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Deputy Headteacher JOB DESCRIPTION

Department: EDUCATION	Section: Schools
Post Number:	Location: The Pines School
Job Title: Deputy Headteacher	Grade/Salary Range: L7 - L11
Hours: Full Time	Contract Type: Permanent
Reporting to: Headteacher	

JOB PURPOSE

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

- Monitoring progress towards the achievement of the school's aims and objectives outlines in the SDP
- Take a leading role on ensuring the continued development of the curriculum with a strong focus on enrichment.
- Leading OPAL (outdoor play and learning)
- Leading and managing some support staff, including staff training
- Training to be DSL
- Undertaking other duties of a Deputy Head Teacher as directed by the Headteacher such as curriculum development and assessment

If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board, including being able to suspend a pupil in line with the exclusion and suspension policy.

The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

The deputy headteacher will work in collaboration with:

- other members of staff
- parents, governors and the local community
- members of the LA support and advisory services where appropriate
- organisations and networks relevant to the teacher's specialism or subject

Relationships to other posts:

Support received from Headteacher and SLT (SBM and SENCO)

Line management responsibilities for Class Teachers and Teaching Assistants



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MAIN DUTIES AND RESPONSIBILITIES

Qualities

- The deputy headteacher will:
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Have a sense of humour, being willing to work as part of a team, be prepared to bring new ideas and energy
- Have resilience and flexibility
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Work closely with all stakeholders including staff and governors

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Share and believe in the school values
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- 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
- Demonstrate high expectations and lead staff to have high expectations of themselves and others

Priority areas of responsibility

- Lead on the development of the curriculum
- Lead and develop our enrichment, personal development and well being curriculum, including leading OPAL
- Support phase leaders to ensure there is consistently excellent teaching throughout the school
- Further develop opportunities for parental engagement
- Train to be DSL

Teaching, curriculum and assessment

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum



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- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- Ensure the curriculum is effectively sequenced and includes progression of knowledge from EYFS – Year 6
- Establish effective systems for assessment of foundation subjects

Additional and special educational needs (SEN) and disabilities

This will be led by SENCO, the DHT role will be to oversee this.

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables 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](#).
- Support the SENCO with ensuring all staff are well trained and supported

Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well being with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- 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 these school improvement strategies are effectively implemented
- Contribute to School Development Plan and Self Evaluation Form

Professional development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations



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- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

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 headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Specified Working Hours

A teacher employed full time must be available to perform such duties at such times and such places as may be specified by the Headteacher for 1265 hours, those hours to be allocated reasonably throughout those days in the school year, which the teacher is required to be available for work.

All qualified teachers will be required to demonstrate that they can consistently meet the core professional standards throughout their teaching career.

All Post Threshold Teachers will be required to demonstrate that they can consistently meet the post threshold standards in addition to the core standards.

Additional Roles/Responsibilities

- Be able to use your initiative
- Have resilience and understanding of our school and it’s demographic.
- Bring joy to the role and inspire teachers to take risks and use their initiative
- Be flexible and able to manage your own time
- Work with parents and other professionals
- Understands trauma informed practice

This job description may be amended at any time following discussion between the Headteacher and the post holder. This job description will be reviewed annually at the initial performance management meeting.

Date:

Signature: (post holder)

Signature: (PM reviewer)



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PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Professional Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continued professional development 	<ul style="list-style-type: none"> • An eagerness to engage in further CPD
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school • Teaching experience in one or more key stages and be able to demonstrate that you are an excellent teacher • Demonstrable experience of successful line management and staff development • Experience of working with children with SEND • Lead by example, having high personal standards and clear expectations 	<ul style="list-style-type: none"> • Involvement in school self-evaluation and development planning • Successful establishment of effective behaviour systems • Experience of working with parents and professionals • Experience of being a DDSL
Skills & knowledge	<ul style="list-style-type: none"> • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Understanding of curriculum development and foundation assessment • Understanding of effective behaviour management strategies • Believe enjoyment and enrichment is essential for children’s learning and development • Have a clear understanding of the importance of developing the “whole child” • Able to maintain high standards of behaviour and discipline with the framework of a positive behaviour management policy 	<ul style="list-style-type: none"> • Understanding of trauma informed practice • Understands the personal development curriculum and new Ofsted framework • Understands the importance of play, based on research and evidence
	ESSENTIAL	DESIRABLE
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 • Have resilience and energy • Ability to work under pressure and prioritise effectively & flexibly • Commitment to maintaining confidentiality at all times 	<ul style="list-style-type: none"> • Has a good sense of humour and able to see the fun and enjoyment in the role • Able to see and bring the joy • Have resillience



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	<ul style="list-style-type: none"> • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • Able to use initiative and make decisions quickly and effectively • Be thoughtful, reflective, approachable and willing to take appropriate advice • Be a good communicator • Demonstrate the ability to delegate to staff • Have integrity, and inspire confidence and trust • Able to present effectively, both orally and in writing • Able to relate well to all members of the school community • Demonstrate a professional attitude at all times 	
<i>Deployment of Resources</i>	<ul style="list-style-type: none"> • Be able to ensure that the health and safety of children and adults is paramount • Make creative and effective use of resources to support teaching and learning 	<ul style="list-style-type: none"> • Have experience of managing and bringing a project or initiative to fruition
<i>School Specific Needs</i>	<ul style="list-style-type: none"> • Have a commitment to involving parents in their children's learning • Have a commitment to inclusive education 	<ul style="list-style-type: none"> • Have a commitment to being creative with a limited budget
<i>Accountability</i>	<ul style="list-style-type: none"> • Be accountable to the Headteacher and Governing Body 	