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Deputy Head Teacher ISR L15-L19 Job Description

Post Title: Deputy Head Teacher

Job Description:

The post holder is required to undertake the professional duties and responsibilities of a Deputy Headteacher, as set out in the current School Teachers' Pay and Conditions document. This job description is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in school.

Purpose:

To promote the vision, values and core principles of the school, in line with agreed school policies; to deputise for the Head Teacher when she is absent from the school; to work in consultation with the Governing Board, to provide professional leadership which secures the success and improvement of the school, ensuring high quality education and care for all the students so that they are safe and happy at school, enabled to be successful learners and achieve high standards. The Deputy Head Teacher working with the Governing Board and Head Teacher will secure the strategic direction for the school in the context of school improvement by ensuring accurate school self-evaluation to inform and implement school improvement.

JOB SPECIFICATION

Qualities and Knowledge

1. Articulate clear values and strategic direction that upholds the school vision:

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2. Lead by example showing integrity, creativity, resilience and clarity of purpose. Drawing on their own experience, skills and knowledge to lead forward school Improvement.

3. Work with the Head Teacher and Governing Board to provide vision, purpose and Leadership of the school, securing effective teaching and learning so that all students achieve their own aspirational outcomes.

4. Inspire and influence others within the school to believe in the fundamental importance of education in young people's lives and to promote the value of education.

5. Challenge educational orthodoxies in the best interests of achieving excellence; harnessing the findings of well evidenced research to frame self-regulating and self improving schools.



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6. Work effectively within a distributed leadership model with a wide range of colleagues to ensure effective day to day leadership and operational management of a special school environment.

Supporting Strategic Direction and Development of the school

1. Secure ambitious standards for all pupils, overcoming disadvantage and advancing equality. Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Produce and implement clear, evidence-based improvement plans and policies for the school that through appropriate consultation identifies priorities and targets for ensuring that pupils achieve high standards, make progress, are safe and enjoy their learning and work.
3. To ensure school continues to improve, achieving annual objectives and ensuring educational success is maintained.
4. To work with the Head Teacher and Business Manager to ensure that the management, finance and administration of the school supports its vision and aims.
5. To monitor evaluate and review the effectiveness of the school's policies and priorities.
6. To lead key areas of school self-evaluation and monitoring that reflect school improvement, as directed by the Head Teacher.
7. To work with the Head Teacher to develop the school as an outward-facing school which works with other schools and organisations – in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

School Improvement: Teaching and Learning

1. Secure excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice for pupils with SEND both by taking lead responsibility for developing and maintaining high standards of achievement in the school and by demonstrating to colleagues the features of excellent teaching.
2. Working collaboratively with the Head Teacher and wider leadership team to provide direct leadership of teaching and learning throughout the school, so that all pupils, no matter what their disadvantage have equality of access to excellence in teaching.
3. Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning.



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4. Develop an educational culture of 'open classrooms' as a basis for sharing best practice within the school, drawing on relevant research and robust data analysis. To create and maintain an environment which promotes and secures excellent teaching, effective learning, high standards of achievement, good behaviour and discipline.
5. Implement rigorous and transparent systems for monitoring teaching and learning so that accurate judgements about school improvement measures can be made.
6. Implement rigorous and transparent systems for Quality Assurance that drives forward school improvement and informs next steps for whole school development.
7. Work with the Assistant Head (Academic) to oversee accurate qualitative and quantitative data systems that provide reliable and robust data analysis for both academic and non-academic data. Support the Monitoring and updating of policies that relate to progression and assessment so that systems are a regular focus of the improving school.
8. To work with Assistant Head (Vocational) to support the development of 'the experience of work across the organisation' and the Living Skills curriculum leading to meaningful destinations for young people, which place them at the heart of their community.
9. To liaise with curriculum coordinators in order to implement, monitor, evaluate and review the curriculum identifying areas for improvement and setting targets for school improvement within the context of the overall strategic direction. Ensure timetables and rotas fit with the curriculum model so that teaching and learning is delivered effectively and gives 'best value' for money.
10. To lead the behaviour team, and identify priorities for the changing population within specific cohorts of learners.
11. To evaluate, review and further develop systems within the school that support positive behavior. To ensure that school staff maintain the capacity to manage challenging behaviour effectively including the use of physical intervention where appropriate (in the potential role of a trainer) so that Behaviours for Learning/Attitudes to Learning are positive and support learning.
12. To promote, respect and understanding of equality and diversity.
13. To support the quality of teaching in line with the demands of a special school environment and the necessity to maintain and secure operational management of the school on a day to day basis.



