Introduction and context

The role is permanent and full-time.

The main focus of the work is on the leadership of the school with some wider contribution to the work of the Trust.

**Deputy Headteacher appraisal objectives** are focused on the impact of work in the key focus area: leadership of the school (3 objectives).

The job description should be read in conjunction with the *National Standards of Excellence for Headteachers* (2015) which define high standards within a self-improving school system. These standards are not duties and responsibilities but intended as guidance to underpin best practice.

1. **CORE PURPOSE**

1.1 **LEADERSHIP OF THE SCHOOL**

- To assist the Headteacher in providing professional leadership and management for the whole school
- To undertake the professional duties of the Headteacher in the event of her/his absence from the school
- To ensure pupils’ safeguarding, child protection and welfare
- To provide professional and inspirational leadership for the school, ensuring that it is managed and organised to meet its statutory requirements, aims and targets
- To work within the Leadership Group (LG) providing high quality, optimum standards and high achievement in all areas.
- To have responsibility for named areas of the School Improvement Plan (SIP) – possibly varying from year to year, dependent upon the school’s needs
- To work with partners across the Trust
- To carry out the professional duties of a teacher, meeting the Teachers Standards.

1.2 **LEADERSHIP CONTRIBUTION TO THE TRUST**

- To develop, articulate and uphold the agreed vision, values, ethos, principles and expectations of the Trust
- To work collaboratively with the Headteacher, CEO, Deputy CEO and Headteachers and Deputy Headteachers in other Trust schools, contributing to the sustainability of a cohesive family of schools with greater consistency of systems, policies and practices and improving achievement for its pupils

2. **DUTIES AND RESPONSIBILITIES**

2.1 **LEADERSHIP OF THE SCHOOL**

2.1.1 **General – school-focused**

- Act in accordance with legislation and local and national guidance affecting the conduct of the school particularly in relation to child safeguarding, health, safety and security matters, data and financial management, confidentiality, equalities and employment rights
• Deputise for the Headteacher
• Be available to meet with various stakeholders when requested
• Ensure that the day-to-day organisation of the school follows agreed collective policy and runs smoothly, identifying any areas of weakness for improvement
• Implement the aims of the school, consulting and liaising with staff, to ensure that agreed policies are carried out
• Emphasise the benefits of a multi-ethnic school, strongly opposing any form of racism or prejudice and promoting equality of opportunity in terms of gender, ethnicity, religion, class and disability
• Set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes and excellent teamwork

2.1.2 Strategic direction – school focused
• Work with the Headteacher, CEO, Deputy CEO, the Local Advisory Board (if in place) and staff to define and implement the school’s strategic direction
• Work with all stakeholders to help create a shared vision and strategic plan which is responsive to the school’s community and inspires everyone to achieve well
• Work with staff to translate the vision into agreed objectives and operational plans to drive forward school improvement
• Demonstrate the vision, values and principles of the Trust in everyday work and practice
• Motivate all staff to create a shared culture, positive ethos and high ambition so that they are engaged and professionally fulfilled
• Lead and manage change effectively and efficiently, ensuring that the school represents value for money
• Ensure the school is prepared for external review
• Ensure that the school’s performance targets are realistic and achievable but also challenging
• Assist the LG in developing the school’s strategic plan by contributing actively to the SIP and ensuring that whole school and personal objectives are achieved
• Work within the LG to ensure that staff, parents and pupils are regularly consulted about school policy and practice

2.1.3 Leadership and management – school focused
• Lead by example, providing inspirational and purposeful leadership for all stakeholders
• Demonstrate excellent leadership skills; for example, in terms of delegation, prioritising, influencing, decision-making and holding to account
• Ensure that school policies and practices take account of national, local and school data including research evidence, inspection outcomes and the findings of the school’s own self-evaluation
• Ensure that the physical environment is of the highest quality, makes a strong contribution to pupils’ learning and is fit for purpose in terms of its safety, security and organisation
• Maintain a close daily contact with the LG, the leadership team (LT) and staff to facilitate good communication, with a particular focus on working with the Assistant Headteachers (AHTs).
• Take a shared role (with the LG) in school self-evaluation
• Work within the LG to gain a joint overview and leadership of the curriculum, assessment and the development of pupils’ skills
• Support the leadership and management of recruitment processes, working with the Headteacher
• Assist the Headteacher in ensuring that staff are deployed appropriately and effectively, following school policy including arrangements for PPA, cover and leadership time
• Assist the Headteacher in dealing with the specific stages of any difficult staffing issues such as teamwork, competence or discipline providing a coaching or mentoring approach which sets clear expectations for staff
• Support middle and senior leaders in the completion and evaluation of action plans
• Draw up timetables and rotas in order to achieve optimum staff deployment and use of resources
• Contribute to the professional development of staff through coaching and mentoring, demonstrating effective practice, good advice and feedback
• Lead staff meetings and CPD as necessary, assisting senior and middle leaders to ensure positive impact
• Lead appropriate whole school subject areas as required
2.1.4 Teaching and learning – school focused
- Create a culture which focuses on securing and sustaining outstanding teaching and learning
- Ensure that barriers to learning are overcome for vulnerable groups of pupils and track and monitor their progress regularly
- Lead the monitoring and evaluation of pupils’ academic standards and progress with the Headteacher
- Lead the monitoring and evaluation of pupils’ personal, social and spiritual growth and development with the Headteacher
- Implement strategies which secure high standards of pupils’ behaviour and attendance
- Ensure personal knowledge of the strengths and weaknesses in teaching and learning and take appropriate and rapid action if concerns are raised
- Undertake teaching responsibilities as necessary, aiming for an approximate 25% teaching timetable, but being prepared to use some of the remaining time to coach and mentor staff or to support the school at crucial times (e.g. when there is no cover or when a teacher requires support)
- Demonstrate teaching and leadership skills which lead to pupils making good and outstanding progress in relation to their prior attainment, so that they do as well or better than similar pupils nationally
- Contribute to data analysis and evaluation during each Assessment Period (AP)
- Keep abreast of current developments in education generally and leadership and management, in particular
- Assist in producing a harmonious working ethos, taking a full and active part in establishing good order and discipline and positive attitudes amongst pupils
- Assist the LG with the supervision of pupils at lunchtime, being also entitled to a reasonable break in the school day

