

Job Description

School: Morpeth All Saints First School
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1. **POST TITLE:** Deputy Headteacher

2. **RELEVANT TO THIS POST:**

Disclosure & Barring Service: Subject to DBS Enhanced disclosure

3. **ORGANISATIONAL RELATIONSHIPS:**

The post holder will be accountable to the Governing Body through the Headteacher.

4. **DESCRIPTION OF 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.

5. **DUTIES AND RESPONSIBILITIES SPECIFIC TO THIS POST:**

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

Qualities and Knowledge

- Deputise for the Headteacher
- Assist the Headteacher:
 - To produce and implement the School Improvement Plan adopted by the School Governing Body;
 - 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 Governing Body;
 - With Acts of Collective Worship and school assemblies.
- Secure a climate for the exemplary behaviour of pupils.
- Continue to maintain the Christian ethos of the school.

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

- Work with the Headteacher to implement the policies of the Governing Body 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;
- To lead a Phase within school (either EYFS, KS1 or KS2)
- Be responsible for the education and welfare of all pupils within the school as determined by the Headteacher.

6. COMMON DUTIES AND RESPONSIBILITIES:

6.1 **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 are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

6.2 **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.

6.3 **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.

6.4 **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.

6.5 **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.

6.6 **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.

6.7 **Appraisal**

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

6.8 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.

6.9 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.

6.10 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.

6.11 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.

1.1 Person specification

School:

	Essential	Desirable	Method of Assessment
Application	<ul style="list-style-type: none"> Well-structured supporting letter indicating evidence of impact in attainment and progress that has resulted in sustained improvement in pupil achievement 		
Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> Evidence of further study - this could be ongoing and/or Further Professional Qualifications 	<ul style="list-style-type: none"> Application form Selection Process Certificates
Experience	<ul style="list-style-type: none"> Effective classroom practitioner with a good knowledge and understanding of how children learn Successful experience at curriculum leadership level within a primary school. Experience of successful and co-operative working as a member of a team Experience of the successful leadership of change Experience of improving the skills of other practitioners Experience of promoting safeguarding procedures in a school 	<ul style="list-style-type: none"> A range of leadership, management and teaching experience in more than one context Teaching experience in more than one Key Stage 	<ul style="list-style-type: none"> Application form Selection Process Work related testing References
Professional Development	<ul style="list-style-type: none"> Curriculum management that has resulted in successful change and effective practice Experience of planning and managing high quality training and sustained professional development 	<ul style="list-style-type: none"> Significant contribution and evidence of impact to the professional development of other colleagues in school 	<ul style="list-style-type: none"> Application form Selection Process Work related testing References
Skills/knowledge	<ul style="list-style-type: none"> Ability to communicate effectively in a variety of situations Ability to lead by example with integrity, creativity, resilience and clarity Proven leadership skills 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. 	<ul style="list-style-type: none"> Knowledge and understanding of administration and budget management processes Knowledge of administrative procedures 	<ul style="list-style-type: none"> Application form Selection Process Work related testing References Professional Profiling Exercise

<ul style="list-style-type: none"> • Curriculum management – planning, delivery and assessment • 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 • Ability to initiate and lead change by inspiring and influencing others • Experience, knowledge and understanding of education partnerships • Ability to demonstrate enthusiastic, sensitive, resilient and appropriate focused leadership whilst working with others • Ability to promote high quality care, guidance and support for pupils and parents • A clear vision and understanding of the needs of all pupils in order to close gaps in achievement • Detailed knowledge of the structure and content of the current primary and Early Years curriculum • Understanding and knowledge of current issues in education 		
Personal Qualities	<ul style="list-style-type: none"> • Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community • Flexibility and adaptability in order to be able to mix with a wide range of people • Continue to maintain the Christian ethos of the school. 	<ul style="list-style-type: none"> • Application form • Selection Process • Work related testing • References • Professional Profiling Exercise

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

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