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School Improvement: Supporting Leading and Managing staff

1. To support the distribution of leadership across the organisation ensuring robust lines of accountability ensuring that whole school priorities for improvement are embedded in the work of the whole staff team.
2. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
3. To lead, motivate, support, challenge and develop staff to secure improvement, including demonstrating a commitment to their own professional development.
4. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
5. Treat people fairly, equitably, with dignity and respect to create a positive school culture. To ensure that effective working relationships are formed between staff, and between staff and pupils.
6. To support the effective systems in place for the review and appraisal of staff.
7. Supporting the Head Teacher and School Business Manager in the Human Resource Management, including recruitment, retention, disciplinary, grievance, and capability.
8. To work with the Assistant Head teachers (Academic, Vocational, Experiential) in order to develop approaches which present challenges and subsequently raise students' achievement across all cohorts of learners.
9. To work with the middle leaders to motivate and enable teachers to develop expertise in their respective roles through personal coaching and supporting high quality continued professional development.
10. To work with the Assistant Head Teacher (Pastoral) to ensure that the induction of Newly Qualified Teachers enables their professional development and supports their next stage in their career.
11. To liaise with the Assistant Head Teachers (Academic, Vocational, Experiential) to oversee the work of interventions within the school and other agencies working outside the school so that pupil outcomes are maximised and barriers are overcome.
12. To ensure that the professional duties of staff are fulfilled, as specified in the Terms and Conditions of Service of Teachers and support staff job descriptions and conditions of service.
13. To prevent and address discrimination of any kind.



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School Improvement: Supporting Efficient and Effective Deployment of Staff and Resources

1. To manage staff and resources efficiently and effectively in line with the objectives for the strategic direction of the school and within the school budget by working effectively with Governors, the Head Teacher and School Business Manager.
2. Ensure that learning is at the centre of strategic planning and resource management.
3. To work collaboratively and where necessary develop and organise accommodation so that it is efficiently used and meets the ever developing needs of pupils so that their needs are met, the curriculum can be effectively delivered and this is in-line with health and safety regulations.
4. To co-ordinate the organisation and management of the school timetable, including break and midday cover, in liaison with Senior Leadership and Management Team colleagues.
5. To support the management, monitoring and review of the use of available resources to improve the quality of education and secure value for money.

School Improvement: Accountability

1. To provide information advice and support to the Governing Board to enable it to meet its responsibility for securing effective teaching and learning, and improved standards of achievement and value for money.
2. To present (where appropriate) an account of the school's performance in a form appropriate to a range of audiences – Governors, parents, local community, OFSTED, Education Services.
3. To ensure that parents and pupils are well informed about targets, progress, and attainment for their child and understand how the education their child is experiencing relates to the overall progress against outcomes defined within EHC Plans.
4. To oversee the work of the EHCP team, monitoring and evaluating outcomes in relation to EHC Plans and how learners are making progress against their defined outcomes over time so that planning and next steps can be secured and the next stages in their education as part of the preparation for Adulthood.



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School Improvement: Supporting Collaboration with the community

1. To work in partnership with other agencies and the EHCP team to secure the implementation of the Children's Act 2004 and to secure improvement in the quality of EHC planning in line with government and local authority timescales.
2. To support the Assistant Headteacher (Pastoral) to create and maintain an effective partnership with parents to support and improve pupils' personal development and achievement.
3. To create and maintain effective links with the local communities of the pupils who attend the school.

Fulfil proactively any necessary/appropriate roles and responsibilities that fall outside the job description to ensure excellence in the day to day operational management and leadership of a complex and diverse special school environment.