

Job description: Deputy Headteacher

Ley Top Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: L 7-11

Hours: Full Time

Location: Bradford, West Yorkshire

Contract type: Full time, permanent

Reporting to: Headteacher

Responsible for: Safeguarding, Learning and Teaching

Main purpose

The Deputy Headteacher, under the direction of the Headteacher, will play a significant role in:

- Developing and implementing the aims and objectives of the school
- Establishing policies for embedding these aims and objectives
- Developing staff and managing resources to ensure that every child receives an **irresistible** experience at Ley Top Primary School
- Monitoring progress towards the achievement of the school's aims and objectives
- Ensuring that every child, family and colleague is protected from harm and receives timely support when needed

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Governing Body.

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Qualities

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's children
- Model positive attitudes towards learning and relationships
- Be ambitious for every member of the school community
- Support and celebrate the rich diversity of our school community

Duties and responsibilities

School culture and behaviour

Under the direction of the Headteacher, the Deputy Headteacher will:

- Work alongside the Senior and Middle Leadership Teams (SLT and MLT) and other staff members to create a culture where children experience an irresistible experience of learning
- Uphold educational standards in order to prepare children from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism and well-being
- Encourage high standards of behaviour from children, built on school values and expectations that are understood by staff, children and their families, and consistently modelled and upheld by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain high-quality learning and teaching across all subjects and phases, based on evidence informed practice
- Ensure teaching is underpinned by subject expertise and support colleagues to develop this
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured, progressive and coherent curriculum
- Support the development of our 'irresistible experiences' to enrich the curriculum
- Establish and develop curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing children's knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all children develop effective reading skills and a love of reading for life

Additional and special educational needs (SEN) and disabilities

Under the direction of the Headteacher, the Deputy Headteacher will:

- Promote a culture and practices that enables all children to access the curriculum
- Have ambitious expectations for all children with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND code of practice](#).
- Support colleagues to implement effective, early interventions

Organisational management and school improvement

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Governing Body and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and children's safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Support the Headteacher and other leaders to allocate financial resources appropriately, efficiently and effectively

- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education considering current priorities and evidence informed approaches
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

Under the direction of the Headteacher, the Deputy Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations including the Local Authority
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children

Other areas of responsibility

- The Deputy Headteacher will hold the role of Designated Safeguarding Lead

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

criteria	qualities	Essential/ Desireable
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Qualifications and training	• Qualified teacher status • Degree • NPQ or other recognized leadership development	E E D
Experience	• Successful leadership and management experience in a school at Assistant or Deputy Headteacher level • Substantial and successful teaching experience in a primary setting across a range of year groups and Key Stages Involvement in school self-evaluation and development planning • Demonstrable experience of successful line management and staff development • Significant experience of leading or involvement in safeguarding • Experience of working with governors, external agencies, and parents	E D E E E
Skills and knowledge	• Deep understanding of the primary curriculum and assessment and how to adapt it to be specific to the context of the community • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Familiarity with school self-evaluation and inspection frameworks • Understanding of SEND and inclusive education practices	E D E D E D E E D
Personal qualities	• A commitment to securing the best outcomes for all children, families and colleagues and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Problem-solving abilities • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position • Resilience, flexibility, and a positive attitude • A reflective practitioner committed to continuous improvement • Strong sense of integrity and professionalism Add any further qualities needed	E E E E E

Notes: This job description may be amended at any time in consultation with the postholder.