

*This appointment is with the Directors of Saint John the Baptist Trust under the terms of Notre Dame High School (Norwich) contract based upon the Catholic Education Service contract which is signed with the Directors as employers. The Directors will appoint a practising Catholic who can show by example and from experience that he or she will work with the headteacher to ensure that the school is Catholic in all its aspects. The appointment is subject to the current conditions of service for Deputy Headteachers contained in the School Teacher's Pay and Conditions document and other current education and employment legislation.*

**Post Title: Deputy Headteacher**

**Purpose:**

- Undertake the normal responsibilities of a classroom teacher
- Assume responsibility for the discharge of the Headteacher's functions at any time when they are absent from school.
- Be a proactive member of the Leadership Team, chairing LT meetings as necessary.
- Assist and deputise for the Headteacher in leading and managing the school.
- Undertake any professional duties or roles of the Headteacher reasonably delegated to them by the Headteacher
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the SEF and School Improvement Plan and the aims and objectives of the school by:
  - establishing the policies through which they shall be achieved
  - leading and managing staff and resources to that end
  - monitoring progress towards their achievement.
- To lead in the fostering of the Christian ethos of the school, so that students discover Christ in our community through prayer and service of others
- To raise standards of student attainment and achievement within the whole school and to monitor and support student progress
- To raise standards of behaviour, safety and welfare across the school community
- To be accountable for student progress and development
- To develop and enhance the teaching practices of others
- To ensure the provision of an appropriately broad, balanced relevant and differentiated curriculum for all students, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher.
- To be accountable for leading, managing and developing staff within the delegated duties
- To effectively manage and deploy teaching/support staff, financial and physical resources within the particular duties delegated by the Headteacher

<b>Reporting to:</b>	<b>Headteacher</b>
<b>Responsible for:</b>	Subject Leaders, teaching and support staff and other relevant personnel within the delegated duties
<b>Liaising with:</b>	Head/Deputy and Assistant Heads, Heads of Department, teachers, Student Support Services and relevant staff with cross-school responsibilities, relevant non-teaching support staff, the Governors, Academy Trust, LA staff, Diocese, parents
<b>Working time:</b>	In line with Leadership Team STPCD conditions
<b>Salary/Grade:</b>	<b>L17-21 (starting salary in the range L17-L19)</b>
<b>Disclosure level:</b>	Enhanced

### **MAIN (CORE) DUTIES**

**For the Assistant and Deputy Headteachers specific groups of professional duties are delegated to each by the Headteacher, each with an associated title. These professional duties are in addition to the duties below and can be varied from time to time. The current titles for the Assistant and Deputy Headteachers are:**

- ▶ Director VI Form
- ▶ Aspirations and outcomes (Disadvantaged)
- ▶ Director of Research School
- ▶ Curriculum and Assessment
- ▶ Student Welfare
- ▶ Teaching and Learning and CPD

*An outline of each of these professional roles is attached in a separate document 'Delegated Professional Duties'.*

**In a Catholic school the search for excellence is expressed in teaching and learning which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God.**

**The Deputy Headteacher works with the Headteacher to secure and sustain effective teaching and learning throughout the school. He or she assists the Headteacher in monitoring and evaluating the quality of teaching and standards of attainment, using relevant benchmarks and setting targets for improvement.**

Main duties:

#### **Operational/ Strategic**

- Demonstrate Leadership in all aspects of the roles delegated
- Embrace and promote innovation and new technologies

- Promote success in the widest sense of education in all work with students
- Maximise the use of Resources
- To actively monitor, improve and follow up student progress
- To help develop, support and implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, COSHH, Behaviour for Learning, Anti-bullying etc, taking particular responsibility for developing and implementing policies which lie within the delegated roles
- To work with colleagues to formulate aims, objectives and strategic plans for the school which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of Saint John the Baptist Trust.
- To assist with the leading and management of the business planning function of the school, and to ensure that the planning activities of the school reflect the needs of the students, the SIDP and the aims and objectives of the school.
- Support the Headteacher, the Leadership Team and Governing Body
- Undertake responsibility for the monitoring, improvement and reporting of the quality of learning, teaching and student progress across the school
- To advise in the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies
- Support the development of the curriculum
- Understand issues relating to the organisation, ordering and funding of resources
- Contribute to staff development activities and coaching of staff
- Lead staff meetings, including staff briefings when required
- Lead a weekly duty team of staff

### **Curriculum Provision:**

- To liaise with the members of LT to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the School Improvement and Development Plan/SEF

### **Curriculum Development:**

- To assist in leading curriculum development for the whole school
- To keep up to date with National developments in education and teaching practice and methodology
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels
- To analyse relevant data to help develop overall school objectives

