



## Job description: Deputy Headteacher (Secondary)

<b>Location</b>	Queensbury Academy
<b>Contract term</b>	Permanent
<b>Pay range</b>	Leadership 19-23
<b>Reporting to</b>	Headteacher

### Job purpose

- To fulfil the professional responsibilities of a deputy headteacher, as set out in the School Teachers' Pay and Conditions Document
- In the absence of the Headteacher, to deputise for the Headteacher as directed by the Trust

Under the direction of the headteacher, the deputy headteacher will take a major role:

- To provide professional leadership and management of the school
- To lead strategic development of the school
- To implement strategies for school improvement
- To ensure effective and efficient organisation and administration of the school
- To create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students
- To ensure the curriculum is broad, balanced and underpinned by the trust principles of curriculum design
- Designated Safeguarding Lead

## Main duties and responsibilities

### Strategic direction and shaping the future

Under the direction of the headteacher, the deputy headteacher will:

- Lead the development of the school in support of its vision and ethos
- Demonstrate the school's values in everyday work and practice
- Translate the school's vision into practice that promotes and sustains continuous improvement in the school
- Ensure that robust systems for safeguarding, pastoral care and personalised learning are followed to ensure every child feels valued and is known and supported during their time at the school
- Support members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents
- Ensure that learning is at the centre of strategic planning and resource management
- Have overall responsibility for the school's management and development of all its resources to achieve the school's aims
- Contribute to Anthem and the schools within it
- Evaluate school performance and identify priorities for continuous improvement
- Work with the Local Governing Body to promote and implement the strategic vision, values and ethos to students, staff, governors, parents and the wider community

### Raising Standards at Key Stages 3–5

Under the direction of the Headteacher, the Deputy Headteacher will:

- Provide strategic leadership to secure consistently high levels of student progress, attainment and achievement across Key Stages 3, 4 and 5.
- Ensure a continuous school-wide focus on improving outcomes for all students through the effective use of assessment, data analysis and benchmarking to monitor progress and address underperformance.
- Lead the development, implementation and evaluation of strategies that raise standards and close attainment gaps, particularly for disadvantaged students and students with SEND.
- Ensure that the curriculum across Key Stages 3–5 is ambitious, well-sequenced and inclusive, meeting statutory requirements and enabling strong outcomes and progression.
- Work closely with senior and middle leaders to monitor and evaluate the impact of teaching, curriculum and intervention on student outcomes, and to secure continuous improvement.
- Set, communicate and uphold high expectations for achievement, behaviour, attendance and engagement across all key stages.
- Oversee the identification and implementation of targeted interventions and personalised support to remove barriers to learning and ensure students make strong progress from their starting points.
- Monitor outcomes at GCSE and post-16, ensuring effective tracking of progress, retention and completion, and securing high-quality provision and support in Key Stage 5.
- Ensure that students are well prepared for the next stage of education, employment or training through strong academic outcomes and appropriate guidance and support.

- Report accurately on student outcomes to the Headteacher, Anthem Community Council and Anthem Trust, contributing to self-evaluation and strategic school improvement.

### **Leading teaching and learning**

Under the direction of the headteacher, the deputy headteacher will:

- Lead and manage teaching and learning to secure the highest possible and sustainable levels of progress and attainment
- Ensure that the curriculum delivered:
  - is based on excellence for all
  - meets statutory requirements
  - meets the school's and Trust's education vision and principles
  - meets the needs of all students
  - is supported by teaching of the highest quality
- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning
- Ensure a culture and ethos of challenge and support where all students achieve success and become engaged in their learning
- Ensure strategies for inclusion, diversity and curriculum access are in place and embedded
- Implement strategies that secure high standards of behaviour and attendance
- Monitor and evaluate the curriculum for both quality and value for money
- Ensure students feel happy, safe, and supported, and have all barriers to their learning and progress addressed/removed
- Monitor, evaluate and review classroom practice
- Promote improvement strategies and provide inspiration and strategic leadership to the teaching team to ensure that the school delivers the highest standards of teaching and learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Provide strategic leadership of the use of assessment and data systems used in the school and ensure that on-going teacher assessments are secure and robust

### **Leading and managing staff**

Under the direction of the headteacher, the deputy headteacher will:

- Ensure that organisational structure reflects the school's values, and enables management processes to work effectively
- Develop, implement and monitor clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensure that policies and practices take account of national and local circumstances and Anthem policies and initiatives
- Recruit, retain and deploy staff appropriately
- Demonstrate commitment to good worklife balance through modelling good practice and considering the impact of decision on workload across the school workforce
- Lead and motivate others and generate effective working relationships at all levels



