

JOB DESCRIPTION

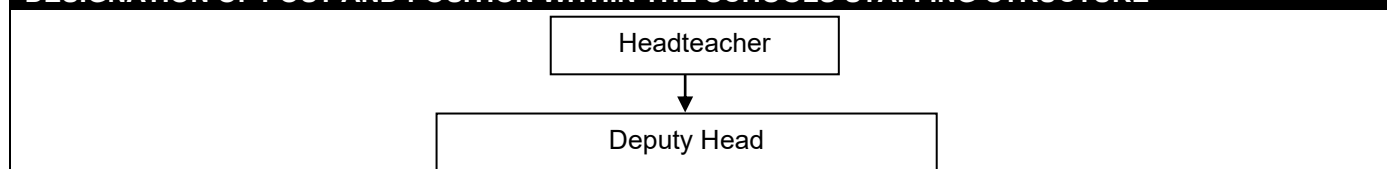
School: Brookfields School	Location: Tilehurst, West Berkshire
Job Title: Deputy Head	Grade/Salary Range: Leadership Scale 20-24

JOB PURPOSE

As part of the leadership team it is important that the deputy headteacher demonstrates very well the ability to both **lead** and **manage**. Together they establish a climate for learning that successfully ensures a constantly improving school. In considering the performance of staff on the leadership scale the leadership and management qualities will be considered alongside the annually agreed targets. To assist this process the following will be useful

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the conditions of employment in the School Teachers' Pay and Conditions as they relate to Deputy Heads

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

To promote equality as an integral part of the role and to treat everyone with fairness and dignity.

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.

Leadership is about

- ☐ Creating and ensuring commitment to a clear vision
- ☐ Managing change so as to improve the school
- ☐ Building a high performing school
- ☐ Inspiring motivating and influencing staff
- ☐ Leading by example and taking responsibility

Management is about

- ☐ Monitoring and evaluating performance
- ☐ Strategic thinking and planning
- ☐ Managing people, including performance management, making the best use of the skills of staff
- ☐ Managing financial and other resources
- ☐ Communicating
- ☐ Delivering results

Responsibilities outlined below are based on the National Standards for headteachers. These set out the major roles and responsibilities of those staff on the Leadership spine.

Strategic Leadership

- ☐ As a member of the SLT contribute to the team working together to achieve their maximum potential
- ☐ As a member of the SLT ensure that the organisation of the school supports its vision and aims
- ☐ As a member of the SLT lead by example in a way that motivates all involved with the school to achieve to their potential
- ☐ As a member of the SLT provide objective and clear support to the governing body where appropriate in a way that enables it to meet its responsibilities
- ☐ Demonstrate an ability for strategic leadership being able to challenge, identify and prioritise areas for development across the school understanding the financial implications
- ☐ Demonstrate effective leadership in the completion and maintenance of change projects
- ☐ Lead to ensure development of others within the leadership team
- ☐ Demonstrate resilience and flexible thinking, self-reflection and an ability to drive change forward in support of the Headteachers vision of the school
- ☐ To deputise, as required, for the headteacher in their absence

Planning and Setting Expectations

- ☐ As a member of the SLT, lead the creation, development and implementation of an area of the School Development Plan in consultation with the wider SLT
- ☐ As a member of the SLT be accountable for the effective monitoring and evaluation of the plan and feeding back to Stakeholders
- ☐ As a member of the SLT lead school self-evaluation

Teaching and Planning Pupil Learning

- ☐ As a member of the SLT maintain a climate and code of conduct that promotes good teaching, effective learning and high standards
- ☐ As a member of the SLT monitor and evaluate the quality of teaching and learning and the achievement of pupils
- ☐ Be a confident practitioner who can model exemplary practice within the classroom if called upon to do so
- ☐ To lead assemblies as agreed

Assessment and Evaluation

- ☐ Monitor and regularly review the effects of identified school policies
- ☐ To develop an ethos and culture of a self evaluating school in line with current Ofsted requirements

Pupil Achievement

- ☐ Ensure that resources and staffing promote high standards of achievement, progress and attainment for all pupils

Relations with Parents, Associated Professionals and the Educational and Wider Community

- ☐ Promote and maintain effective relationships with the partnership schools within the MAT to achieve best outcomes for pupils with SEND in the 3 schools and the wider SEND community
- ☐ Maintain effective relationships with the LA and other educational institutions
- ☐ Establish and maintain effective professional relationships with outside agencies who provide support to our pupils
- ☐ Maintain good relationships with parents and always ensure effective communication is promoted

Managing Own Performance and Development

- ☐ Participate in arrangements for Performance Management
- ☐ Prioritise and manage time effectively
- ☐ Be able to work under pressure and to deadlines

Managing and Developing Staff and other adults

Ensure that the professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions are fulfilled for all staff

- ☐ Manage and develop staff training programme
- ☐ To lead performance management reviews with identified members of the school teaching team

