

Epworth Education Deputy Headteacher Job Description



Pay Range: L8-12

Line Manager:

Responsible to the Headteacher, CEO, Trustees of the Epworth Education Trust and the Local Advisory Board

Key Responsibilities

The Deputy Headteacher will assist the Headteacher to lead, motivate and inspire pupils, staff, parents, and work alongside the Methodist church and the wider community, to ensure every pupil is confident in themselves, is respectful of others, achieves well and gains the skills and knowledge to succeed in life and at work.

As a senior leader within the Epworth Education Trust, the Deputy Headteacher, together with the Headteacher and Local Advisory Board (LAB), will be responsible for establishing and implementing the vision and direction for the school.

Demonstrating inspirational leadership and creativity to ensure that Epworth Education Trust's ethos and values are deeply embedded and visible amongst pupils and staff, and that the school enables everyone to be the very best they can be.

You will be expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the schools vision and values.

You will work collaboratively with partners across the Trust and wider school community in the area, networking and liaising to support high standards of leadership, teaching, learning and behaviour across our family of schools.

You will be required to meet the general conditions of the post as specified in the School Teacher Conditions Document.

In addition, you will be required to fulfil any reasonable expectations from the Headteacher.

Broadly, the responsibilities of the role are as detailed below:

Educational Leadership and Management

The Deputy Headteacher will:

- ❖ To secure and maintain excellent teaching and learning throughout all members of the school, ensuring an environment that empowers both staff and students to their highest potential
- ❖ To develop and maintain a high quality learning environment
- ❖ To support the Headteacher's overall leadership, development and management of teaching and learning of all pupils.
- ❖ To be able to teach in both key stages.
- ❖ To take a leading role in the monitoring and evaluation of standards across the whole school and to be a leading professional, actively promoting

- effective teaching and learning practices across the school.
- ❖ To take full responsibility for the school in the absence of the Headteacher.
 - ❖ The post will require you to work in partnership with the Headteacher, governors, staff and other schools in the Trust to ensure the continuous improvement of the school.
 - ❖ To work in partnership with the Headteacher to promote the Christian ethos of our Methodist school
 - ❖ To be Inclusion lead for the school and line manager of the SENDCO
 - ❖ If required, carry out the role of Designated Safeguarding Lead and carry out the necessary training to uphold this role

Pupils and Staff

The Deputy Headteacher will:

- ❖ Provide an example of excellence as the leading classroom practitioner and inspire and motivate other staff.
- ❖ To lead Teaching and Learning across the school by motivating, supporting, challenging and developing all staff to secure continual improvement; including his/her own professional development.
- ❖ To develop and monitor whole school assessment in conjunction with the Headteacher.
- ❖ With the Headteacher, demand 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 pupils' outcomes.
- ❖ With the Headteacher, secure excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- ❖ With the Headteacher, establish a culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- ❖ Contribute to the development of collaborative approaches to learning within the school and beyond.
- ❖ Coach and develop staff to maximise impact on effective teaching and learning through use of one to one support and leading learning triads.
- ❖ Monitor and evaluate outcomes achieved from classroom practice.
- ❖ Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities for children.
- ❖ Actively promote child led learning and pupil voice to further enhance their learning opportunities and personal development.
- ❖ With the Headteacher, analyse key school performance data to ensure priorities are appropriate and improvement in standards is promoted.
- ❖ Support the target setting process; including statutory procedures and targets for individuals and groups throughout the school.
- ❖ Take a leading role in development of quality and manageable assessment practice throughout the school.
- ❖ Lead whole school collective worship and develop the Christian ethos and SMSC across the school.
- ❖ Support the Headteacher in holding all staff to account for their professional

conduct and practice.

Systems and process

The Deputy Headteacher will:

- ❖ Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- ❖ Uphold the school's Behaviour Policy.
- ❖ Work alongside the Head to secure improvement through Performance Management; take responsibility for the appraisal of identified staff. Address any under-performance and support staff to improve and value excellent practice.
- ❖ Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against teacher standards and appraisal objectives resulting in a tangible impact on children's learning.
- ❖ With the Headteacher, lead the process involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.
- ❖ To lead Pupil Progress Meetings and ensure this information is used to develop teaching and learning outcomes.
- ❖ Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- ❖ To work alongside the Headteacher to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.
- ❖ Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.
- ❖ Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.
- ❖ Make a distinctive contribution to the wider school team and continued development of the school.
- ❖ Set high expectations for your own performance and that of others.
- ❖ Manage the day to day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.
- ❖ Develop action plans in specified areas of responsibility, in order to bring about improvements.
- ❖ Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities.
- ❖ In consultation with, and by the direction of the Headteacher, deploy people, budgets and resources efficiently and effectively, in the best interest of pupils' achievements and the school's sustainability.
- ❖ Ensure that equal opportunities for pupils and staff are effectively promoted

Qualities and Knowledge

The Deputy Headteacher will:

- ❖ Support the Headteacher in motivating and working with others to create a shared culture and positive climate.
- ❖ Sustain wide, current knowledge and understanding of education and school systems local, nationally and globally, and pursue continuous professional development.
- ❖ Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility.
- ❖ Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day to day working knowledge of the school's policies and practices.
- ❖ Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- ❖ Contribute to the self evaluation of the school.
- ❖ Acting as a 'sounding board' and 'critical friend' to the Headteacher, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism.
- ❖ Demonstrate optimistic personal behaviour, positive relationships and attitudes towards parents, governors and members of the local community.
- ❖ Take responsibility for one's own professional development as the Deputy Headteacher. Be an excellent role model for both staff and children in terms of being reflective and demonstrating a desire to learn and improve.

