GRAFTON PRIMARY SCHOOL

JOB DESCRIPTION - DEPUTY HEAD TEACHER

Post: DEPUTY HEADTEACHER

Salary: Inner London L to L

Responsible To: Headteacher

Purpose of Job: To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. To take responsibility for Assessment throughout the school.

Introduction: The Deputy Headteacher will have delegated responsibilities which are both school-wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Headteacher.

Key Responsibilities

1. Core Purpose and Accountability
   1.1. To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
   1.2. Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher
   1.3. Undertake the professional duties of the Headteacher, in the event of his absence from the school.
   1.4. In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school.
   1.5. To provide professional leadership and management of School Development Plan priorities

2. Generic/Teachers
   2.1. You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document 2017 and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Grafton primary School.
   2.2. To facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
   2.3. All staff are expected to uphold the school’s principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school’s aims and values.
   2.4. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
   2.5. All staff will take an active role in the School Self Evaluation process. As Deputy Headteacher you will be expected to lead a team through the School Self Evaluation process.
   2.6. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.
3. **Performance Management**
   3.1. To undertake annual Performance Management, setting and agreeing targets linked to school development plan priorities with the Headteacher.

4. **Key Areas**
   4.1. **Impact on educational progress:**
       a. Support the Headteacher in:
           - Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
           - Demonstrating the vision and values of the school in everyday work and practice
           - Motivating and working with others to create a shared culture and positive climate
       b. Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy
       c. Create subject curriculum development plans which contribute positively to the achievement of the School Development Plan and which actively involves all staff in its design and execution.
       d. Develop and implement policies and practices for the curriculum area(s) which reflects the school’s commitment to high achievement and is consistent with national and local strategies and policies
       e. Promote high expectations for attainment
       f. Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
       g. Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning
       h. Work with outside agencies and stakeholders to inform future action

4.2. **Leading Learning and Teaching, developing and enhancing the teaching practice of others:**
   a. Work with the Headteacher to raise the quality of teaching and learning and pupil’s achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes
   b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning
   c. Develop whole staff, phase teams and individuals to enhance performance
      - Undertake coaching and mentoring
      - Plan, organise and deliver staff meetings, where necessary bringing in outside speakers
      - Keep abreast of the latest developments in the area and disseminate effectively to other members of staff
   d. Plan, delegate and evaluate work carried out by team(s) and individuals
   e. Create, maintain and enhance effective relationships
   f. Recruit and select teaching and support staff

4.3. **Securing Accountability**
   a. Work with the Headteacher to ensure the school’s accountability to a wide range of groups, particularly parents, carers, governors and the DfE: ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community
   - Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
   - Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities
GRAFTON PRIMARY SCHOOL

- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

b. Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.

c. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.

d. Provide guidance on a choice of teaching and learning methods/strategies:
   - Coach and mentor
   - Model and demonstrate
   - Act as a consultant for other staff
   - Exemplify good practice
   - Undertake shared planning, team teaching etc.

e. Develop and implement systems for recording individual pupil's progress.

f. Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

4.4. Resource Management

a. Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.

b. Work with the Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.

c. Oversee and evaluate the subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.

d. Secure and allocate resources to support effective learning and teaching within the subject area(s).

e. Monitor and control the use of resources and budget according to the school's agreed financial procedures.

4.5. Developing Self and Working with Others

a. Work with the Headteacher to build a professional learning community which enables others to achieve.

b. As an SLT Link, support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.

c. Be committed to your own professional development.

d. Implement successful performance management processes with allocated team of staff:
   - Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
   - Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
   - Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
   - Develop and maintain a culture of high expectations for self and others.
   - Regularly review own practice, set personal targets and take responsibility for own professional development.

4.6. Achievement of Pupils

a. Evaluate analysis of data to identify barriers to learning and suggest ways to address these.

b. Monitor the progress of pupils throughout the year, identifying gaps and any
underachievement (through book scrutinies, planning checks, observation, discussion with pupils etc).

