



## Job Description

<b>Job Title</b>	<b>Deputy Head Teacher</b>
<b>Grade</b>	<b>Range L3 - L12</b>
<b>Reports to</b>	Head Teacher
	<b>Full-time - non-class-based but with some teaching responsibility</b>
<b>Liaison with</b>	<b>All teaching and support staff, governors and parents.</b>
<b>Purpose of Job</b>	To assist the Head Teacher in creating and maintaining an environment which promotes and secures outstanding teaching and learning, a well-planned and rich curriculum and high standards of achievement and behaviour.
<b>Overall Responsibilities</b>	<ul style="list-style-type: none"> <li>● Curriculum Development</li> <li>● Community and Parent Engagement</li> <li>● This will be a key role in the strategic leadership of our School</li> <li>● As the lead professional you will ensure that the curriculum is well planned, full of enrichment opportunities</li> <li>● To lead the school community engagement and parental involvement</li> <li>● Alongside the Head Teacher, you will also be responsible for monitoring and evaluating the performance of the children and all teaching staff</li> <li>● Act as the deputy DSL for Safeguarding</li> <li>● Alongside the Head Teacher, you will also be responsible for monitoring and ensuring excellent behaviour throughout the school</li> </ul>

**Key Accountabilities****Leadership:**

- Support the Headteacher in ensuring the vision for the School is clearly articulated, shared, understood and acted upon by all;
- Demonstrate the vision and values of the school in everyday practice;
- Motivate, working with and through others to further develop a shared culture and positive ethos
- Promote high expectations of attainment and progress for all;
- Work with the Head Teacher and the Trust on the strategic development and implementation of the School Development Plan;
- Develop and implement effective strategies to evaluate the effectiveness of the school's curriculum;;
- Be responsible for the development and review of all school policies relating to curriculum development
- To take a strategic lead on developing partnerships with parents, governors, outside agencies and the local community
- Alongside the Head Teacher, support the strategic lead on assessment, data collection and analysis throughout the school.
- To be an exemplar of the highest professional standards.
- To lead or support colleagues with new initiatives as they arise.
- To work with the Head Teacher and the Trust to maintain a productive and inspiring learning environment that will enable all members of the school community to achieve their best.
- Construct strategic improvement plans which focus on improved outcomes for all groups of children, with an
- Leading on Inclusion, as Inclusion Leader including children with Special Needs and Disabilities (SEND), children who speak English as an Additional Language (EAL) and the most vulnerable in receipt of the Pupil Premium.
- To build on our current success and play a key role in the preparation for our next Ofsted inspection.

**Leading Curriculum Development :**

- Be the lead professional responsible for raising the quality of our curriculum and students' achievement, setting high expectations for students and staff;
- Be a coach and mentor for others with the ability to model and exemplify good practice and act as consultant for other teachers;
- Provide regular feedback for colleagues in a way that recognises good practice and challenges where necessary in a way that results in a tangible impact on students' learning;

- Lead the development of policies and practices across the school that promote inclusion and high achievement through effective and progressive curriculum;
- Work with the Head Teacher and Senior Leadership Team to devise and implement highly effective CPD programmes focused on an outstanding curriculum;
- Ensure appropriate support and interventions are put in place, as necessary, to secure high-quality teaching and learning experiences.

**Developing Self and Working with Others:**

- Work with the Head Teacher and the Trust to build a professional learning community that empowers others to achieve;
- Be the lead professional responsible for ensuring an outstanding curriculum across the school;
- To jointly lead on ensuring appraisal arrangements are effective in securing outstanding academic performance and effectively plan and deliver professional development activities for others;
- Build a collaborative learning culture within the School and actively engage with other schools within and outside our Trust to build effective learning communities;
- Committed to your own professional development, regularly review own practice and set personal targets;
- Identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Head Teacher who will give support throughout).

