



DHT Job Description and Person Specification

Post title:	Deputy Head Teacher
Academy :	Yorkswood Primary School
Pay range:	Leadership 10-14
Reporting to:	Headteacher
Responsible for:	Strategic T&L, Curriculum Leader, Assessment & Data, Professional Development, Phase Leader line management, and Deputy DSL duties.

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 and establishing policies to achieve them.
- Managing staff and resources and monitoring progress toward school goals.
- Leading the strategic development of Teaching & Learning, the Curriculum, and Assessment through evidence-informed research.
- Driving school-wide improvement in outcomes through a robust coaching and mentoring culture.
- Deputising if the headteacher is absent, as directed by the governing board.
- Fulfilling the professional responsibilities of a headteacher as set out in the STPCD.

Duties and Responsibilities

1. Strategic Leadership of Teaching, Learning and Curriculum

- Establish and sustain high-quality teaching across all subjects and phases, strictly informed by evidence-based research.
- Lead the design and implementation of a broad, structured, and coherent curriculum.
- Audit and evaluate the impact of teaching through regular monitoring cycles and research-led evaluation.
- Develop and implement a school-wide coaching model to improve pedagogical practice and pupil outcomes.

2. Assessment and Data Analysis

- Lead on the whole-school assessment strategy, ensuring it is rigorous and well-evidenced.
- Use formative assessment and pupil performance data to inform strategy and school improvement decisions.
- Track and analyse performance data, with a specific focus on disadvantaged groups (e.g., Pupil Premium, SEND, EAL).
- Plan and implement targeted interventions for pupils who are not progressing.

3. Professional Development & Research

- Strategically lead the professional development of all staff, ensuring it is underpinned by evidence-informed research.
- Establish a culture of peer coaching and mentoring to facilitate continuous improvement in T&L.

- Ensure CPD is aligned with the School Development Plan and individual performance management needs.
- Model continuous learning and stay up-to-date with educational developments at a national level.

4. Safeguarding

- Serve as a Deputy Designated Safeguarding Lead (DDSL), maintaining the highest standards of safety and welfare.
- Promote a culture that enables all pupils, including those with SEN and disabilities, to access the curriculum.

5. Organisational Management & Administration

- Manage daily administrative systems including the staff cover calendar, duty rotas, and school timetables.
- Provide line management to Phase Leaders, ensuring accountability and professional growth.
- Establish and oversee systems and processes to ensure the school operates effectively and safely.
- Manage staff workload and identify/mitigate organisational risks.

6. School Culture

- **Secure a culture of high expectations:** Sustain a positive, safe, and predictable school environment where exemplary behavior is the norm and pupils embody the school's values.
- **Policy implementation:** Oversee the consistent implementation of the school's behavior and discipline policies across all phases, ensuring boundaries are clear and fairly enforced.
- **Staff support and development:** Support and coach staff—particularly Early Career Teachers (ECTs) and middle leaders—in developing effective classroom management strategies and resetting behavior where necessary.
- **Targeted intervention:** Work alongside the SENDCO to implement targeted behavior interventions for vulnerable pupils or those with complex needs, minimizing disruptions to learning.

Person Specification

Category	Requirements
Qualifications	<ul style="list-style-type: none"> * Qualified teacher status. * Professional development in preparation for leadership (e.g., NPQLT/NPQSL/ degree level qualifications). * Masters level qualification in Education or related field (Desirable). * Recognised coaching qualification

Experience	<ul style="list-style-type: none"> * Successful leadership and management experience in a school . * Proven track record of improving T&L and pupil outcomes through coaching and mentoring. * Evidence of leading successful school development through evidence-informed research. * Experience in leading Curriculum, Assessment, and staff development. * A proven track record of establishing and maintaining high standards of pupil behavior and positive school culture across a phase or whole school. * Experience in successfully supporting or coaching other staff members to improve their classroom behavior management.
Skills & Knowledge	<ul style="list-style-type: none"> * Advanced data analysis skills to set targets and identify weaknesses . * Ability to model high-quality teaching and coach others to improve . * Expertise in staff resource management, including timetabling and rotas. * Deep understanding of evidence-informed behavior management strategies (e.g., proactive routines, de-escalation techniques). * Knowledge of statutory guidance regarding school discipline, suspensions, and permanent exclusions.
Personal Qualities	<ul style="list-style-type: none"> * Commitment to getting the best outcomes for all pupils . * Ability to work under pressure and prioritise effectively . * Commitment to safeguarding and maintaining confidentiality.

Notes

- This job description is not your contract of employment.
 - It may be amended at any time in consultation with the postholder.
 - It will be reviewed annually as part of the performance management process.
-
-