**PRIMARY SCHOOL**

**Deputy Headteacher (Learning & Teaching /Curriculum)**

 **Job Description**

**Job title:** Deputy Headteacher

**Responsible to:** The Headteacher

**Salary:** Leadership spine range

**Staff supervised:** Assistant headteacher, year team leaders, Subject leaders.

**Responsible for:** Leadership and management of learning and teaching / curriculum

**Main purpose of the job**

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
* Communicating the school’s vision compellingly and supporting the headteacher’s strategic leadership
* Leadership and day-to-day management of the school
* Carrying out teaching duties as required
* Responsibility for promoting and safeguarding the welfare of children and young people within the school
* Fulfil the professional responsibilities of this role, as set in the School Teachers’ Pay and Conditions Document (STPCD).
* If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.

**Duties and responsibilities**

Under the direction of the headteacher the deputy headteacher will:

**Shaping the future**

* Establish and sustain the school’s ethos and strategic direction together with the governing board and through consultation with the school community
* Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
* Play a leading role in the school improvement planning process, through agreed priorities
* Contribute to the school’s self-evaluation process, including devising and monitoring action plans and other policy development
* Ensure a culture of staff professionalism, leading by example especially when implementing change and improvements in standards.
* Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
* Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy.
* Promote a culture of inclusion within the school community where all views are valued and taken account of.

**Leading teaching and learning**

* Establish and sustain high-quality teaching across subjects and phases, based on evidence.
* Ensure teaching is underpinned by subject expertise.
* Effectively use formative assessment to inform strategy and decisions.
* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
* Ensure the teaching of a broad, structured, and coherent curriculum.
* Lead the development and review of all aspects of the curriculum incl. planning, recording and reporting.
* Use valid, reliable, and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum.
* Assist the headteacher in managing the school through strategic planning and the formulation of policy and delivery of the primary strategy, ensuring management decisions are implemented.
* Be responsible with the headteacher, for the process involved in monitoring and evaluating the quality of teaching and learning, including lesson observations, and target setting.
* Promote the active involvement of pupils in their learning.

Additional and special educational needs and disabilities (SEND)

* Promote a culture and practices that allow all pupils to access the curriculum.
* Have ambitious expectations for all pupils with SEN and disabilities.
* Make sure the school works effectively with parents, carers, and professionals to identify additional needs, and provide support and adaptation where appropriate.
* Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

**Developing self and working with others**

* Performance manage staff as appropriate, including carrying out appraisals and holding staff to account for their performance.
* Manage staff well with due attention to workload.
* Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
* Ensure staff have access to appropriate, high-standard professional development opportunities.
* Support the development of collaborative approaches to learning within the school and beyond.
* Keep up to date with developments in education.
* Seek training and continuing professional development to meet their own needs.

**Managing the organisation**

* Establish and sustain systems, processes, and policies so the school can operate effectively and efficiently.
* Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care
* Manage staff well with due attention to workload.
* Ensure rigorous approaches to identifying, managing, and mitigating risk.
* Allocate financial resources appropriately, efficiently and ensure effective use of budgets and resources.
* Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context.
* Make sure school improvement strategies are effectively implemented.
* Contribute to the day-to-day effective organisation and running of the school.

Governance, accountability and working in partnership.

* Understand and welcome the role of effective governance, working with the governing board as appropriate.
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
* Ensure that staff understand their professional responsibilities and are held to account.
* Work successfully with other schools and organisations.
* Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
* Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties.

**Specific Areas of Responsibility**

* Lead and manage the teachers responsible for agreed areas and have overview/responsibility for:
* strategic curriculum planning to meet the School Mission Statement.
* receiving feedback from subject co-coordinators.
* ensuring that subject co-coordinators and team follow the school improvement plan and provide evidence of the impact of their actions.
* ensuring that the curriculum is exciting and lively and meets the needs of the pupils; that it is broad and balanced and in line with school policies and establishes links between subjects.
* develop staff expertise, confidence and efficiency through training and development.

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| *This post is subject to Enhanced Disclosure procedures.  As a member of the Senior Leadership Team this post is not subject to the directed time limitations attached to other teaching positions outlined in the School Teachers Pay and Conditions Document.* *This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may be subject to change. Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. Nothing will be changed without consultation.* *The post holder will be expected to work in partnership with all school staff including the Senior Leadership team, parents/carers, internal and external visitors to provide an efficient and flexible delivery of a range of services. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.* *This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate. It may be subject to modification at any time after consultation with the postholder.* |

Staff member’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Deputy Headteacher – Learning and Teaching / Curriculum**

**Person Specification**

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check. Candidates, please address all criteria marked \*\* in your application.

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| **Qualifications and training** 1. Qualified teacher status or equivalent – detail please on application form.
2. Evidence of further recent relevant study in preparation for a deputy headteacher role – detail please on application form.

**Experience** 1. Current / recent experience as an excellent classroom practitioner in a primary school setting. \*\*
2. Successful leadership and management experience. \*\*
3. Meaningful involvement in school self-evaluation and development planning and implementing effective practice. \*\*
4. Demonstrable experience of successful line management and staff development. \*\*

**Skills and knowledge**1. Understanding of high-quality teaching, the ability to model this and support others to improve. \*\*
2. A good understanding of curriculum design, implementation, and a clear vision for improving pupil outcomes. \*\*
3. Ability to analyse statistical / data to evaluate performance, set targets, identify weakness, and produce reports. \*\*
4. Ability to lead on the effective management of children’s behaviour and to promote good relationships. \*\*
5. Understanding of school finances and financial management. \*\*
6. Effective communication and interpersonal skills. \*\*
7. Ability to communicate a vision and inspire others. \*\*
8. Ability to build effective working relationships with all stakeholders. \*\*
9. Ability to work under pressure and prioritise effectively. \*\*

**Personal qualities** – part of interview1. Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
2. A commitment to obtaining the best outcomes for all pupils and promoting the ethos and values of the school.
3. Build positive and respectful relationships across the school community.
4. Commitment to safeguarding and equalities within a school setting.
5. Commitment to maintaining confidentiality as appropriate at all times.
6. Willingness to play a part in the wider life of the school e.g., school community events and school events.
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