

## JOB DESCRIPTION

**Job Description: Deputy Headteacher** **Reporting To: Headteacher**

**Job Purpose:** To support the strategic leadership and management of the school under the overall direction of the Headteacher, creating and maintaining a productive learning environment which is engaging and fulfilling for all pupils and fosters continuous improvement in the quality of education offered by the school. To deputise in the absence of the Headteacher.

### Key Responsibilities

#### General:

- Lead in the formulation of the school's aims, objectives and development plan, playing a major role in driving the school, its staff and pupils towards these goals thereby raising student achievement.
- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils you serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, parents, governors and the wider community.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
- Demand ambitious standards for all pupils, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Establishing policies which support the strategic direction of the school and achievement of its aims and objectives.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Effectively lead and manage teams of staff from across the school towards achievement of its aims and objectives including delivery of School Improvement Plan strategies and initiatives.
- Monitor and evaluate progress towards achievement of the school's aims and objectives.
- Triangulate information, utilising a high level of analytical skills to support management teams across the school.
- Take part in whole school duties such as those at lunch, break, start and finish times.
- Provide support and challenge to ensure the raising of standards of teaching and learning across the school through leading by example, mentoring, training and the coaching of colleagues where appropriate.
- Encourage staff to foster a nurturing culture and to take an active part in the safeguarding of pupils in particular by ensuring it is given the highest priority and is firmly embedded within the school's practices.
- Make management and organisational decisions commensurate with the role, referring as appropriate to the Head of School.
- Accountable for budget expenditure for those areas that fall within the remit of the post-holder.
- Engage effectively with parents and other members of the community to resolve complaints and develop constructive relationships that support the school in realising its aims and objectives.
- Support the Headteacher in leading and supporting the Senior Leadership team.
- Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.
- Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the Trust and the wider community.
- Attend Senior Leadership Team, Governors and other meetings commensurate with the role.
- Undertake any other reasonable tasks or duties assigned by the Headteacher.

#### Specific:

The specific duties of the Deputy Headteacher will be reviewed on a regular basis and will change as the aims and objectives of the school change, and as and when the Headteacher deems it appropriate. Initial areas of responsibility will include:

- Strategic lead for the Quality of Education, including designing and evaluating curriculum provision and developing Teaching and Learning so that good or better teaching is consistently seen across the school
- Leading Subject Leader development and coordinating quality assurance processes, ensuring whole school approaches are applied consistently
- Leading the Raising Standards Team to continually improve outcomes for pupils and raise the standards of attainment and progress
- Strategic oversight of teacher development, including CPD, performance development process, recruitment and induction, ITE and ECTs
- Line management of some key areas in school
- Management of the school's significant pupil premium budget.

#### General Information:

- The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.
- The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

- The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR.
- Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

### Ethical Leadership Qualities, Competencies and Behaviours

Competency	We do this by
<b>Trust</b>	<ul style="list-style-type: none"> <li>• Being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>• Managing emotions and helping others to manage their emotions.</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having a genuine interest in others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and real expertise, then sharing knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.</li> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being kind, humble and authentic</li> <li>• Leading with compassion and care, listening and seeing beyond the job role to the person</li> <li>• Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Doing what is right, rather than what is popular or easy.</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>• Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>• Removing barriers and blockers to enable others to do their jobs well</li> <li>• Leaving our egos at the door and putting ourselves in the service of others.</li> <li>• Channel ambition into our schools, not ourselves, and developing our successors</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Looking in the mirror when something goes wrong.</li> <li>• Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>• Give the whole truth, the back-story and the why.</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>• Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>• Believing in the potential of others; helping them be the best they can be.</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> </ul>