

**Peter Gladwin Primary School**

**Deputy Head Teacher Job Description**

Grade: L6 – L10

Responsible to: Head Teacher and the Governing Board

**Leadership and Management Responsibilities**

The Deputy Head Teacher will work closely with the Head Teacher, SLT (SLT) and Governing Board in determining the strategic direction and development of the school whilst supporting the aims and ethos.

In the absence of the Head Teacher, the Deputy Head Teacher will undertake the professional duties of the Head Teacher and take actions and decisions in accordance with school policies and statutory guidance.

**The Deputy Head Teacher will:**

* exemplify and articulate the vision, aims and core values of the school
* work actively and effectively with governors, staff and parents/carers
* plan, prioritise and organise effectively to bring about significant development of whole-school priorities
* set an example of excellent practice in teaching and demonstrate a high level of professionalism and responsibility
* initiate, organise and complete specific projects, e.g. organising timetables and rotas
* lead the development and implementation of school policies, rigorously monitoring their impact/effectiveness and acting as a model in their implementation
* play a full part in creating, implementing and evaluating the School

Development Plan (SDP)

* plan strategically for the implementation of change, leading with

enthusiasm and motivating others

* demonstrate commitment to developing and embedding our equalities and inclusion agenda in all aspects of school life, and be a role model in all aspects of the role.
* work with the Head Teacher and SLT to plan and facilitate the annual programme of CPD
* assist the Head Teacher and Governors in recruitment and induction processes
* monitor and evaluate learning across the school
* take a lead in curriculum development
* be a proactive member of the SLT
* co-ordinate the day to day staff cover requirements
* support school communication through the school website
* lead on assessment
* take responsibility for monitoring and tracking of pupil progress in partnership with the SLT
* report regularly to the SLT
* line manage KS Leads and MDSAs
* be a leader for Performance Management
* monitor and implement the school attendance management policy and procedures
* work with the SLT and lead, support, challenge and develop colleagues in all three key stages
* communicate effectively with stakeholders and outside agencies
* lead and support in terms of behaviour management
* oversee progress towards achieving targets agreed with other staff and/or included in the SDP
* develop and exhibit a good understanding of whole school issues including curriculum, personnel, finance and premises matters
* carry out delegated tasks efficiently and be accountable for the outcomes
* support the Head Teacher in the day-to-day running of the school
* lead on Safeguarding
* be aware of and comply with school policies on child protection, safeguarding, health & safety, confidentiality and data protection, reporting all concerns to the appropriate person
* plan and prepare for the continuing professional development of others, ensuring an impact on learning across the school
* set a good example in terms of punctuality, attendance and professional attitude
* carry out any duties commensurate with the post as required by the Head Teacher

**Leading, Teaching & Learning**

The Deputy Head Teacher will lead curriculum development and management. They will work closely with curriculum leaders and the SLT with a focus on:

* curriculum development and planning
* assessment, monitoring and pupil progress

**The role will include:**

* leading Writing throughout the school and French in KS2
* undertaking teaching responsibilities, if required, ensuring pupils have an appropriate education (as determined by the Head Teacher)
* being an exemplary classroom practitioner who acts as a role model to others
* leading the raising of standards and improving learning and teaching
* monitoring, review and evaluation of the curriculum to ensure expectations and standards are high
* liaison with the Head Teacher with regard the production, implementation, evaluation and revision of school organisation, policy, planning, assessment and moderation
* rigorously monitoring the quality of teaching and learning
* monitoring and evaluation of the progress of groups, cohorts and individuals, identifying key strengths, actions and provide guidance to impact positively on outcomes for pupils
* leading on assessment which includes the tracking of pupil progress and attainment, as well as target setting and data analysis, including formative and summative assessment ensuring that the school meets its statutory responsibilities in relation to assessment
* contributing to Pupil Progress meetings, identifying appropriate interventions and ensuring they are monitored for effective impact
* taking a role in the programme for collective worship/assemblies and associated delivery
* promoting the development of pupil’s basic skills, ensuring every opportunity is taken to promote learning of reading, writing, communication and mathematics across the curriculum
* attending training and keep informed of current developments and to disseminate information to staff
* keeping governors and parents/carers informed of curriculum policy and of its development
* arranging and leading meetings for stakeholders as necessary

**Community**

The Deputy Head Teacher will take responsibility for ensuring good links in in the community.

**They will:**

* develop and maintain links with the local community especially parents/carers and FOPGS (Friends of Peter Gladwin School) in order to enhance the profile of the school and enrich the curriculum
* provide advice and support to parents/carers about their child’s development, promoting a close relationship between home and school
* support community events and links, e.g. by attending Peter Gladwin events and functions
* support the organisation of the residential school journeys, working closely with lead staff
* promote the social, moral, cultural, intellectual and physical development of pupils
* play an active role in pupil care, guidance and support procedures across the school
* implement the school’s behaviour policy, providing support and guidance, liaising with staff, pupils and parents/carers as appropriate.

This is not an exhaustive list of duties and responsibilities, and the Job Description may be amended at any time after consultation with the post-holder and the Head Teacher.

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**Peter Gladwin Primary School.**

**Deputy Headteacher Person Specification:**

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| **Skills / Experience** | **Essential** | **Desirable** |
| **Qualifications and Training:** | | |
| Qualified Teacher Status. | E |  |
| Evidence of further professional development in preparation for senior leadership in a primary school setting. |  | D |
| **Teaching & Leadership / Management Experience:** | | |
| At least five years successful teaching. | E |  |
| Experience of teaching in more than one Key Stage. |  | D |
| Leading Writing in more than one Key Stage |  | D |
| Teaching experience in more than one school. |  | D |
| Previous school management and leadership experience. | E |  |
| Involvement in whole school strategic planning/policy development and implementation. | E |  |
| Experience of raising the achievement of pupils in a primary age setting. | E |  |
| Evidence of leadership and management of an area of the curriculum. | E |  |
| The effective use of information and communications technology. | E |  |
| **Professional Knowledge:** | | |
| Awareness of current relevant educational legislation and initiatives relating to standards. | E |  |
| An understanding of Foundation Stage, Key Stage 1 and 2 and their relevant curriculum issues. | E |  |
| Experience and understanding of inclusive education. | E |  |
| Awareness of, and a commitment to, providing/fostering Equal Opportunities. | E |  |
| An awareness and understanding of current leadership and management issues, including Performance Management. | E |  |
| The ability to lead/contribute to the formulation, implementation and evaluation of short and long-term objectives for school improvement. | E |  |
| The ability to analyse, identify, interpret, collate and use whole school data in order to raise achievement. | E |  |
| **Skills and Attributes:** | | |
| The ability to motivate, support, challenge and develop staff to secure improvement. | E |  |
| The ability/skills to build and lead teams effectively and efficiently using the skills of motivation, delegation and time management. | E |  |

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| The skills to involve parents/carers, governors and the wider community in the life of the school. | E |  |
| The skills of data analysis to support the setting and meeting of challenging targets. | E |  |
| The ability to communicate effectively orally and in writing with a range of audiences. | E |  |
| Knowledge and understanding of managing school budgets. |  | D |
| A commitment to continuing personal and professional development. | E |  |
| Personal “presence”, enthusiasm and the qualities of warmth, sensitivity, approachability, flexibility and maturity of approach. | E |  |
| Ability to manage pressure of own work and the work of others. | E |  |
| Ability to inspire and motivate colleagues. | E |  |
| Good organisational and time management skills, with the ability to meet deadlines. | E |  |



