



## Deputy Headteacher – Job Description

<b>Post title:</b>	<b>Deputy Headteacher</b>
<b>School:</b>	Manor Green School
<b>Pay range:</b>	<b>L21-25 (Fringe)</b>
<b>Responsible to:</b>	The Headteacher
<b>Responsible for:</b>	Curriculum Development, Teaching and Learning

### Core Role

As part of the leadership team it is important that the deputy head teacher demonstrates the ability to both lead and manage. Together they establish a climate for learning that successfully ensures a constantly improving school. The deputy headteacher also needs to promote equality as an integral part of the role and to treat everyone with fairness and dignity. They must recognise health and safety is a responsibility of every employee, and take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

As such the deputy headteacher will be expected to:

- To work with the Headteacher creating and ensuring commitment to a clear vision and managing change so as to improve the school.
- To work with the Headteacher to develop the curriculum so that it continues to meet the needs of all learners.
- To work with the Headteacher to ensure the overall, progress and development of students throughout the school ensuring the implementation of effective strategies and actions to improve student outcomes, building a high performing school.
- To work with the Headteacher and AHTs to monitor the effective use of data and assessment, to ensure any gaps are identified and addressed.
- To work with the Headteacher to further develop teaching and learning in the school, including the continuing professional development of staff, leading by example and taking responsibility and Inspiring motivating and influencing staff.
- In the temporary absence of the Headteacher to undertake the professional duties of the Headteacher in rotation with the other Deputy Headteacher in the school.
- Display Strategic thinking and planning, communicate well and manage resources

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### Summary of the Main Duties and Responsibilities

#### Strategic Leadership

- As a member of the SLT contribute to the team working together to achieve their maximum potential
- To be the strategic leader for curriculum development and implementation
- As a member of the SLT ensure that the organisation of the school supports its vision and aims
- As a member of the SLT lead by example in a way that motivates all involved with the school to achieve to their potential
- As a member of the SLT provide objective and clear support to the governing body where appropriate in a way that enables it to meet its responsibilities
- Demonstrate an ability for strategic leadership being able to challenge, identify and prioritise areas for development across the school understanding the financial implications
- Demonstrate effective leadership in the completion and maintenance of change projects
- Lead to ensure development of others within the leadership team
- Demonstrate resilience and flexible thinking, self-reflection and an ability to drive change forward in support of the Headteacher's vision of the school
- To deputise, as required, for the headteacher in their absence

#### Planning and Setting Expectations

- As a member of the SLT, lead the creation, development and implementation of an area of the School Development Plan in consultation with the wider SLT
- As a member of the SLT be accountable for the effective monitoring and evaluation of the plan and feeding back to Stakeholders
- As a member of the SLT lead school self-evaluation

#### Teaching and Planning Pupil Learning

- Lead and be responsible for the continuous improvement of the standards of teaching and learning, including planning and implementation of the curriculum, quality assurance of teaching and learning, as well as reporting on the self-evaluation of the school's effectiveness to the Headteacher, the Governors and a wide range of stakeholders
- As a member of the SLT maintain a climate and code of conduct that promotes good teaching, effective learning and high standards
- As a member of the SLT monitor and evaluate the quality of teaching and learning and the achievement of pupils
- Be a confident practitioner who can model exemplary practice within the classroom if called upon to do so
- To lead assemblies as agreed

#### Assessment and Evaluation

- Monitor and regularly review the effects of identified school policies



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- To develop an ethos and culture of a self evaluating school in line with current Ofsted requirements

### Pupil Achievement

- Ensure that resources and staffing promote high standards of achievement, progress and attainment for all pupils

### Relations with Parents, Associated Professionals and the Educational and Wider Community

- Promote and maintain effective relationships with the partnership schools within the MAT to achieve best outcomes for pupils with SEND in the 3 schools and the wider SEND community
- Maintain effective relationships with the LA and other educational institutions
- Establish and maintain effective professional relationships with outside agencies who provide support to our pupils
- Maintain good relationships with parents and always ensure effective communication is promoted

### Managing Own Performance and Development

- Participate in arrangements for Performance Management
- Prioritise and manage time effectively
- Be able to work under pressure and to deadlines

### Managing and Developing Staff and other adults

Ensure that the professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions are fulfilled for all staff

- Manage and develop staff training programme
- To lead performance management reviews with identified members of the school teaching team
- To develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory

### Managing Resources

- Work with governors and the Headteacher to recruit and retain staff of the highest quality
- Budget control of designated areas

### Safeguarding

- To ensure that all duties as per the Designated Safeguarding Lead responsibility are undertaken