**Securing Accountability:**

- Work with the Head Teacher to ensure the school's accountability to a wide range of groups such as parents and carers, governors, the Trust and the DfE;
- Work with the Governing Body to ensure that it meets its' responsibilities and offers the appropriate degree of challenge to the School's leadership and performance;
- Work with the Head Teacher to create the School's Self-Evaluation and be able to present a coherent, accurate and insightful account of the School's performance to a wide range of audiences;
- Be responsible for the line management of members of the Senior Leadership Team with subject area responsibilities and the academic progress of students;

- Monitor the standards achieved by subject areas and to lead and monitor the production of Subject Area Reports and Subject Area Improvement Plans;
- Work with the Head Teacher and the SLT to develop strategies to further improve attendance, pupil learning behaviours and attitudes.

**Communication:**

- Engage effectively with our internal and external school community to deepen a sense of partnership and to enrich our curriculum;
- Collaborate with other schools and organisations in order to share expertise and bring positive benefits to our school and other schools;
- Collaborate at both strategic and operational levels with parents and carers, fellow professionals and across multiple agencies for the well-being of others.

**Resource Management:**

- Work with the Head Teacher, SLT and the Trust to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation;
- Work with the Head Teacher, SLT and the Trust to ensure the school and the staff and resources are organised and managed to provide an efficient, effective and safe learning environment.

**General:**

- Support and promote the values and ethos of St John's CofE Primary School and the Epping Forest Schools Partnership Trust.
- To deputise for the Head Teacher as required, including any safeguarding and Child Protection (CP) duties.
- To undertake other reasonable duties at the request of the Head Teacher.
- Be aware of the responsibilities under GDPR Legislation for the security, accuracy and significance of the personal data held in the school's systems;
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and to be one of the designated persons for child protection;

	<ul style="list-style-type: none"> <li>● Work in accordance with the Schools Health and Safety Policies and Procedures;</li> <li>● Undertake such other duties as laid down in the School Teachers Pay and Conditions Document and those delegated by the Head Teacher.</li> </ul> <p><b>Professional Duties:</b></p> <ul style="list-style-type: none"> <li>● The job description is to be performed in accordance with the provisions of the School Teachers’ Pay and Conditions Document and within the range of duties set out in that document. The post is otherwise subject to the Conditions of Service for School Teachers in England and to locally agreed conditions of employment.</li> </ul>
<p><b>Safeguarding</b></p>	<p>Fulfill personal responsibilities, and support the headteacher in securing compliance by those working in school, for safeguarding as set out in the Children’s Act, Statutory Guidance and by the Local Children’s Safeguarding Board. These include:</p> <ul style="list-style-type: none"> <li>● Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;</li> <li>● Operating clear whistleblowing procedures,</li> <li>● Sharing information, with other professionals</li> <li>● Take responsibility as the designated professional lead for Safeguarding</li> <li>● Operating safe recruitment practices</li> <li>● Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice</li> <li>● Operating and monitoring clear policies for dealing with allegations against people who work with children.</li> </ul>

## PERSON SPECIFICATION

### Deputy Head Teacher

Essential	Desirable
<b>Qualifications</b>	<b>Qualifications</b>
<ul style="list-style-type: none"> <li>▪ Qualified teacher status</li> <li>▪ Evidence of continuing professional development relating to school leadership and management, and to curriculum/teaching and learning</li> <li>▪ Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Postgraduate level qualification</li> <li>▪ Additional leadership qualifications or willingness to undertake these (e.g. NPQML, NPQSL)</li> <li>▪ Experience of leading/coordinating professional development opportunities</li> </ul>
<b>Experience</b>	<b>Experience</b>
<ul style="list-style-type: none"> <li>● Successful experience of leading one or more subject areas</li> <li>● A proven track record of outstanding teaching and excellent classroom practise</li> <li>● Successful experience in a leadership and management role (e.g. middle leader, subject leader or senior leader)</li> <li>● At least five years' successful teaching experience in the primary age range.</li> <li>● Experience of working with children with a range of SEND and SEMH needs and developing interventions and approaches to improving outcomes for them</li> <li>● Experience of working with other schools/organisations/agencies to improve outcomes for pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching experience in at least two of the three key stages</li> <li>▪ Curriculum leadership in one or more core subjects</li> <li>▪ Experience of teaching in more than one school</li> </ul>
<b>Strategic Leadership</b>	<b>Strategic Leadership</b>
<ul style="list-style-type: none"> <li>● Ability to articulate and share a vision of primary education within</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the role of the governing body</li> </ul>