- Maximise the contribution of all staff to improve the quality of education provided and standards achieved
- Ensure staff performance is managed in line with school and Anthem performance management policies and procedures
- Ensure access to effective induction, training and appropriate professional development opportunities

## **Partnerships**

Under the direction of the headteacher, the deputy headteacher will:

- Establish a school culture and curriculum which fulfils the requirements of the local community and the vision of the school
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and its value to the wider community
- Identify and develop strong partnerships and relationships with other local schools
- Secure strong links with all external agencies who support the school's development
- Collaborate with other Anthem academies to share best practice and to promote the development of staff through mentoring, sharing best practice and promoting the development of staff through mentoring and sharing resources, to the benefit of all schools
- Collaborate with the Local Authority and other agencies to promote the academic, spiritual, moral, social, emotional and cultural wellbeing of students and their families
- Work closely with Anthem and the Local Governing Body to ensure successful outcomes for the school
- Engage across other areas of Anthem's work

*This job description will be supported by the school improvement plan which will identify key distinct tasks and responsibilities for this role in the school year. These will be derived from ongoing school self-evaluation and other local/national priorities. The postholder's duties must be carried out in compliance with the school's policies and procedures including child protection and safeguarding procedures.*

*These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.*

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

## Person specification: Deputy Headteacher

<b>Qualifications and training</b> <i>Evidenced through: Application</i>	<b>Essential</b>	<b>Desirable</b>
First degree	✓	
Recognised Qualified Teacher Status	✓	
Recent and relevant professional development	✓	
NPQH or NPQSL		✓
Higher degree relevant to Headship		✓

<b>Experience/employment record</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
Successful track record of leadership at Deputy Head or Assistant Head level in state funded secondary education in the UK	✓	
Evidence of successful financial and resource management		✓
Recently worked in a good or outstanding school and understands and can demonstrate what excellence looks like within educational leadership and management	✓	
Experience of having worked as a Designated Safeguarding Lead		✓
Experience of having worked as SEND Co		✓

<b>Personal qualities</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
The ability to converse at ease with members of the public and provide advice and information in accurate spoken English.	✓	
Integrity and sound judgement	✓	
Sympathetic to the moral purpose and vision of Anthem	✓	

An outstanding communicator who is approachable, reliable, has presence and is highly visible to students, parents, carers, local governors and the wider community	✓	
An outstanding classroom practitioner	✓	
Capacity for and commitment to own personal development	✓	
Supportive, energetic, driven and confident	✓	
Inclusive and collaborative	✓	
Ability to mentor, inspire, coach, influence and motivate others	✓	
An effective decision maker	✓	

<b>Leadership and management (curriculum, teaching and learning)</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
Thorough knowledge of the National Curriculum and extensive experience of curriculum delivery, monitoring and assessment	✓	
Ability to analyse and understand complex curriculum issues and respond creatively and effectively	✓	
Thorough knowledge and understanding of current issues in education	✓	
Experience of methods of mapping school progress and school improvement strategies	✓	
Vision for the development of CPD and teaching and learning strategies		✓

<b>Leadership and management (student attainment, progress and wellbeing)</b>	<b>Essential</b>	<b>Desirable</b>
Proven commitment to high levels of student attendance, progress, attainment and safety	✓	
The ability to inspire high levels of performance in all students regardless of their starting points.	✓	

Thorough understanding of monitoring and evaluation strategies relating to student outcomes and the ability to translate information into detailed plans and targets.	✓	
The ability to analyse and interpret complex data	✓	
A commitment to promoting and safeguarding the welfare of young people	✓	

<b>Leadership and management (staff)</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
Ability to inspire others and provide strong leadership to teachers and support staff	✓	
Ability to delegate appropriately	✓	
Proven experience of developing, empowering and supporting staff	✓	
Thorough understanding of management structures and systems	✓	
Commitment to Equal Opportunities	✓	
Commitment to an open, collaborative and fair culture	✓	

<b>Managing resources</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
The ability to analyse complex issues relating to finance and resources		✓
Capable of strategic financial planning, capital projects and budget management		✓

<b>The community and other stakeholders</b> <i>Evidenced through: Application/Interview/References</i>	<b>Essential</b>	<b>Desirable</b>
Thorough understanding of the role of Anthem and the Local Governing Body		✓
A track record of working effectively with a Local Governing Body to ensure appropriate monitoring and accountability of all aspects of school activity with a committed drive to working from the School Development Plan.		✓



Effective communication with staff, students, parents, carers and local governors	✓	
Ability to establish effective links with the community	✓	
Ability to develop partnerships and shared responsibilities	✓	
Experience of having worked with other primary and secondary schools		✓