

JOB DESCRIPTION

Deputy Headteacher Improving Curriculum and Assessment Improving Teaching and Learning

RESPONSIBLE TO: Headteacher, CEO of the Coast and Vale Learning Trust and the Governing committee of Filey School.

JOB PURPOSE: To assist the Headteacher with the leadership and management of the school to promote effective education for all children within statutory requirements and our policy framework.

MAIN DUTIES AND RESPONSIBILITIES:

- To have strategic responsibility for the leadership of Teaching & Learning and Curriculum & Assessment and be responsible for ensuring all curriculum teams are aware of developments.
- The professional duties of Deputy Headteacher are those set out in the current Teachers' Pay and Conditions document.
- Taking responsibility for the professional duties of the Headteacher as set out in the current Teachers' Pay and Conditions document in the absence of the Headteacher.
- To safeguard all children in their care and undertake, if required, the role of Deputy Designated Safeguarding lead.
- Together with the Headteacher and staff, establish and review key performance targets for the school's development and keep the general performance of the school under continuous review.
- Use data to analyse the strengths and areas that require development throughout the school.
- To lead and support the Headteacher on CPD for Teaching and Learning.
- To support the HT and governors in the implementation and monitoring of the safeguarding policies and procedures for the school.
- To ensure effective communication and liaison within the school.
- To ensure, with the HT, the good conduct and behaviour of children utilising a positive behaviour approach.
- To create the whole school timetable and to develop the school curriculum.
- To lead on the management of the school's curriculum financial plan.
- To help to maintain links with parents, governors, and the community.
- To lead staff meetings/ curriculum team meetings / INSET where appropriate.
- To have responsibility for areas of the curriculum as a subject team leader (to be negotiated).
- To be responsible for supporting the HT in the organisation and management of Continuing Professional Development (CPD) for all teachers and teaching assistants.
- To be responsible for the organisation and management of Performance Management for non-teaching staff.

- To mentor Early Careers Teachers (ECTs) and provide support for ECTs and Teachers on Supply.
- To work within the Leadership team to update the School Evaluation Form (SEF) /School Improvement Plan (SIP) and lead the school forward on areas for improvement identified.
- To attend meetings of local governing committees and update governors on progress towards the schools strategic Priorities.
- To undertake any additional activities as instructed by the Headteacher.

Person Specification

QUALIFICATIONS AND TRAINING	Essential or desirable* on appointment	Assessment method (Application form, interview (including assessment exercises), clearances)
Qualified Teacher status	E	A
Graduate or equivalent	E	A
Evidence of continuous professional development including leadership and management, curriculum, teaching and learning and student pastoral/personal development.	E	A/I
EXPERIENCE AND SKILLS		
Commitment to promote and model the school vision.	E	I
Highly effective and credible leader, who inspires the respect and support of others.	E	A/I
Proven track record of highly effective secondary school leadership in areas of significant scale and complexity.	E	A/I
A strong belief in the ability of every student to achieve their potential and corresponding commitment to inclusion and pastoral care	E	A/I
Knowledge of effective strategies to improve pastoral support and the personal development of students.	E	A/I
Knowledge of effective systems used to plan and implement the school curriculum and timetable.	D	A/I
Demonstrable success in the use of data management techniques for monitoring and raising standards of student behaviours, attendance, and punctuality in a secondary school context.	E	A/I
High-level experience of successful quality assurance of systems relating to PHSE/attendance/behaviour/punctuality.	E	A/I
A clear understanding of the current educational landscape and research, including issues specifically relating to safeguarding, attendance, inclusion, student personal development and behaviour.	E	I

Demonstrable commitment to, and experience of, delivering high quality outcomes for pupils through organisational collaborations.	E	A/I
A recognisable desire to further develop and foster strong, mutually beneficial communications and relationships across and within the Trust.	E	I
Evidence of strategic planning and budget management which has brought about organisational change.	D	A/I
Experience of building and leading effective teams.	E	A/I
Strong analytical and problem solving skills.	E	A/I
Excellent classroom practitioner	E	A/I
Demonstrate a commitment to all aspects of safeguarding and the welfare of children and young people	E	I
Ability to form and maintain appropriate relationships and personal boundaries	E	I
Emotional resilience in working with challenging behaviours	E	I
Appropriate use of authority and discipline	E	I
Satisfactory enhanced DBS disclosure and safer recruitment clearances	E	I/C