<p>the context of the school’s vision and values</p> <ul style="list-style-type: none"> <li>● Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</li> <li>● Evidence of successful strategies for planning, implementing, monitoring and evaluation of the school</li> <li>● Ability to analyse data and reports, develop short, medium and long term strategic plans, set targets and monitor/evaluate progress towards these</li> <li>● Knowledge of what constitutes good quality in educational provision, the characteristics of effective schools and strategies for raising standards and raising the achievements of all pupils</li> <li>● Understanding of, and commitment to, promoting and safeguarding the welfare of pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of having successfully translated vision into reality at whole school level</li> </ul>
<p><b>Teaching and Learning</b></p>	<p><b>Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>● A secure understanding of the requirements of the National Curriculum at Primary level</li> <li>● Knowledge and experience of a range of successful teaching and learning strategies used to meet the needs of and to provide inspiration to all pupils</li> <li>● A secure understanding of assessment strategies and the use of assessment in order to inform the next stages of learning</li> <li>● Experience of effective monitoring and evaluation of teaching and learning and of providing appropriate challenge and support</li> <li>● Secure knowledge of statutory requirements relating to the curriculum and assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of successful teaching and learning across the entire curriculum across all key stages</li> <li>● Successful experience of creating an effective learning environment and of developing and implementing policies and practices relating to behaviour management</li> <li>● Whole school curriculum leadership</li> </ul>

<ul style="list-style-type: none"> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	
<p><b>Leading and Managing Staff</b></p>	<p><b>Leading and Managing Staff</b></p>
<ul style="list-style-type: none"> <li>• Experience of working and leading staff teams</li> <li>• Ability to both challenge and support colleagues in order to raise standards throughout the school</li> <li>• Ability to delegate work and support colleagues in undertaking their responsibilities</li> <li>• Experience of supporting the professional development of colleagues</li> <li>• Positive and ambitious leadership of middle management / phase leaders</li> <li>• Experience of delivering training and of leading staff meetings</li> <li>• Experience of delivering regular feedback to colleagues in a way which translates to a tangible impact upon the learning of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with governors to enable them to fulfil whole school responsibilities</li> <li>▪ Successful involvement in staff recruitment, appointment/induction</li> <li>▪ Experience of mentoring NQT teachers and university students on placement</li> </ul>
<p><b>Accountability</b></p>	<p><b>Accountability</b></p>
<ul style="list-style-type: none"> <li>▪ Ability to communicate effectively both orally and in writing with a range of audiences – e.g. staff, pupils, external agencies, parents, carers, governors, trustees and CEO, and the wider community.</li> <li>▪ Enthusiasm for attending and participating in events that involve and strengthen links with the wider community.</li> <li>▪ Experience of effective whole school self-evaluation and improvement strategies</li> <li>▪ Ability to provide clear information and advice to staff and governors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leading sessions or delivering workshops to inform parents/carers.</li> <li>▪ Experience of offering challenge and support to improve performance</li> <li>▪ Experience of handling complaints</li> <li>▪ Experience of delivering forward thinking and innovative projects.</li> <li>▪ Familiarity with costing development plans and of working within budgets,</li> <li>▪ Secure understanding of current practice in performance management, including capability</li> </ul>

<b>Skills, Qualities &amp; Abilities</b>	<b>Skills, Qualities &amp; Abilities</b>
<ul style="list-style-type: none"> <li>▪ High quality teaching skills</li> <li>▪ Strong commitment to the School and Trust’s vision and values</li> <li>▪ Ability to implement the school’s vision and to create a shared culture reflecting on the school’s progress and ambitions</li> <li>▪ Ability to take on the day-to-day running of the school, when required</li> <li>▪ High expectations of pupils’ learning and attainment</li> <li>▪ Strong commitment to school improvement and raising achievement for all</li> <li>▪ Strong team player with the ability to build and maintain good relationships on all levels</li> <li>▪ Ability to remain positive and enthusiastic when working under pressure</li> <li>▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>▪ Empathy with and genuine enthusiasm for working with children</li> <li>▪ Good communication skills</li> <li>▪ Good interpersonal skills</li> <li>▪ Stamina and resilience</li> <li>▪ Effective ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strong knowledge of PedTech strategy and approach.</li> </ul>