



Job Description	
Post Title:	Deputy Headteacher
Responsible to:	Headteacher
Line Management:	Inclusion Team
Main Purpose of Job	
<p>The fundamental task of the Deputy Headteacher is to have a strategic overview of Inclusion, Behaviour and Attitudes and Personal Development. To have joint responsibility, with the other members of SLT, for developing, monitoring and evaluating the School Development Plan. To have joint responsibility for the monitoring of teaching and learning, pupil progress and outcomes for children in receipt of Pupil Premium funding.</p>	
Main Accountabilities	
<ul style="list-style-type: none"> • Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document. • In partnership with the Headteacher and rest of the leadership team, ensure the safeguarding of all pupils, and that the safety and wellbeing of pupils and staff is promoted and maintained at all times. • Support and contribute to the development and implementation of the school's vision and strategy. • Promote a clear understanding of the aims and ethos of the school, and an awareness of its role in the community. • Promote the school's values and ensure that other stakeholders to do the same. • Take responsibility for day to day management of the campus alongside the Headteacher and SLT, and in the Headteacher's absence, take full responsibility for the campus. • Support colleagues, including all other members of the leadership team, in their work for the development and improvement of the school, in order to achieve exceptional standards of behaviour and academic attainment and progress. • In partnership with the SLT, manage school resources effectively. • Ensure compliance with data protection rules and procedures. • Undertake any professional duties, reasonably delegated by the Headteacher. 	
Leadership & Management	
<ul style="list-style-type: none"> • Share responsibility for the operational management of the campus and contribute to the decision-making processes • Together with the Senior Leadership Team and other stakeholders, lead on the development of school's policies and procedures and ensure the implementation of all of the policies in daily practice. • Actively promote the school and liaise with outside agencies as necessary, representing the campus or whole school as appropriate. • Provide information, advice and perspective to the governing body as required. • Support the Headteacher in the responsibility for the implementation of performance appraisal for all campus staff, including line-management of particular staff, setting targets and ensuring appropriate support and challenge is in place for these to be met. 	



- Lead meetings with prospective pupils and families, including information events and school tours.
- Lead visits for prospective employees and volunteers, including information events, school tours and recruitment activities.
- Develop and maintain contact with all specialist support services as appropriate.
- Act as the Headteacher's representative in dealing with initial pupil or parental enquiries when related to children.

School ethos and culture

- Support the Headteacher in fostering a strong sense of school community and ethos among both staff and students.
- Promote consistent implementation of the behaviour policy and system of rewards and sanctions, characterised by positive behaviour and caring and respectful relationships
- Act as a positive role model to staff and students.
- Be active in issues of staff and student welfare and support and demonstrate a commitment to Equality of Opportunity for all members of staff.

Teaching and learning

- Support the training and development of teaching staff so as to ensure the quality of teaching and pupil progress is extremely strong.
- Use regular assessments to monitor progress and set targets, and respond accordingly to the results of such monitoring.
- Respond to legislative and regulatory changes, developing school's systems of pupil progress assessment, always ensuring that the school leads the way in the innovative solutions for methodologies of progress monitoring and benchmarking.
- Support the Headteacher in leading whole school planning and assessment through accurate record keeping and robust data analysis.
- Have a clear understanding of high-quality teaching and learning and the ability to develop the practice of others holding them to account where necessary.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.

Developing Self and Working with Others

- Treat people fairly, equitably and with dignity and respect.
- Create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Effectively use the school's strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.



- Manage own workload and that of others to allow an appropriate work/life balance.

Securing Accountability

- Contribute to a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

Health & Safety

You are required to be aware of and comply with the school's Health and Safety policy at all times and act proactively in matters relating to health and safety. To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Claycots School or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the GDPR 2018.

Safeguarding Children

In accordance with the school's commitment to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education" (September 2018) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. You are required to have satisfactory Enhanced DBS clearance.



Person Specification

You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find on the last page of the application form. Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the remaining criteria outlined on this Person Specification during the selection process, with the exception of their qualifications. These will be evidenced from the application form and your production of any original relevant certificates at interview.

KEY		E (Essential) D (Desirable) A (Application Form) I (Interview)			
	Qualifications	E	D	A	I
1	Qualified Teacher Status.	✓		✓	
	Successful Experience?	E	D	A	I
2	Degree or equivalent.	✓		✓	
3	Experience of being a successful Senior Leader in a Primary School.		✓	✓	✓
4	Experience of teaching across the primary age range.	✓		✓	
5	Evidence of leading a wide range of professional development which has had an impact on standards.	✓		✓	
6	Experience of developing and leading pastoral initiatives that have significantly improved children's discipline, behaviour and attitudes.	✓		✓	✓
7	Experience of school development, planning and implementing the vision to take the school forward.	✓		✓	✓
8	Evidence of successful leadership and management through monitoring and evaluation strategies to raise the standards of the quality of teaching and learning and children's outcomes.	✓		✓	✓
	Professional knowledge and understanding, skills and attributes.	E	D	A	I
9	A clear and thorough understanding of the characteristics of an effective school.	✓		✓	✓
10	Specific evidence of successful classroom teaching, including a commitment and thorough understanding of how his/her subject specialism should be taught.	✓		✓	✓
11	Knowledge of the curriculum for EYFS, Key Stage 1 and 2 and the ability to provide feedback in order to improve teaching in all Key Stages	✓		✓	✓
12	The capacity to monitor and evaluate the quality of teaching and standard of pupils' achievement, and use benchmarks to set targets for improvement.	✓		✓	✓
13	The ability to build and lead teams efficiently and effectively use skills of motivation, delegation and time management.	✓		✓	✓
14	The ability to implement change and plan strategically	✓		✓	✓



15	The ability to contribute effectively to the development of whole school policies, including evidence of involvement in whole school development/activities.	✓		✓	
16	The ability to lead on the analysis, understanding and interpretation of data, including the use of benchmark information.	✓		✓	✓
17	To be able to judge when to make a decision, when to consult and when to defer to the Headteacher as well as the capacity to deputise for the Headteacher.	✓		✓	✓
18	The ability to prioritise own time, work under pressure and to set and meet deadlines with a sense of balance and perspective.	✓		✓	
19	Effective administrative and organisation skills.	✓		✓	
20	An excellent knowledge of ICT for teaching and administration.	✓		✓	
21	An understanding of the implications of equal opportunities and a thorough knowledge of best practice and procedures for safeguarding children	✓		✓	
22	Clear knowledge and understanding of effective provision for pupils with SEND	✓		✓	✓
23	An understanding of appropriate strategies for managing pupils' behaviour.	✓		✓	✓
	Personal skills and attributes	E	D	A	I
24	Leadership skills – leading and managing people to work towards common goals and using appropriate leadership styles in different situations.	✓		✓	✓
25	Decision making skills – the ability to investigate, solve problems and make decisions.	✓		✓	✓
26	Communication skills (both orally and in writing) - the ability to make points clearly and understand the views of others.	✓		✓	✓
27	Ability to develop new ideas	✓		✓	
28	Personal impact, self-confidence and presence.	✓		✓	✓
29	High expectations of self and others and the ability to support others to achieve ambitious targets	✓		✓	
30	Energy, determination and perseverance.	✓		✓	
31	An enthusiasm for and commitment to the involvement with pupils, parents, staff and Governors.	✓			
32	Reliability and integrity.	✓		✓	