2.1.5 Working with communities – school-focused
- Create and maintain effective partnerships with parents/carers and Local Advisers (if in place) to support and improve pupils’ achievement and personal development
- Seek opportunities to bring community or business role models into the school to enhance and enrich the curriculum and widen pupils’ aspirations
- Build a school community and culture which takes account of equality, diversity and inclusion, enabling pupils to see their own lives reflected in the curriculum as well as giving them broader, new experiences
- Maintain strong professional relationships with all stakeholders to ensure high level consultation, engagement and the opportunity to contribute to school practice

2.2 LEADERSHIP CONTRIBUTION TO THE TRUST
- Make a strong contribution to the Trust’s executive leadership, ensuring that shared policy and practice is implemented consistently, equitably and robustly
- Act as an advocate, ambassador and the public face of the Trust to further its partnership working, external relationships and future growth
- Develop the skills and capacity of school staff, particularly senior leaders, to support the Trust more widely
- Take opportunities to learn from research and best practice in other schools for the benefit of the Trust

2.3 PERSONAL AND PROFESSIONAL GROWTH
2.3.1 Personal commitment
- Demonstrate high level interpersonal skills in order to develop successful, motivated teams
- Demonstrate high level leadership skills including the ability to hold others to account
- Be well-organised and achieve deadlines, submitting reports promptly and demonstrating the importance of an effective work life balance
- Demonstrate the ability to critically reflect and self-evaluate
• Be an excellent role model in terms of professional conduct
• Demonstrate personal resilience and perseverance in the face of challenging circumstances

2.1.2 Professional development
• Participate in professional development opportunities which support the role of a school leader and particularly, those which contribute to the knowledge, skills and understanding of the Trust as a whole
• Keep abreast of educational developments and best practice in leadership and management in order to implement appropriate innovation

2.4 Other
• Undertake such duties at the discretion of the Headteacher, CEO, Deputy CEO and the Local Advisory Board (if in place) as may reasonably be required by the changing needs of the Trust or the school.
• Maintain a positive view of change and be prepared to adapt the role as the Trust grows, matures and evolves.
• Specific responsibilities, focusing on raising standards, will be set out on appointment.

2 ACCOUNTABILITY AND REPORTING

• Accountable for all elements outlined in the job description
• Reporting to the Headteacher
• Line managed by the Headteacher
• Appraisal outcomes to be reported to Local Advisory Board (if in place) and the Board of Trustees
• Subject to performance-related pay in line with the Trust’s pay policy

3 LINE MANAGEMENT RESPONSIBILITY

• Direct line management responsibility (including appraisal) of staff – tbc on appointment

4 SPECIAL CONDITIONS OF EMPLOYMENT

5.1 Rehabilitation of Offenders Act 1974
• This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
• Appointment is subject to an enhanced DBS (Disclosure and Barring Service) disclosure and any relevant convictions, cautions and reprimands being considered.
• The jobholder must disclose any convictions, cautions or reprimands which have been acquired after DBS clearance has taken place. If this does not occur, the jobholder may be managed in accordance with the Trust’s Disciplinary Procedure.
• Further information about the Disclosure and Barring Service is available from www.homeoffice.gov.uk/dbs.

5.2 Health and safety
• The jobholder is required to exercise duty of care by taking responsibility for her/his own health and safety and that of others, who may be affected by their acts or omissions (failure to act).

5.3 Equality and inclusion
• The Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment.

5.4 Safeguarding
• The jobholder is expected to observe her/his obligations in accordance with the Safeguarding Policy and to report any concerns that they might have regarding any child’s welfare to the appropriate person.
5.5 Staff code of conduct
- The postholder is expected to observe the staff code of conduct and be a role model for others.

5.6 Security of information
- The jobholder is expected to observe all legislation and professional guidance in relation to data protection and confidentiality.

5.7 Right to work
- The jobholder must have permission to live and work in the UK.

5.8 Working time
- The jobholder is paid on the Leadership Scale and therefore does not operate a time bound contract and is not subject to working time provisions which apply to other teachers. For this reason, the postholder should be available for work beyond 195 days per year in order to ensure good team preparation for the start of the school year, term or half-term.
- The jobholder is entitled to a break of reasonable length as near to the middle of the day as is reasonably practicable.
- The job is entitled to leadership time in relation to job responsibility.
- The job holder is entitled to PPA time as 10% of actual teaching time.