to oral and written assessments, reports and references relating to the management and leadership of the school. For example, monthly behaviour analysis reports.

## **Performance management**

- participating in arrangements made in accordance with regulations for the appraisal of his/her performance and that of other teachers;
- undertaking performance management of staff as directed by the headteacher;

## **Review, induction, further training and development**

- reviewing from time to time his/her methods of teaching and programmes of work;
  - participating in arrangements for his/her further training and professional development as a teacher, manager and leader;
- Educational methods**
- advising and co-operating with the headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
- Discipline, health and safety**
- deputising for the headteacher in relation to fixed-term and permanent exclusions.
  - maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- School Improvement Meetings**
- participating in and leading meetings at the school which relate to the teaching and curriculum for the school, the Christian vision and values, the administration or organisation of the school, including pastoral arrangements;
- Public examinations**
- participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments;
  - participating in arrangements for pupils' supervision during such examinations;
- Management and Leadership**
- leading the school so that all learning and teaching is at least good; line managing teachers and HLTAs /LSAs, leading phase meetings and working in coordination with other leaders;
  - leading the school in regard to learning and teaching and/or a curriculum area, as agreed with the headteacher;
  - being a role model of effective leadership and sharing effective practice with others
  - role modelling the schools' Christian vision and values
  - undertaking the role of Deputy Designated Safeguarding Lead
  - proactively engaging with parents, the PTFA and the wider community
  - contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;
  - assisting the headteacher or an assessor in carrying out threshold assessments of other teachers for whom he/she has management responsibility;
  - co-ordinating or managing the work of other teachers;
  - taking such part as may be required of him/her in the leadership review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school; Suggest there should be a greater emphasis on leading the curriculum – development, implementation, review;
- Administration**
- participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons
  - providing support for the teachers in the school and the ordering and allocation of equipment and materials; and
  - leading and attending collective worship,
  - registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

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## Person Specification

<b>Educational Qualifications and Training</b>	
Essential	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> </ul>
Desirable	<ul style="list-style-type: none"> <li>• Evidence of further study</li> <li>• NPQH</li> <li>• NPQSL</li> <li>• NPQML</li> </ul>
<b>Experience</b>	
Essential	<ul style="list-style-type: none"> <li>• Varied experience and understanding of teaching and learning across the primary age range</li> <li>• Previous recent experience in a senior leader or middle leader role in a primary school which includes a proven track record of raising standards</li> <li>• Experience of data analysis</li> <li>• Responsibility for improving, monitoring and evaluating an aspect of school provision</li> <li>• Experience of leading and managing people, to good effect</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> </ul>
Desirable	<ul style="list-style-type: none"> <li>• Experience of teaching in more than one key stage</li> <li>• Experience of working in at least two schools</li> <li>• Experience of coaching and mentoring</li> <li>• Experience of working with governors, parents and the wider community</li> <li>• Experience of leading aspects of formal personnel procedures</li> <li>• Experience of financial management</li> <li>• Experience of working in a Church School context</li> </ul>
<b>Knowledge and Understanding</b>	
Essential	<ul style="list-style-type: none"> <li>• Empathy with and willing to actively support the vision and values of the Vine Schools Trust and both schools</li> <li>• A proven track record as an outstanding teacher</li> <li>• Subject Leadership of a core subject</li> <li>• Knowledge of the curriculum for Foundation Stage, Key Stage 1 and 2</li> <li>• In-depth knowledge of curriculum development and effective pedagogy</li> <li>• Sound understanding of assessment, recording and reporting</li> <li>• Understanding of strategies for school improvement</li> <li>• Knowledge of how the effective use of data and target setting can raise standards</li> <li>• Up-to-date knowledge and understanding of current educational issues</li> <li>• In sympathy with and actively support the Christian foundation of the Vine Schools Trust and schools</li> </ul>
Desirable	<ul style="list-style-type: none"> <li>• Evidence of highly effective teaching in more than one year group or phase</li> <li>• Knowledge of school and national data sets</li> <li>• SEND experience (for oversight)</li> <li>• PPG (oversight)</li> <li>• Experience of innovation and developing ideas.</li> <li>• Familiar with the specific knowledge and understanding related to leading a church school.</li> <li>• Familiar with the training of teacher students -NQTs, SCITT, Teach First etc.</li> </ul>

Skills	
Essential	<ul style="list-style-type: none"> <li>• Ability to positively influence others</li> <li>• Ability to motivate, lead and manage people to work both individually and in teams</li> <li>• Ability to implement change and plan strategically</li> <li>• Ability to have challenging conversations which lead to good outcomes for children</li> <li>• Ability to identify strengths and weaknesses of teaching, their impact on learning and how to remove weaknesses seen in the teaching of colleagues</li> <li>• Outstanding communication skills, with a range of audiences both orally and in writing</li> <li>• Understanding, analysis and interpretation of school performance data</li> <li>• Ability to prioritise work under pressure and meet deadlines</li> <li>• Effective problem-solving skills</li> <li>• Effective administrative and organisational skills</li> </ul>
Safeguarding	
Essential	<ul style="list-style-type: none"> <li>• Child protection trained</li> <li>• PREVENT trained</li> <li>• Familiar with e-safety procedures</li> </ul>
Desirable	<ul style="list-style-type: none"> <li>• CSE designated person trained</li> <li>• Designated child protection person trained</li> <li>• PREVENT designated person trained</li> <li>• Safer recruitment trained</li> </ul>
Personal Attributes	
Essential	<ul style="list-style-type: none"> <li>• Value all children and committed to the development of the whole child</li> <li>• A belief that all children can make outstanding progress whatever their background</li> <li>• Relate well to pupils, staff and parents and care about their individual needs</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>• High standards of self and others</li> <li>• Good judgement</li> <li>• Energy and enthusiasm</li> <li>• Integrity and loyalty</li> <li>• Personal and professional resilience and persistence</li> <li>• A good sense of humour</li> </ul>

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