4.7. Strengthening Community
   a. Work with the Headteacher to engage with the internal and external school community to secure equity and entitlement
   b. Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools
   c. Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children

5. Assessment
   a. Develop and maintain a whole school approach to assessment and target setting.
   b. Analyse assessment data from a variety of sources to inform whole school planning and resourcing.
   c. Present assessment data to a range of stakeholders.
   d. Develop ways in which parents can be informed about attainment.
   e. Evaluate analysis of data to identify barriers to learning and suggest ways to address these.
   f. Monitor the progress of pupils throughout the year, identifying gaps and any underachievement (through book scrutinies, planning checks, observation, discussion with pupils etc).
   g. Organise PPRM meetings and evaluate outcomes.
   h. Provide class teachers, year group leaders, SENCO, Literacy and Maths co-ordinators and SLT with assessment data.
   i. Contribute to discussions with the LA.
   j. Co-ordinate informal and formal assessment arrangements.
   k. Ensure assessment materials are ordered and located to the relevant areas of school.

6. Specific Duties for Deputy Headteacher
   6.1. To provide professional leadership and management of a key area of the School Development Plan as agreed, on an annual basis, with the Headteacher
   6.2. To be responsible for behaviour policy & practice across the school
   6.3. To provide professional leadership and management of the Primary Curriculum
   6.4. To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children
   6.5. To lead the Performance Management of a group of teachers
   6.6. To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Headteacher who will give support throughout)

Grafton Primary School is committed to the protection and safety of its pupils
The successful candidate(s) will have to meet the requirements of the person specification and will be subject to an enhanced DBS check. Only applications submitted on the school's application form will be considered. We welcome applications regardless of age, gender, ethnicity or religion.

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Deputy Head’s work programme will be negotiated and agreed at the beginning of the performance management cycle.
This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

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<thead>
<tr>
<th>Description</th>
<th>Shortlisting</th>
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<tbody>
<tr>
<td><strong>Professional Qualifications</strong></td>
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<tr>
<td>1. Qualified Teacher Status</td>
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<td>2. First Degree or Equivalent</td>
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<td>3. Evidence of further professional development</td>
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<td><strong>Knowledge &amp; Understanding</strong></td>
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<td>4. Substantial primary teaching experience</td>
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<td>5. Experience of whole-school curriculum management leading to school improvement</td>
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<td>6. Excellent classroom practitioner</td>
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<td>7. A strong commitment to inclusion with high expectations for all learners</td>
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<td>8. Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching &amp; learning and raising standards of attainment and achievement across the school</td>
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<td>9. Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement</td>
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<td>10. Good understanding and use of assessment, including target setting and tracking</td>
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<td>11. Understanding of effective techniques and policies for behaviour management</td>
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<td>12. Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes</td>
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<td>13. A good understanding of the requirements of transition between key stages</td>
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<td><strong>Leadership and Management</strong></td>
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<td>14. Senior leadership and management experience</td>
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<td>15. A good understanding of whole school issues</td>
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<td>16. Experience of planning for change, development and improvement</td>
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<td>17. The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community</td>
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<td>18. Ability to set &amp; meet challenging targets, for pupils and the school, and to enable others to do this</td>
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<td>19. Ability to analyse, prioritise and meet deadlines</td>
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<td>20. Experience of conducting staff induction, mentoring and performance management</td>
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<td>21. Experience of whole school self review and evaluation</td>
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<td>22. Knowledge of the role of Governors</td>
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<td>23. Able to demonstrate leadership qualities and people management skills</td>
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<td>24. Able to motivate, promote good relationships and effectively communicate with all stakeholders</td>
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<td>25. Experience of having led whole school initiatives</td>
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<td>26. Commitment to supporting community/external agencies involvement in school</td>
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<td>27. Commitment to safeguarding and promoting the welfare of children</td>
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<td><strong>Personal Qualities</strong></td>
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<td>28. Creative, enthusiastic and proactive, keen to embrace new ideas and challenges</td>
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<td>29. Approachable, caring and empathetic</td>
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<td>30. Works well as part of a team</td>
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<td>31. Flexible, listens and is prepared to seek advice and support</td>
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<td>32.</td>
<td>Demonstrates a concern for the pastoral &amp; spiritual welfare of all in the school</td>
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<td>33.</td>
<td>Committed to continuing professional development for self and others</td>
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<td>Committed to active parental involvement</td>
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<td>35.</td>
<td>Able to deal sensitively with people and resolve conflict</td>
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<td>36.</td>
<td>Commitment to making learning fun</td>
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