

Job Description: Deputy Headteacher

Responsible to:	Headteacher
Job Type:	Permanent
Grade:	LP19 – L23
Hours per week:	32.5
Working weeks:	52
Location	¹ Faringdon Community College

Core Purpose:

To establish a culture of safeguarding across the school to ensure there are effective pastoral systems in place to support students in all year groups

To establish and sustain a culture and ethos of high expectation across the school, in order to ensure that our Blueprints for Teaching and Learning and Behaviour are consistently applied so that all students can articulate and embody of core principles and achieve overall attendance which is consistently above the national average

The role of the Deputy Headteacher is to be a member of the Strategic Leadership Team and will have a specific responsibility for the safety, welfare and pastoral support of all students.

The key responsibilities of the role are outlined as follows:

Leadership and Management:

- To line manage designated Assistant Headteacher's
- To line manage members of the pastoral team
- To ensure objectives relating to attendance, ethos, behaviour and safeguarding are reflected in the School Development Plan
- To act as a role model to all staff, leading by example and setting the highest professional standards to all stakeholders at all times
- To ensure that accurate and effective self-evaluation across all areas of responsibility are used to inform strategy and improvement of standards in those areas
- To ensure that robust and appropriate accountability metrics are used to quantify progress and challenge underperformance in relevant areas of responsibility
- To oversee the school's behaviour curriculum and students personal development
- To retain strategic overview of the school's wellbeing agenda

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Behaviour and Attendance

- To develop and articulate the ethos of the school so that high expectations and a culture of academic engagement permeate all activities and conversations
- To ensure that students regard the post holder as open and accessible by fostering a positive ethos across all year groups
- With the support of Leadership Team, to formulate and to implement strategies to raise standards of behaviour and attendance with a specific focus on vulnerable learners
- To support the work of the pastoral team in order to ensure that there is an effective pastoral care system to support student progress
- To ensure that students feel safe and secure so that they are able to focus on their academic and personal aspirations
- To work with the Headteacher to develop the positive culture of the school and to articulate this to a wide range of stakeholders

Safeguarding

- To retain a strategic overview of Safeguarding across the school, to include the oversight of the Single Central Record and Annual Safeguarding audit
- To lead on relevant staff safeguarding CPD and to ensure that the school is compliant with Safeguarding legislation
- To ensure relevant senior leaders retain the correct level of safeguarding training in order to carry out their job effectively (for example Safer recruitment training)
- To strategically lead on ensuring a sustained culture of safeguarding permeates all levels within the school
- To represent the school at any relevant Trust, OCC or regional safeguarding forums

Additional expectations of all members of the Leadership team

In addition to the specific responsibilities outlined above, Deputy Headteacher, as a senior leader in the school, will be expected to:

- To assist the Headteacher in leading and managing the school.
- To deputise for the Headteacher as and when required.
- To promote the highest expectations amongst staff and students by acting as a role model
- To adopt a collaborative approach with other members of the Leadership Team on shared tasks, providing mutual support in our determination to maintain the highest standards in all that is achieved.
- Develop strong links with all staff, governors, parents and outside agencies through modelling of excellent communication.
- To contribute data, reports and material for the formulation of the SEF, AIP, Governors' committee meetings and any LT papers as and when required.

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- To take regular detentions, attend LT meetings (leading when applicable), lead HOF meetings when appropriate, support with suspension or reintegration meetings when needed.
- To set high professional standards in everything you do, and to meet deadlines

Classroom Teaching:

The job description for a classroom teacher will also apply to this post.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.

Qualifications and Experience

We seek the following in our leaders and have identified from where we anticipate gaining the information

Specification			Application/ reference	Lesson observation	Interview
Strategic direction & development	A.	Ability to think and plan strategically, identify priorities, develop aims and implement actions to achieve results and to manage change effectively	✓		✓
	B.	Experience of responsibility for achieving aspects of School Action Plans	✓		✓
	C.	Experience of using national, local and school data to monitor, evaluate and initiate actions to improve school performance	✓		✓
	D.	Ability to communicate a vision and inspire others	✓		✓
Teaching & learning	E.	Evidence of effective and successful teaching experience at Key Stages 3, 4 & 5	✓	✓	✓
	F.	Experience of setting targets and monitoring performance in order to raise achievement	✓		✓

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	G.	Capacity to understand and provide for the whole range of students' needs, including those with SEN and the gifted and talented (A & A)	✓	✓	✓
	H.	Evidence of an excellent understanding and experience of the curriculum, pedagogy and assessment processes used across departments	✓	✓	✓
	I.	An understanding of curriculum development and initiatives at national, regional and local levels	✓		✓
Leadership & management	J.	Evidence of professional development in preparation for a leadership role	✓		✓
	K.	Evidence of successful and effective senior leadership & management responsibility in a school	✓		✓
	L.	Experience of developing a safeguarding culture across a school and evidence of DSL experience	✓		✓
	M.	Experience of developing systems and processes to develop a strong attendance and behaviour for learning ethos across a school	✓		✓
	N.	Experience of being an appraiser/coach/mentor of staff	✓		✓
	O.	Experience of Involvement in school self-evaluation and development planning	✓		✓
	P.	Significant line management experience, including the management of middle-leaders	✓		✓
	Q.	Evidence of the ability to motivate, inspire confidence and creativity in staff and students through praise and constructive criticism	✓	✓	✓
	R.	Evidence of the positive management of student behaviour	✓	✓	✓
	S.	Experience of managing a budget	✓		✓
Personal skills & qualities	T.	Evidence of successful organisational and time management skills with the ability to work under pressure	✓		✓
	U.	Ability to analyse data and to use data to set targets and identify weaknesses			✓
	V.	Have a clear understanding of school finances and financial management			✓
	W.	Ability to communicate clearly both verbally and in writing	✓	✓	✓
	X.	Ability to act as a positive role model, at all times, for other staff and students	✓	✓	✓

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Y.	Show a commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓		✓
Z.	Ability to monitor own and others' work-life balance, morale and well-being	✓		✓
AA.	Ability to work under pressure and prioritise effectively	✓		✓
AB.	Ability to build effective working relationships	✓		✓
AC.	Evidence of IT competence	✓		✓
AD.	Be committed to maintaining confidentiality at all times	✓		✓
AE.	Be committed to safeguarding and equality	✓	✓	✓

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