### **Staffing**

**In a Catholic school the Deputy Headteacher shares with the Headteacher responsibility for the leadership of a learning community rooted in faith. This leadership should take Christ as its inspiration and the Deputy Headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. All deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement.**

**The Deputy Headteacher works with the headteacher to deploy staff and other resources efficiently and effectively to meet specific objectives in line with the school's Mission**

**Statement and with the strategic plans determined by the governing body. The Deputy Headteacher's leadership should motivate, support, challenge and develop all staff.**

**Staff Development:**

### **Recruitment & Deployment**

- To work with colleagues to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- To be responsible for the efficient and effective deployment of any technicians/support staff where these form part of delegated responsibilities
- To undertake Performance Development Review(s) and to act as a reviewer for staff delegated by the Headteacher
- To participate in the interview process for teaching posts and relevant support staff posts when required and to ensure effective induction of new staff in line with School procedures
- To promote teamwork and to motivate staff to ensure effective working relations
- To participate in the school's ITT and CPD programme
- To be responsible for the day-to-day management of staff within the school and act as a positive role model

**Quality Assurance:**

- To ensure the effective operation of quality control systems
- To support the process of the setting of targets within the school and to work towards their achievement
- To establish common standards of practice within the school and develop the effectiveness of teaching and learning styles in all subject areas
- To take a lead role within the School procedures for lesson observation
- To implement school quality procedures and to ensure adherence to those within the school
- To monitor and evaluate teaching in line with agreed School procedures including evaluation against quality standards and performance criteria
- To seek/implement modification and improvement where required
- To make major contributions to the writing of the SIDP and SEF
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Attend and participate in open evenings, PTFA events and student performances
- Uphold the school's behaviour code and uniform regulations
- Participate in staff training
- Attend team (LT and Progress Team), staff meetings and any other such relevant school committees related to the delegated roles
- Develop links with governors, the LA, the Diocese, neighbouring schools and relevant external organisations
- To keep up to date with National developments in teaching, learning, assessment, curriculum and reporting

**Management Information:**

- To ensure the maintenance of accurate and up-to-date information with any relevant aspects of the delegated roles on the management information system
- To make use of analysis and evaluate performance data provided

- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken
- Where relevant, to produce reports on examination performance, including the use of value-added data
- To support the school's collection of data
- To provide the Governing Body with relevant information relating to the roles delegated by the Headteacher, particularly performance and development

#### **Communications:**

- To ensure that all members of staff managed as part of the delegated roles are familiar with the school aims and objectives
- To ensure effective and positive communication/consultation as appropriate with, (amongst others), the parents of the students, LA, Diocese, DFE, the local media etc.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies

#### **Marketing and Liaison:**

- To lead on School liaison and marketing activities, e.g. the collection of material for press releases, website etc
- To lead the development of effective links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of the school at external events and within the media
- To actively promote the development of effective school links with external agencies

#### **Management of Resources:**

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including reviewing and advising on the school budget, and (where appropriate, as part of the delegated roles) acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- To work with the timetabling and data team in order to ensure that the School's teaching commitments are effectively and efficiently time-tabled and roomed

#### **Pastoral System:**

- To monitor and support the overall progress and development of students within the school
- Where appropriate, as part of delegated roles, to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- To contribute to PSHE, citizenship and careers according to school policy
- To play a lead role in ensuring the Behaviour Management system is implemented in the school so that effective learning can take place
- To be on emergency call to assist teachers in ensuring good behaviour
- To take the lead during incidents such as Fire Alarms, emergency evacuations, whole school events etc in order to maintain a calm, safe and orderly environment
- To engage in a Patrol rota to monitor the site for teaching and behaviour

- To have a major role in having due regard for safeguarding and promoting the welfare of children and young people and to help direct and to follow the child protection procedures adopted by Norfolk County Council and the school's safeguarding policy.

### Teaching:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. This will equate to approximately 12 periods from a 50 period timetable.
- Carry out teaching duties in accordance with the school's curriculum and schemes of work
- Liaise with colleagues to deliver units of work in a collaborative way
- Work with teaching assistants and the SENCO
- Set targets for student attainment levels
- Set work for students absent from school
- Demonstrate good practice in the teaching areas of responsibility

### Accountability:

**In a Catholic school, the Deputy Headteacher fulfils his or her responsibilities as specified by the Headteacher and in accordance with the school's Mission Statement.**

#### *In relation to the Governing Body:*

- To advise and assist in the exercising of its functions when requested.
- To attend meetings of and report to the Governing Body as required.

#### *In relation to parish(es) and the community, work with the Headteacher by:*

- Developing and maintaining positive relationships with the parish communities.
- Ensuring that the school recognises and meets its responsibilities in the life of the local community.
- Developing links with local employers for the benefit of the pupils and the school.
- Promoting a positive image of the school in accordance with the Mission Statement.

