



Role Profile & Person Specification

Job Title:	Deputy Head teacher and KS1 or KS2 teacher
Responsible to:	Head Teacher
Terms and Conditions:	Full Time Role Leadership Salary Scale Point 6-10

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

The Deputy Headteacher will be an outstanding practitioner and ambitious school leader. They will support and assist the Headteacher, by providing dynamic and professional leadership and management to reflect 'policy in practice' by sharing and modelling the Trust's vision and values in everyday work and practice. They will assist in developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, as well as contributing to our rigorous and on-going self-evaluation.

We are part of...

WENSUMTRUST

FOR CHILDREN, FAMILIES AND COMMUNITIES

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Key Areas of Responsibility

1. Leadership

- Deputising for the Headteacher in their absence.
- Working with the Headteacher, Local Advisory Board, and others to develop the school's vision; establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff.
- Lead specific initiatives and co-ordinating development programmes to ensure the school promotes and achieves the highest standards of teaching and learning.
- Coordinate staff cover on a daily-basis where necessary.
- Carry out duties as a Deputy Designated Safeguarding Lead, attending where appropriate CIN and CP conferences and meetings.
- Contribute to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures
- across the school, specifically by:
 - Contributing to the school's SIDP & SEF and providing relevant evidence
 - Participating in cross-academy 'benchmarking' to moderate judgements
 - Interpreting and acting upon pupil performance and attainment data
 - Analysing and sharing data with colleagues; raising questions, posing hypotheses and providing challenge
 - Leading work scrutiny/standardisation of assessment
 - Observing lessons and providing feedback
 - Completing learning walks and other monitoring activities, providing timely feedback
 - Modelling pupil standards of achievement and behaviour
 - Checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively
 - Draft workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation.
 - Prepare reports for Local Advisory Board meetings.
 - Be a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff.
 - Participate in the day to day management of the school by being a visible and effective presence.
 - Provide strategic direction in regard to subject coordination throughout the school.
 - Ensure that there are effective systems of communication with Teaching Assistants and between classroom teachers and the leadership team concerning pupils' needs and progression.
 - Liaise with all teachers concerning pupils' needs and welfare.
 - Ensure the smooth transition of pupils throughout the school.
 - Maintain the daily timetables for Teaching Assistants.
 - Lead the appraisal of Teaching Assistants on an annual basis and to identify further training needs.
 - Where appropriate, carry out mentor responsibilities for ECTs and initiate new staff induction.

2. Teaching and Learning, Monitoring, Assessment, Planning and Tracking

- Support the Headteacher in driving forward the strategic direction and improvement of standards of teaching and learning across the school.
- Monitor, check, evaluate long, medium and short term plans submitted by classroom practitioners.
- Monitor class teacher responsibilities addressing all areas of the Teaching Standards.
- Lead and develop key subject areas of Maths and Science across all phases of the school.
- Coordinate subject area monitoring, evaluation and measuring of impact so that this feeds into the SEF.
- Lead assessment across the school.

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- Oversee and check the accuracy of assessments throughout the school year for all year groups and groups of pupils.

3. Communication and Reporting

- Write termly reports for LAB linked to specific teaching and learning developments in school, specifically Safeguarding.
- Be a visible presence on days when the Headteacher is not present in order to maintain high levels of communication with parents and the wider community.
- Liaise with parents on days when the Headteacher is not present to follow up issues or concerns in school.
- Communicate effectively and efficiently with external agencies working with the school.
- Communicate effectively and efficiently with the Headteacher at all times to maintain excellent communication throughout the leadership team.

4. Professional Knowledge and Development

- Maintain a thorough and up to date knowledge and understanding of the current educational climate/developments and of the school's curriculum and policies.
- Participate in INSET provided by the school and trust, and where appropriate to lead INSET.
- Set realistic, measurable and achievable personal targets as part of appraisal in consultation with the Headteacher.
- Keep records of INSET attended and the impact this has had as well as delivering training where needed.

Leadership Behaviours

Planning and Thinking Strategically:

- Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measurable goals; sets priorities and time parameters to accomplish tasks; anticipates obstacles and develops contingencies to redirect tasks so momentum is not lost.

Managing Vision and Purpose:

- Communicates a compelling and inspired vision or sense of core purpose, makes the vision sharable by everyone; can inspire and motivate entire departments or organisations.

Building Effective Teams:

- Builds cohesive teams of people within the organisation; shares success such that each team member feels valued and appreciated; guides teams to establish and achieve goals.

Building Organisational Capacity

- Aligns the core strategy of the trust with the capabilities of people and systems to bring about organisational change and deliver strategic competitive advantage.

Safeguarding

- Implementing and encouraging good safeguarding practice throughout a large team of people
- Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies

Health and Safety

- Ensure that risk assessments are carried out in line with the school's Health and Safety policy.
- Ensure that all staff are aware of Health and Safety issues including the need to report to the caretaker/school support manager all health and safety problems, accidents, and "near misses".

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Continuing Professional Development

- Take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Development Plan, taking full advantage of any relevant training and development available.
- Participate in regular Appraisal review.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task 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 role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> ● Relational ● Self-aware ● Curious ● Accepting ● Empathetic ● Reflective 	Driven Dynamic Ambitious
Qualifications	<ul style="list-style-type: none"> ● Good numeracy/literacy skills. GCSE (or equivalent) in Maths and English ● ICT literate with excellent keyboard skills ● Educated to Degree level ● Qualified Teacher Status 	NPQSL or other Senior Leadership Qualification
Experience	<ul style="list-style-type: none"> ● Experience in a Senior Leadership role. ● Experience and proven record of leading Maths and/or Science across the Primary Phase. 	<ul style="list-style-type: none"> ● Leading and developing ECTs and experience of mentoring ECTs

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	<ul style="list-style-type: none"> ● Experience of managing safeguarding in a school or other relevant organisation, including: ● Building relationships with children and their parents, particularly the most vulnerable ● Working and communicating effectively with relevant agencies ● Implementing and encouraging good safeguarding practice throughout a large team of people ● Demonstrable evidence of developing and implementing strategies to help children and their families ● Experience of handling large amounts of sensitive data and upholding the principles of confidentiality 	<p>across the Primary Phase</p>
<p>Skills/Knowledge</p>	<ul style="list-style-type: none"> ● Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies ● Ability to work with a range of people with the aim of ensuring the safety and welfare of children ● Awareness of local and national agencies that provide support for children and their families ● Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns ● Ability to communicate a vision and inspire others ● Ability to build effective working relationships with staff and other stakeholders 	