



Deputy Headteacher

To deputise in the absence of the Headteacher and be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Grade:	ISR
Hours:	Full time
Responsible To:	Headteacher
Responsible For:	Teachers & Support Staff as designated by the Headteacher
Occupational Standards:	Headteacher Standards

Main Purpose

The Deputy headteacher, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Be committed to the Professional development and training of all staff including the training of new support staff
- Lead on agreed areas as designated by the Headteacher, providing CPD to staff at all levels.

Duties and responsibilities

Qualities and knowledge

Under the direction of the headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs
- Maintain and extend their knowledge of pedagogy through active engagement with research from the Chartered College, and other recognised published sources
- Maintain their understanding of technological developments that can benefit children's learning or workforce efficiency

- Maintain knowledge of all Safeguarding practices, policies and curriculum needs and act as an assistant DSL
- Seek training and continuing professional development to improve their knowledge and understanding of the role of Deputy Headteacher

Behaviours

- Lead by example, modeling and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Actively support the Headteacher in building positive relationships with all members of the school community, through a **democratic** and inclusive style
- Support all aspects of the Trust development and evolution, translating Trust policy into the school's context
- Communicate and embed the school's vision, and culture by **connecting** children and staff to learning opportunities across the Trust
- Seek training and continuing professional **improvement** to meet own needs as well as those of the school and the Trust.
- Lead with **Integrity** and make ethical decisions putting the interests of children first.
- Encourage staff to understand and become outward facing, open to innovation and demonstrate the values of **Altruism**
- Support the Headteacher in the creation of a professional and courteous culture at all times

Pupils and staff

Under the direction of the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Promote and remove barriers for disadvantaged children ensuring equality for ALL.
- Provide support and induction for new staff within the school as directed by the Headteacher

Systems and processes

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school
- Promote and support the development of the capacity and expertise within the school to become a centre of good practice for all staff

The self-improving school system

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Other areas of whole school responsibility

The deputy headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- The nature of the work may involve the post holder carrying out work outside of normal working hours.

- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Job Title: Deputy Headteacher

Grade: ISR

	Essential	Desirable	How assessed
Qualifications <ul style="list-style-type: none"> • Qualified teacher status • Degree • Chartered Teacher Status or other professional teaching status 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		
Experience <ul style="list-style-type: none"> • Teaching experience 4 years+ and over multiple age ranges • Involvement in school self-evaluation and development planning • Line management experience of support staff • Experience of contributing to whole school staff development • Have experience with working parents across the school • Have taught in two different schools • May have contributed to Advisory Board Meetings 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		
Skills & Knowledge <ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		



DISCOVERY

	Essential	Desirable	How assessed
Personal Qualities <ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Ability to maintain and inspire positivity with staff in challenging times • Be a self-reflective practitioner in all areas of Teaching and Leadership 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		
General Circumstances <ul style="list-style-type: none"> • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Int
Factors not already covered <ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010. 	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)