#### *In relation to the Diocese:*

- To recognise the authority of the Bishop in relation to the provision of education in the Diocese.
- To work where required with Diocesan Authorities.

#### *In relation to parents and those with parental responsibility, work with the Headteacher in:*

- Building an effective partnership between the school and parents recognising them as the first educators of their children.
- Promoting understanding of the mission, aims and ethos of the school through provision of regular information to parents about:
  - The school curriculum.
  - The progress of their children.
  - Other matters relating to teaching methods and organisation.
- Opportunities for dialogue between parents and staff and for their involvement in the

wider life of the school.

*In relation to other schools, colleges, the LA and educational bodies, work with the headteacher by:*

- Promoting a continuity of learning, progression of achievement and curriculum development.
- Maintaining effective liaison and providing support where needed.
- Maintaining effective relationships with other schools and especially with other Catholic schools and schools within the SJB Trust in matters of common concern.

**Additional Duties:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
- Actively contribute to the spiritual life of the school e.g. by leading assemblies, attending masses and liturgies etc
- Support the ethos of the school through involvement in the prayer life of the school
- Support the charitable and community work of the school
- Support the Church's teachings on gospel and family values
- Where appropriate, coach staff on spiritual and moral issues
- Work closely with the Chaplaincy Team

**Other Specific Duties:**

- To continue personal development as agreed
- To engage actively in the performance review process
- To undertake any other duty as specified by STPCB, contracts or the Governing Body not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks undertaken may not be identified

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title

Date: April 2024

## PERSON SPECIFICATION

<b>Experience</b>	<ul style="list-style-type: none"> <li>• Leadership responsibility of/within a team</li> <li>• Successful teaching experience and experience of leading within a subject area</li> <li>• Successful teaching experience and experience of leading within more than one subject area</li> <li>• Recent experience in a Catholic school or Academy</li> <li>• Experience as Assistant Headteacher or a member of SMT</li> <li>• Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16</li> <li>• Experience of teaching in more than one school</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Desirable</li> <li>• Desirable</li> <li>• Essential</li> <li>• Desirable</li> </ul>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• QTS</li> <li>• Evidence of continuing professional development</li> <li>• Postgraduate level qualification</li> <li>• NPQH award or Leadership Pathways certification</li> <li>• CCRS or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Desirable</li> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Desirable</li> <li>• Desirable</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• A practising Catholic</li> <li>• Secure understanding of the distinctive nature of the Catholic school and Catholic education</li> <li>• Understanding of leadership role in spiritual development of pupils and staff</li> <li>• Experience in leading acts of worship in Catholic schools</li> <li>• Ability to articulate and share a vision of secondary education within the context of the mission of the school</li> <li>• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils'</li> <li>• Knowledge of the role of the governing body in a Catholic school</li> <li>• Evidence of having successfully translated vision into reality at whole-school level</li> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Desirable</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Essential</li> <li>• Essential</li> </ul>



	<ul style="list-style-type: none"> <li>undertaking responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> <li>• Understanding of effective budget planning and resource deployment</li> <li>• Experience of working with governors to enable them to fulfil whole-school responsibilities</li> <li>• Successful involvement in staff recruitment, appointment/induction</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Principles and practice of effective strategies for learning and assessment</li> <li>• Ability to demonstrate accuracy</li> <li>• Organisation skills</li> <li>• Working knowledge and skills of ICT</li> <li>• Good communication skills with people at all levels</li> <li>• Ability to gain respect of pupils through manner of confidence and authority</li> <li>• Able to organise own workload in the context of varied tasks</li> <li>• Financial understanding and/or management of budgets</li> <li>• Ability to analyse data</li> <li>• A secure understanding of the requirements of the National Curriculum and wider curricular opportunities</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Desirable</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Able to lead and inspire</li> <li>• Able to work calmly under pressure</li> <li>• Ability to critically evaluate own performance and make any necessary changes to be more effective</li> <li>• Commitment to the Catholic Ethos of the school</li> <li>• Enthusiastic, honest, reliable</li> <li>• A passion for child-centred learning</li> <li>• Ability to share a dynamic vision for the implementation of programmes and projects</li> <li>• A sense of purpose and ability to take personal</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>

	<p>initiative</p> <ul style="list-style-type: none"> <li>• A sensitive, flexible, open-minded and responsive attitude to working with others</li> <li>• Ability to work effectively as part of a team and to have a collegiate attitude</li> <li>• High quality teaching skills</li> <li>• High expectations of pupils' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Empathy with children</li> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>
<p><b>References</b></p>	<ul style="list-style-type: none"> <li>• Positive recommendation in professional references</li> <li>• Satisfactory health and attendance record</li> <li>• Professional reference without reservation</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>