



## **WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION**

<b>Job Title:</b>	Deputy Head Teacher
<b>Location:</b>	Across the Trust (based at Chaddlewood Primary School)
<b>Grade/salary:</b>	Leadership L6-10
<b>Hours:</b>	Full Time 1.0
<b>Reports to:</b>	Headteacher
<b>Responsible for:</b>	Responsibilities of a Senior Leadership Team Member
<b>Key relationships:</b>	All staff, pupils and parents
<b>Contract type:</b>	Fixed term

### **Job Purpose**

The Deputy Head Teacher supports the effective operation of the trust and works to uphold and promote its vision and values.

This job description is not a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility entailed. The appointment is subject to the current School Teachers' Pay and Conditions Document and the required standards for Qualified Teacher Status and other current legislation.

### **Duties and Responsibilities**

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.

In addition to the requirements of a class teacher:

#### **2. Strategic Leadership and School Improvement**

- Promote the vision for learning, ethos and policies of the school and contribute to high levels of achievement and inclusion throughout the school.
- With the Headteacher, Trust and staff actively contribute to the promotion and achievement of the aims and objectives of the school.
- As a member of the Senior Leadership Team be responsible for the successful implementation of the curriculum and well being of the children.
- Have high expectations of behaviour, promoting self control and independence for all learners.
- Through Senior Leadership Team meetings contribute to the school's organisation and overall development.
- Contribute to the planning, monitoring, review and evaluation of all aspects of the school through the School Improvement Plan and school self-evaluation process.
- Assist all staff in achieving the priorities and targets the school sets and monitor the progress towards meeting them.
- Keep up to date on local, national and global trends.
- Value, take a lead and actively engage when working with other schools / organisations locally.

### **3. Teaching and Learning**

- In partnership with the Headteacher regularly monitor and develop the quality of teaching and learning across Foundation, Key Stage 1 and Key Stage 2, including the analysis of performance data and children's well being.
- Act as a role model for others by setting high personal standards of classroom practice in order to develop a stimulating and challenging environment where effective learning and teaching takes place and high standards of achievement, behaviour and discipline are achieved.
- Demonstrate excellence as a 'leading practitioner' modelling practice when necessary.
- Co-ordinate curriculum design across the school and delegated aspects of school improvement.
- Be responsible for maintaining an overview of the whole curriculum, liaising with subject leaders as appropriate.
- Have a clear understanding of the needs of all children , including those with special educational needs, disabilities, EAL and those who are most able and the distinctive teaching strategies to engage and support their progress and well being.

### **4. Developing Yourself - Leading and Managing People**

- Work collaboratively to develop effective professional relationships and make a positive contribution to the wider life and ethos of the school.
- Participate in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Demonstrate impact and influence, by leading staff in their performance management and professional development. Be responsible for monitoring and supporting progress towards targets throughout the cycle and hold staff accountable for performance.
- Deploy, monitor and evaluate the work of those members of support staff responsible for implementing intervention strategies.
- Participate where appropriate in the appointment of teaching and support staff.
- Ensure that staff are well informed about aspects of school life in order to promote good communication and high morale. Encourage the practice of working as a team.
- Develop, promote and maintain a positive and constructive partnership with parents/carers and local community that promotes effective learning for all.
- Communicate and co-operate with relevant external bodies.
- Liaise with the training colleges regarding student placements. Act as a mentor for students and NQTs as requested.
- Lead meetings as appropriate and support others to lead where appropriate.

### **5. Efficient and Effective Deployment of Resources**

- Respond appropriately to any health and safety issues raised by members of staff or school community and act as a key holder for the school.
- Lead school assemblies on a regular basis.
- Ensure that you remain up to date on developments and issues with regard to the leadership, management and curriculum of the primary school.
- Establish priorities for school improvement, school evaluation and best value for money.
- Take on additional responsibilities that might from time to time be determined by the Headteacher.

#### **6. Secure Accountability**

- Share the responsibility for school self-evaluation and improvement, working towards creating an outstanding school.
- Hold colleagues accountable for their professionalism and promote collegiate responsibility for standards.
- Contribute to all aspects of school life including celebration of achievements and challenging any under achieving performance.
- Promote equal opportunities.

#### **7. Strengthen Parent and Community Links**

- Promote the use of physical and human resources within the community to develop the wider curriculum and learning opportunities.
- Promote School, Home and Community partnerships
- Attend meetings of the Chaddlewood Parent Forum.
- Develop strategies to encourage parents and carers to support pupils learning, including remote learning.