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- Promote the safeguarding of children and young people within the school at all times
- To co-operate and work with relevant agencies to protect children

### **Note to post holder:**

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 change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the conditions of employment in the School Teachers' Pay and Conditions as they relate to Deputy Heads

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### PERSON SPECIFICATION

\* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

<b>Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree or equivalent</li> <li>• Management experience of Inclusion and SEN provision in a school setting</li> <li>• Evidence of recent relevant professional development</li> <li>• Evidence of regular and appropriate professional development in school leadership and management</li> <li>• A minimum of 5 years teaching experience within an SEN setting</li> <li>• Experience of successful curriculum development and leadership</li> <li>• Experience of leading, motivating and developing staff</li> <li>• Experience of effective working with a variety of stakeholders</li> <li>• Experience of the effective use of assessment and analysis in raising standards</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• D</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of current methodology in the education of students with special needs</li> <li>• Knowledge of the Early Year's Curriculum or National Curriculum</li> <li>• Understanding the child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities</li> <li>• Demonstrate knowledge of the key factors that can affect the ways pupils learn</li> <li>• Knowledge of the different assessments</li> <li>• Ability to work as part of a team and manage the deployment of other adults working in the class</li> <li>• Awareness of different communication systems (e.g. PECS, Makaton, AAC devices).</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>

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<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Skilled in using visual supports, social stories, and structured teaching approaches.</li> <li>• Ability to create and deliver personalised, engaging programmes and to be able to support teachers to do this</li> <li>• Competence in monitoring and tracking progress, using data to inform interventions.</li> <li>• Sound literacy and numeracy skills</li> <li>• Ability to make use of ICT to support pupils' learning</li> <li>• Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings</li> <li>• Good planning and organisational skills</li> <li>• Ability to motivate and encourage pupils</li> <li>• Ability to work effectively as part of a team and plan jointly</li> <li>• Ability to support on teaching and learning, curriculum developments and training across the school</li> <li>• Commitment to undertake additional training relevant to the post</li> <li>• Ability to compose clear written reports and analyse data</li> <li>• Ability to work with other Curriculum Leads to make decisions and lead on the curriculum across the school</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>
<b>Work-related Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Familiarity with EHCP processes and contributing to annual reviews.</li> <li>• Confidence in delivering training or workshops to staff and parents.</li> <li>• Be a reflective and self-evaluating practitioner</li> <li>• Flexible and adaptable</li> <li>• Confident in a variety of situations</li> <li>• Able to work independently and as part of a team</li> <li>• Effective communicator</li> <li>• Ability to form effective relationships with colleagues and students, understand professional boundaries and demonstrate suitability to work with children</li> <li>• Inspire trust and confidence</li> <li>• Commitment to support training of parents and agencies beyond the school</li> <li>• Passion for excellence and providing an outstanding education for all students</li> <li>• Being a reflective and self-evaluating practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>

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<ul style="list-style-type: none"> <li>• Proven Management skills and appropriate leadership skills to support the strategic development and direction of the school</li> <li>• An enthusiastic, confident, able communicator who can implement effective strategies for securing improvement</li> <li>• Ability and drive to work independently and as part of a team.</li> <li>• Up to date knowledge of SEN educational issues</li> <li>• An effective organiser who can get the most from human and material resources through their development and deployment</li> <li>• An ambitious and diligent professional who can motivate and inspire others including teachers, parents, pupils and governors</li> <li>• Prepared to be involved with and develop the whole life of the school</li> <li>• Commitment to inclusion and achievement.</li> <li>• Experience of curriculum teaching across the school age range</li> <li>• Experience of a wider range of schools and other educational establishments</li> <li>• Experience of developing initiatives</li> <li>• Experience of chairing meetings with colleagues and / or other agencies</li> <li>• Awareness of how to set and manage budgets</li> <li>• Recent experience of an OFSTED inspection</li> <li>• Experience of monitoring and evaluating teaching and learning</li> <li>• Involvement in school improvement work</li> <li>• Experience of working directly with parents to raise standards and involvement with the community</li> <li>• First hand experience of work with governors</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>
<p><b>Other Work-related Requirements</b></p> <ul style="list-style-type: none"> <li>• Suitability to work with Children</li> <li>• DBS Check</li> <li>• Patient and resilient</li> <li>• Willing to attend evening meetings as required</li> <li>• Willing to attend training, including intervention training, and implement actions</li> <li>• Able to manage the physical aspects of working with children with SEN</li> <li>• Business insurance</li> <li>• This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>



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(including pupils), providing advice and using any specialist terminology appropriate to the role is essential for the post.	
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