Managing Resources

- ☐ Work with governors and the Headteacher to recruit and retain staff of the highest quality

Safeguarding

- ☐ To ensure that all duties as per the Designated Safeguarding Lead responsibility are undertaken

SCOPE OF JOB (Budgetary/Resource control, Impact)

- ☐ Budget control for Key Stages and other areas charged with

PERSON SPECIFICATION

Job Title:	Deputy Head	School:	Brookfields School
Reports to (job title):	Headteacher	Location:	Tilehurst, West Berkshire

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E/D?	CONTEXT (How the criterion will be used in the job)
<u>Qualifications & Experience</u> ☐ Qualified Teacher Status ☐ A degree or equivalent ☐ Management experience of Inclusion and SEN provision in a school setting ☐ Evidence of recent relevant professional development ☐ Evidence of regular and appropriate professional development in school leadership and management ☐ A minimum of 5 years teaching experience ☐ Experience of successful curriculum development and leadership ☐ Experience of leading, motivating and developing staff ☐ Experience of effective working with a variety of stakeholders ☐ Experience of the effective use of assessment and analysis in raising standards ☐ Post graduate courses in SEN	E E E E E E E E E D	☐ The qualified Teacher status provides key guidance and training on working with children that is necessary for this role ☐ The other qualifications provide key guidance and training on working with children that is necessary for this role ☐ Working with pupils with a range of abilities and adapting methods and resources to suit individual needs. ☐ All pupils within the School have SEN and experience of this across the School is always encouraged
<u>Knowledge</u> ☐ Knowledge of the Early Year's Curriculum or National Curriculum ☐ Understanding the child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities ☐ Participation in work with other schools / agencies ☐ Knowledge of the key factors that can affect the way pupils learn ☐ Demonstrate knowledge of the key factors that can affect the ways pupils learn	E E E E	☐ To be able to confidently plan lessons and group sessions ☐ It is essential that all staff are aware of child protection and bullying issues to ensure the safety of all pupils ☐ Working at an appropriate level and pace to allow pupils to make maximum progress ☐ To be able to ensure that all pupils are included as part of the School

☐ Awareness of and willing to promote the School's social inclusion policies and practices	E	
<u>Skills and Abilities</u> ☐ Sound literacy and numeracy skills ☐ Ability to make use of ICT to support pupils' learning ☐ Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings ☐ Good planning and organisational skills ☐ Ability to motivate and encourage pupils	E E E E E	☐ To be able to feedback to parents and teachers about the progress of children and to be able to work inclusively with everyone ☐ Administer assessment tests ☐ To ensure that the children that you work with in School gain as much as they can from each task
<u>Work-related Personal Qualities</u> ☐ Thorough knowledge of effective curriculum provision and pupils based learning ☐ Proven Management skills and appropriate leadership skills to support the strategic development and direction of the school ☐ An enthusiastic, confident, able communicator who can implement effective strategies for securing improvement ☐ Ability and drive to work independently and as part of a team. ☐ Up to date knowledge of SEN educational issues ☐ An effective organiser who can get the most from human and material resources through their development and deployment ☐ An ambitious and diligent professional who can motivate and inspire others including teachers, parents, pupils and governors ☐ Prepared to be involved with and develop the whole life of the school ☐ Commitment to inclusion and achievement. ☐ Experience of curriculum teaching across the school age range ☐ Experience of a wider range of schools and other educational establishments ☐ Experience of developing initiatives ☐ Experience of chairing meetings with colleagues and / or other agencies ☐ Awareness of how to set and manage budgets ☐ Recent experience of an OFSTED inspection	E E E E E E E E D D D D D D	☐ It is extremely important that the post holder enjoys working with children so that they are able to deal with all situations in a caring and sympathetic manner ☐ At times there may be confidential discussions about children or families that you are involved in to better understand your role ☐ Flexibility around the school may be required at any time ☐ Working with other members of staff at all levels is a key requirement of the role to ensure that the school runs smoothly ☐ To ensure the post holder is able to demonstrate the appropriate suitability to work with children

☐ Experience of monitoring and evaluating teaching and learning ☐ Experience of implementing strategies to promote diversity issues ☐ Involvement in school improvement work ☐ Experience of working directly with parents to raise standards and involvement with the community ☐ First hand experience of work with governors ☐ involvement with the community	D D D D D D	
<u>Other Work-related Requirements</u> ☐ Suitability to work with Children ☐ DBS Check ☐ Patient and resilient ☐ Willing to attend evening meetings as required ☐ Willing to attend training, including intervention training, and implement actions ☐ Able to manage the physical aspects of working with children with SEN ☐ This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential for the post.	E E E E E E E	☐ To ensure the post holder is able to demonstrate the appropriate suitability to work with children ☐ The post holder may be required to travel to other locations as part of this role so a clean full driving licence with relevant insurance will be required ☐ The post holder may be required to attend meetings offsite and at times outside of working hours ☐ The post holder will need to ensure that they are up to date with any necessary training for the role