#### **8. Specific Duties**

- Work as a team member and identify opportunities for sharing and developing effective practice.
  - Deputise for the Headteacher as requested.
  - Undertake the role of the Deputy Designated Safeguarding Lead.
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- 9. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.**
  - 10. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).**
  - 11. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.**
  - 12. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.**

*This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.*

**PERSON SPECIFICATION**

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
<b>VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:</b>			
<b>Compassion:</b>			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
<b>Aspiration:</b>			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
<b>Integrity:</b>			
Acting always in the interests of children and young people,	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
<b>Collaboration:</b>			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
<b>QUALIFICATIONS:</b>			
Qualified Teacher Status (QTS)	E	X	
National Professional Qualification (NPQSL) or a commitment to work towards this qualification or equivalent.	D		X
<b>EXPERIENCE: You will have successful experience:</b>			
As an excellent teacher who can inspire and motivate children to make excellent progress in all areas of learning.	E		X
Of leading a school improvement project or subject that has resulted in a positive impact.	E	X	X
With proven impact of improving the quality of teaching and learning in a subject or across a school phase.	D	X	X
An understanding of the EYFS and National Curriculum including how to develop a broad and rich curriculum.	E	X	X
Of working with parents, stakeholders and the community to enhance the quality of education for children.	E	X	X
Implementing consistently high standards of behaviour and attitudes to learning.	E		X
Working as part of a successful team	E		X

Of promoting high standards of literacy including the correct use of spoken English.	E		X
<b>VISION AND SCHOOL IMPROVEMENT YOU MUST:</b>			
be passionate about teaching and committed to achieving high standards throughout the school, whatever it takes.	E		X
be able to contribute to school improvement planning and evaluation.	E		X
have proven impact of developing the quality of teaching and learning beyond your own classroom, using coaching and mentoring.	E	X	X
have a good understanding of curriculum development to ensure there is good progression within subjects and meaningful links.	E	X	X
be able to communicate effectively.	E		X
<b>PERSONAL QUALITIES:YOU WILL BE ABLE TO DEMONSTRATE:</b>			
A genuine warmth for children	E		X
Exceptionally high expectations for yourself, children and staff	E		X
An open minded, creative and positive approach to education and learning.	E		X
<b>FURTHER REQUIREMENTS YOU WILL BE</b>			
reliable, enthusiastic, flexible, resilient and loyal.	E		X
willing to learn and develop within the team.	E		X

## **Additional Information**

### **Supporting our new Deputy Headteacher**

It is extremely important to us that we give you all the support you will need for the most effective possible start to your Leadership role at Chaddlewood Primary. As part of that process, we will offer a bespoke induction process appropriate to your needs, this could include:

- A mentor to support you during your induction and beyond.
- Support for appropriate Continued Professional Development.
- The benefit of working with a group of successful leaders within Westcountry Schools Trust.

### **Recruitment and Selection**

Our selection process is based on best practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants.

### **Equal Opportunities**

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. Chaddlewood Primary is committed to combating all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act.

### **Procedures**

All appointments are subject to pre-employment checks. That means:

- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc in line with the Asylum and Immigration Act 1996.
- Original documents relating to all the qualifications you have listed on your application form must be supplied.
- Your employment history will be thoroughly examined and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee.
- References will be used to check dates of employment and your relevant experience. A minimum of two written references will be taken up and these references will be requested before the interview. References should cover the last 3-5 years work history, as a minimum.
- The identity of referees and information relating to disclosures will be verified.
- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986.
- A Disclosure and Barring Service (DBS) check is required. This check will be cross referenced against the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children.
- Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks.

Westcountry Schools Trust and Chaddlewood Primary will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.

The school is required to follow the DBS code of practice. An enhanced disclosure will be applied for. An enhanced disclosure will include non-conviction information from local police records if it is thought to be relevant to the position being applied for.

All offers of employment are subject to obtaining medical clearance and should you be successful, you will be required to complete a Health History form, which will be sent to you. Should you not be declared medically fit to carry out the required duties, our offer of employment will be withdrawn.

The preferred candidate will be sent an offer letter. This will set out the following points:

- The job title and the offer of that job.
- Any conditions (pre or post) that apply to the offer i.e. medical clearance, DBS clearance, satisfactory police check, recognition of qualified teacher status by the Department for Education etc.
- The terms of the offer – salary, hours, pension arrangements, holiday entitlement, place of employment etc.
- The date of starting.
- What action the candidate needs to take, e.g. returning a signed acceptance of the offer, pre-employment forms to be completed.

### **Salaries**

The salary range offered for the post of Deputy Headteacher will be L6 to L10 depending on experience.

Pay structures in the school are set in accordance with Westcountry Schools Trust's Pay Policy and the School Teacher's Pay and Conditions. Pay will be reviewed regularly.

### **Annual leave**

As we are a school, we cannot operate effectively if staff are not in during term time. It is therefore a condition of employment that you will work 195 days during term time only and leave must be taken during school closure periods, ie Christmas, Easter, summer and half terms.

### **Pension scheme**

All staff qualify to join a pension scheme (Teacher Pensions or Local Government Pension Scheme for support staff). You will be provided information about the scheme relevant to your post. If you decide not to join the scheme please complete the form immediately as you will automatically pay pension contributions unless you have stated a preference not to.

### **How to Apply**

If you believe that you have the skills and attributes to successfully take on this exciting role and make a real difference to the outcomes for our children, we very much look forward to receiving your application.

Please complete an application form from My New Term.

Informal conversations are welcome.