



**LEADING THE WAY**  
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## Job Description

**Post Title:** Deputy Headteacher  
South Stanley Infant and Nursery School

**Relevant to this post:** Disclosure & Barring Service: Subject to DBS Enhanced disclosure

### Organisational Relationship:

The post holder will be accountable to the Trustee Board through the Headteacher and CEO.

### Description of the Role:

The Deputy Headteacher will be required to undertake such duties as may reasonably be directed by the Headteacher from those described in the current "School Teachers' Pay and Conditions" and "teachers standards" documents.

### Duties & Responsibilities Specific to the Post:

Listed below are the responsibilities this role will be primarily responsible for:

#### Qualities and Knowledge

Assist the Headteacher:

- To produce and implement the School Development Plan adopted by the School and Trustee Board;

- In the identification and delivery of high quality training and sustained professional development needs of the staff of the school in order to shape the current and future quality of the teaching in light of current curriculum changes;

- In the production, implementation, monitoring and review of policies adopted by the School and Trustee Board;

- With Acts of Collective Worship and school assemblies.

- Secure a climate for the exemplary behaviour of pupils.

#### Pupils and Staff

- Provide support for new members of staff and develop effective relationships with colleagues, parents, business and the wider community;

- Implement appropriate induction programmes.

#### Systems and Process

- Deputise for the Headteacher;

- Work with the Headteacher to implement the policies of the School and Stanley Learning Partnership to promote high standards of educational achievement and behaviour;

- Assist the Headteacher with curriculum-led planning. Be responsible for the effective use of staff and other resources within the school;

- Produce, implement, monitor and review staff guidance, procedures and routines;

- Be responsible for designated areas of the curriculum;



The post-holder has responsibility for promoting and safeguarding the welfare of children and young persons she/he is responsible for or comes into contact with.

### The Self Improving School

Set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity with contemporary Britain;  
Encourage and foster cross-phase and cross-curriculum developments;  
Be responsible for the education and welfare of all pupils within the school as determined by the Headteacher.

## Common Duties & Responsibilities:

### Quality Assurance

To set, monitor and evaluate standards at individual, team performance and service quality so that the school's requirements are met and that the highest standards are maintained.

To establish and monitor appropriate procedures to ensure that quality data is reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

### Communication

To establish and manage the team communications systems ensuring that the school's procedures, policies, strategies and objectives are effectively communicated to all employees.

### Professional Practice

To ensure that professional practice in the school is carried out to the highest standards and developed in line with the school's stated objectives of continual improvement in quality of its service to internal and external customers.

### Health and Safety

To ensure that the Health and Safety policy, organisation arrangements and procedures as they related to areas, activities and personnel under your control are understood, implemented and monitored.

### General Management (where applicable)

To provide vision and leadership to employees within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the school's policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

### Financial Management (where applicable)

To manage a designated budget (as required) ensuring that the school achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.



### Appraisal

All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

### Equality and Diversity

To ensure our commitment is put into practice we have an equality policy which includes responsibility for all employees to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

### Confidentiality

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets. The school has a Personal Information Security Policy in place.

### Induction

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

### Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people and requires all employees and volunteers to share this commitment.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Headteacher and or where necessary, the CEO of Stanley Learning Partnership Multi Academy Trust.



### Person Specification

	Essential	Desirable	Method of Assessment
Application	<ul style="list-style-type: none"> <li>Well-structured application indicating evidence of impact in attainment and progress that has resulted in sustained improvement in pupil achievement (No more than 1000 words for any additional information outside the application form will be considered)</li> </ul>		
Qualifications	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further study - this could be ongoing and/or Further Professional Qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Selection Process</li> <li>Certificates</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Effective classroom practitioner with a good knowledge and understanding of how children learn</li> <li>Successful experience at curriculum leadership level within a primary school.</li> <li>Experience of successful and co-operative working as a member of a team</li> <li>Experience of the successful leadership of change</li> <li>Experience of improving the skills of other practitioners</li> <li>Experience of promoting safeguarding procedures in a school</li> <li>Recent experience of teaching in EYFS or KS1</li> </ul>	<ul style="list-style-type: none"> <li>A range of leadership, management and teaching experience in more than one context</li> <li>Knowledge of childcare for 2 and rising 3 year olds</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Selection Process</li> <li>Work related testing</li> <li>References</li> </ul>



Professional Development	<ul style="list-style-type: none"> <li>• Curriculum management that has resulted in successful change and effective practice</li> <li>• Experience of planning and managing high quality training and sustained professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Significant contribution and evidence of impact to the professional development of other colleagues in school</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Selection Process</li> <li>• Work related testing</li> <li>• References</li> </ul>
Skills/knowledge	<ul style="list-style-type: none"> <li>• Ability to communicate effectively in a variety of situations</li> <li>• Ability to lead by example with integrity, creativity, resilience and clarity</li> <li>• Proven leadership skills</li> <li>• Ability to promote an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other</li> <li>• Curriculum management – planning, delivery and assessment</li> <li>• Ability to analyse and evaluate school self-evaluation processes including the use of external and internal data in order to accurately prioritise strategic leadership objectives</li> <li>• Ability to initiate and lead change by inspiring and influencing others</li> <li>• Experience, knowledge and understanding of education partnerships</li> <li>• Ability to demonstrate enthusiastic, sensitive, resilient and appropriate focused leadership whilst working with others</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of administration and budget management processes</li> <li>• Knowledge of administrative procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Selection Process</li> <li>• Work related testing</li> <li>• References</li> </ul>



	<ul style="list-style-type: none"> <li>• Ability to promote high quality care, guidance and support for pupils and parents</li> <li>• A clear vision and understanding of the needs of all pupils in order to close gaps in achievement</li> <li>• Knowledge of the structure and content of the Early Years curriculum</li> <li>• Knowledge of the structure and content of KS1 curriculum</li> <li>• Understanding and knowledge of current issues in education.</li> <li>• Experience of supporting children and families facing social and emotional difficulties.</li> </ul>		
Personal Qualities	<ul style="list-style-type: none"> <li>• Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community</li> <li>• Flexibility and adaptability in order to be able to mix with a wide range of people</li> <li>• A highly positive and resilient approach to work.</li> <li>• High expectations of what children and staff can achieve.</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Selection Process</li> <li>• Work related testing</li> <li>• References</li> </ul>

Any relevant issues arising from references will be taken up at interview.

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