The self-improving school system

The Deputy Headteacher will:

- ❖ With the Headteacher, create 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.
- ❖ Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- ❖ To continue to strengthen links between school and church community.
- ❖ With the Headteacher, shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- ❖ Plan, organise and deliver staff meetings and INSET to promote quality first teaching in school.
- ❖ Lead, manage and organise meetings as appropriate in support of the school's aims.
- ❖ Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- ❖ Evaluate and enhance the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
- ❖ Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.
- ❖ Inspire and influence others – within and beyond school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Reporting

The Deputy Headteacher will:

- ❖ The post holder is responsible and accountable to the Headteacher in all matters.
- ❖ The post holder is also expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the schools vision and values.
- ❖ The post holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching

Deputy Headteacher Person Specification Criteria



The person specification below shows the key abilities and skills we are looking for in our new Deputy Headteacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in a school context. Your supporting statement should be no more than three pages of A4 using Arial font, size 12.

Educational Qualifications and Training		Shortlisting
Essential		A – Application I-Interview O-Observation/task
	Qualified Teacher Status.	A
	Honours Degree or Equivalent.	A
	Recent participation in a leadership / management course.	A/I
	Recent participation in a range of INSET to develop Teaching and Learning Strategies.	A/I
Experience		
Essential	A variety of teaching experience across the Primary age range.	A/I
	An Outstanding Practitioner	A/I

	Recent evidence of outstanding teaching	A/I
	Recent experience in a senior leader or middle manager role in primary school.	A/I
	Experience of leading a Core Subject i.e. Mathematics, English	A/I
	A good understanding of whole school issues.	A/I
	Ability to set and meet challenging targets for pupils and the school, and to enable others to do this.	A/I/O
	Successful experience of leading and managing whole school developments in a number of areas regarding teaching and learning and raising standards of attainment and achievement across the school.	A/I
	Experience of whole school curriculum management leading to school improvement (subject leadership).	A/I/O
	Experience of managing people and resources.	A/I/O
	Experience of coaching and mentoring to strengthen teaching and learning across school.	A/I/O
	Experience of contributing to self-evaluation and school improvement.	A/I
	Experience of leading INSET and other staff development activities, including Appraisal.	A/I
	Working successfully in partnership with parents and the wider community.	A/I
Desirable	Experience of data analysis.	A/I/O
	Experience of working in at least 2 schools.	A
	Experience of working in a Church School.	A
	Experience of working as/or alongside SENDCO/Inclusion	A
	Experience of working with governors, parents and the wider community.	A
Knowledge and Understanding		
Essential	A proven track record as an outstanding teacher.	A/I
	Knowledge of the curriculum for Foundation Stage, Key Stage 1 and 2.	A/I
	In-depth knowledge of curriculum development and effective pedagogy.	A/I
	Understanding of strategies for improving the quality of teaching and learning.	A/I
	Ability to lead Teaching and Learning support across school - evidence of supporting colleagues in teaching and learning development	A/I
	Good understanding and use of assessment, including target setting and tracking.	A/I
	Ability to take a proactive lead in assessment across school.	A/I
	Understanding of strategies for school improvement and raising standards of achievement.	A/I

	A strong commitment to inclusion with high expectations for all learners.	A/I
	Understanding of effective techniques and policies for behaviour management.	A/I/O
	Up-to-date knowledge and understanding of current educational issues and developments.	A/I
	Commitment to supporting community/external agencies involvement in school.	A/I
	Commitment to safeguarding and promoting the welfare of children.	A/I
	Understanding of what is distinctive about leading in a Church School.	A/I

Skills

Essential	A highly motivated, energetic and enthusiastic team leader who is approachable and promotes positive relationships.	A/I
	A proven track record as an excellent, creative teacher who motivates children to be the best they can.	A/I
	Ability to positively influence others.	A/I
	Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care.	A/I
	Ability to motivate, lead and manage people to work both individually and in teams.	A/I
	Ability to implement change and plan strategically.	A/I
	Ability to demonstrate leadership qualities and people management skills.	A/I
	Effective administrative and organisational skills.	A/I
	Outstanding communication skills with a range of audiences both orally and in writing.	A/I
	Understanding, analysis and interpretation of school performance data.	A/I
	Ability to prioritise, work under pressure and meet deadlines.	A/I
	Effective problem solving skills.	A/I

Personal Qualities

Essential	Is committed to learning and providing the best education to all children.	A/I
	Value all children and committed to the development of the whole child.	A/I
	Fully support and uphold the Christian ethos of the school.	A/I
	Creative and proactive, keen to embrace new ideas and challenges.	A/I
	Approachable, caring and empathetic.	A/I
	An excellent team player.	A/I

Listens and is prepared to seek advice and support.	A/I
Able to adapt to changing circumstances and new ideas in a positive and creative manner.	A/I
Ability to deal with sensitive issues in a professional manner.	A/I
Has high standards of self and others.	A/I
Good judgement.	I
Demonstrates a concern for the pastoral and spiritual welfare of all in the school.	A/I
Committed to continuing professional development for self and others.	A/I
Relates well to pupils, staff and parents	A/I
Bounds of energy and enthusiasm.	I
Integrity and loyalty.	A/I
A good sense of humour.	I

Employees of the Epworth Education Trust have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.