



Job Title: Deputy Head Teacher

Job Description / Person Specification



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Job Description

Job Title Deputy Head Teacher

Location Whitley Park Primary and Nursery School

Grade/Salary Range Leadership scale L15 – L20

Job Purpose

In addition to the conditions of service as described in the Teacher Pay and Conditions document the Deputy Head teacher is expected to provide professional leadership throughout the school.

The Deputy Head teacher will:

- assist the Head teacher in raising standards, securing improvements and success for the school and the community
- lead by example and provide high quality learning opportunities through exemplary teaching, effective interaction with children, staff, parents and partners in the community
- demonstrate a belief in and commitment to inclusion
- focus on the new opportunities to engage parents in their children's learning and develop this across the school.

Designation of Post and Position within School Structure

To be responsible to the Head teacher

Main Duties and Responsibilities

General professional responsibilities:

- Deputise in the absence of the Head Teacher
- Develop the strategic aims and shared purpose of the school
- Be a great ambassador for the school in the community
- Maintain high professional standards and influence the teaching commitment of the staff team
- Lead, manage and deploy staff to maintain the smooth running of the school
- Enjoy interaction with and teaching the children at Whitley Park in all Key Stages
- Support the welfare of all children's health, safety, behaviour and wellbeing
- Demonstrate commitment to effective relationships with children, parents and all staff
- To work in partnership with Head Teacher and Leadership Team to raise standards of attainment, progress and achievement for all children in the school
- Adhere to all Safeguarding responsibilities
- To work confidentially and to adhere to all data, GDPR and retention guidelines and legislation

Support for pupils

1. Lead improvements in the quality of teaching and learning to raise standards of attainment

2. Influence the positive development of skills, abilities and aptitudes of all the children
3. Promote the inclusive ethos of the school
4. Provide pastoral, emotional and behavioural support to all children
5. Lead by example effective communication and consultation with parents, staff and other agencies
6. Understand and value children's views and represent children's rights and needs in professional meetings
7. Encourage children's language, communication and conversation development
8. Lead some school assemblies to underpin the values and ethos of the school
9. Support good liaison and transition arrangements for pupils transferring to and from the school
10. Support staff in safeguarding children including at the beginning/end of the school day

Support for staff

1. Lead some professional development and training opportunities for teaching and support staff
2. Lead performance management discussions with some staff and agree annual performance targets
3. Support staff with concerns raised about pupil wellbeing, progress, safeguarding and special needs including early intervention and support parents in developing their understanding
4. Monitor teaching, learning, planning and quality of curriculum delivery and balance
5. Model effective time management in using dedicated leadership time and support all staff in creating sustainable work/life balance
6. Write/review school policies and present to the Governing Body as required
7. Support Specialist Teaching Assistants in planning and providing cover supervision across the school
8. Support staff in preparing presentations and training as appropriate
9. Liaise with Site Controller, Business Manager and administrative team and share responsibility to report and resolve maintenance and health and safety issues, child welfare, attendance and safeguarding issues. Keep HT informed
10. Alert and report to HT issues arising during absence
11. Resolve issues raised by SLT and staff and take decisions in absence of HT

Support for curriculum

1. Model through own teaching and leadership the value of curriculum developments and change
2. Share in the responsibility for engaging parents in children's learning and develop new ways to inform and motivate parents/carers to play an active and effective part in their child's progress and achievement
3. Contribute to school improvement planning. Discuss, evaluate and write some actions for school improvement plan and present to the Governing Body
4. Support staff on use of data and pupil progress monitoring
5. Monitor effectiveness of the resources for teaching and learning
6. Support moderation to ensure consistent assessment expectations, marking and supporting staff training to achieve this
7. Report to HT, SIP and Governing Body on standards and progress using data provided
8. Promote successful transitions for vulnerable children and the seamless progression of curriculum planning assessment arrangements
9. Be responsible for developing an overview of progression of expectation in the school

School leadership and management

1. Share responsibility for school in the absence of HT
2. Work in partnership with and lead the school with the HT and other members of SLT
3. Support the efficient and effective management of the school
4. Meet regularly with HT and SLT
5. Establish and sustain effective relationships and communication systems throughout the school
6. Assist in the deployment, recruitment and appointment of staff
7. Manage deployment of staff in the absence of the HT
8. Promote positive working relationship with Governors, professionals and parents
9. Participate in and present reports at Governing Body meetings
10. Keep HT well informed at all times
11. Lead support staff in managing children outside the classroom, (playground, dining room, corridors, toilets) and support lunchtime controllers, teaching assistants with children's behaviour and emotional wellbeing
12. Support the induction and mentoring of all new staff and act as mentor to NQT as requested and consider their needs as new members of staff
13. Review all timetables and ensure all staff are aware of changes and reasons for them
14. Respond to staff changes/illness and organise deployment of staff in absence of HT

Special/Other Requirements/Responsibilities of this Post

<i>Level of DBS check required for this post</i>	Enhanced with a check of the barring list(s)
<i>Does the post require a check against the list of people barred from working with vulnerable adults?</i>	NO
<i>Does the post require a check against the list of people barred from working with children?</i>	YES
<i>What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks)</i>	N/A
<i>Is this post "politically restricted"?</i>	NO
<i>Responsibility for Health & Safety:</i>	LEVEL 3

Person Specification

Qualifications/Education/Training

Qualified Teacher status

School management experience

Experience

- Have an excellent knowledge of learning theory and how to apply this in the classroom
- A strong record of ongoing engagement in professional development
- Excellent knowledge of SEND (experience as SENCO is desirable)
- Enjoy teaching across multiple key stages
- Demonstrate a commitment to the development, progress and wellbeing of every child
- Demonstrate high expectations of self and others
- Have substantial recent and successful teaching across the primary curriculum
- Be an excellent teacher
- Have up-to-date knowledge of the National Curriculum and assessment requirements
- Be able to reflect effectively on own practice
- Have sound IT skills
- Demonstrate commitment to very high standards
- Be an effective curriculum manager
- Have experience of development planning
- Have undertaken training/development in aspects of management and recruitment
- Be competent to monitor, evaluate and improve teaching and learning
- Have ability to delegate and support others effectively
- Have experience of action planning and evaluation
- Have an understanding of staff development including performance management and monitoring processes
- Have ability to manage difficult situations
- Demonstrate proven knowledge and application of behaviour management strategies
- Have had opportunities to lead staff in a variety of contexts and demonstrate improvement
- Have ability to motivate, inspire and support staff
- Have clear vision for primary education informed by best practice and research
- Be able to explain ideas clearly and succinctly
- Have ability to lead by example where appropriate
- Have been a member of a Leadership Team

Skills, Abilities & Competencies

- Commit to the school's vision and aims
- Be a highly effective communicator
- Demonstrate the ability to think strategically and progress informed decisions
- Encourage and support parent's involvement in the education of their child
- Show commitment and ability to interact with a multi-cultural community
- Be willing to be involved in promoting out of school activities

- Be able to work closely with the SLT on the efficient management and leadership of the school
- Demonstrate a strong commitment to Inclusion

Specific Working Requirements

- Be approachable and have a caring attitude towards children and adults
- Show a high level of commitment and enthusiasm
- Be flexible and open to the ideas of others
- Be prepared to ask for advice and support where necessary
- Be able to be supportive to colleagues professionally and personally
- Be able to communicate effectively with people at all levels and listen to others
- Be effective and efficient in management of personal time
- Have a sense of humour
- Enjoy a challenge

