



## **St Mary's CE Primary School Deputy Headteacher Job Description**

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant Teacher Standards (2011) and Headteachers' Standards (2020), and the school's Articles of Government encompassing the requirements of the trust deed.

**JOB TITLE:** Deputy Headteacher

**ACCOUNTABLE TO:** The Headteacher

**MAIN PURPOSE:** To work with the Headteacher to create, inspire and embody a distinctive Christian ethos and culture in this church school, embedding a unambiguous Christian vision that seeks to empower all stakeholders to experience 'life in all its fulness' (John 10:10).

### **The Deputy Headteacher will:**

- Undertake the normal responsibilities of the class teacher
- Be an active participant of the senior management/leadership team
- Assist the Headteacher in the strategic leadership and management of the school in line with the Christian vision
- Assist the Headteacher in the day to day organisation and management of the school
- Support and/or represent the Headteacher at meetings, as and when required
- If the Headteacher is absent from the school a Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant Board, or in the case of a foundation, voluntary aided or foundation special school, the Governing Board
- Undertake such duties as are delegated by the Headteacher
- Play a major role, under the overall direction of the Headteacher, in formulating and reviewing the Development Plan, aims and objectives of the school by:
  - (a) formulating the aims and objectives of the school;
  - (b) establishing the policies through which they are to be achieved;
  - (c) managing staff and resources to that end;
  - (d) Monitoring progress towards their achievement.
- Assist in ensuring that the provision of high quality worship and Religious Education consistent with the teachings of the Church of England are central.

## **MAIN TASKS:**

Lead and manage whole school curriculum and subject areas as decided by the Headteacher and SLT.

### **1. Teaching and Learning responsibilities**

- 1.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers
- 1.3 To be responsible for a specific class or age group of children to be decided on appointment
- 1.4 To demand and demonstrate ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- 1.5 Demonstrate consistently excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being

### **2. The internal organisation, management and control of the school**

- 2.1 To have specific responsibilities (e.g. for aspects of school management or the curriculum) to be agreed upon appointment
- 2.2 To contribute to:
  - Maintaining and developing the Christian ethos, values and overall purposes of the school
  - Formulating the aims and objectives of the school and policies for their implementation
  - A development plan which will translate school aims and policies into actions
  - Monitoring and evaluating the performance of the school
  - Implementing the Authority's and the Governing Board's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
  - The efficient organisation, management and supervision of school routines
- 2.3 To assist in creating a Christian ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other

### **3. Curriculum Development**

- 3.1 To assist in and to lead when appropriate or when requested to:
  - The development, organisation and implementation of the school's curriculum
  - School policies on curriculum, teaching and learning styles, assessment, recording and reporting
  - Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals

- Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid Governors in their future management of the school
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided
- The promotion of extra-curricular activities in accordance with the educational aims of the school

#### **4. Pupil care**

- 4.1 To contribute to:
- The development, organisation and implementation of the school's policy for the personal and social development of pupils, including pastoral care and guidance
  - The effective induction of pupils
  - The determination of appropriate pupil groupings
  - The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour within a Christian context
  - The development among pupils of self-discipline
  - The handling of individual disciplinary cases
- 4.2 Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils
- 4.3 Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society

#### **5. The management of staff**

- 5.1 To participate in the recruitment and deployment of teaching and non-teaching staff of the school
- 5.2 To actively contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- 5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school
- 5.4 To implement and develop staff development policies in relation to:
- The induction of new and newly qualified teachers and other staff into a Church school
  - The provision of professional advice and support and the identification of training needs, including those aspects related to Church school education
  - Students under training/work experience
- 5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies
- 5.6 To maintain good relationships based on Christian values with individuals, groups and staff unions and associations

## **6 The management of resources**

- 6.1 To contribute to the formulation of the school's policies and procedures concerning resource management
- 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher
- 6.3 To promote a whole school environment which stimulates learning and enhances the appearance of the school
- 6.4 To participate in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety
- 6.5 To maintain effective working relationships with external agencies and services contracted to the school, the Diocese and Local Authority

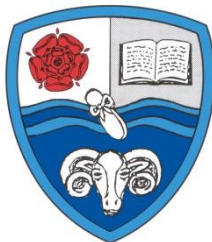
## **7 Relationships**

- 7.1 To advise and support the Governing Board as required in the exercising of its functions, including attending meetings and making reports
- 7.2 To assist in the liaison and co-operation with Diocesan/Methodist and Local Authority officers and support services
- 7.3 To promote and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education
- 7.4 To assist in liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development
- 7.5 To help promote the Christian vision of the Church school and enable the flourishing of pupils and adults within the school and its community
- 7.6 To assist in liaison with the Church, other professional bodies, agencies and services
- 7.7 To develop and maintain positive links and relationships with the church, community, local organisations and employers:
  - To promote a positive image of the school
  - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.
- 7.8 Create outward-facing schools which work with other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

<p><b><i>The applicant will be required to safeguard and promote the welfare of children and young people. The Deputy Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of</i></b></p>
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***children and young people and to support the Headteacher in holding all staff and volunteers accountable for their contribution to the safeguarding regulations***

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Headteacher*



## DEPUTY HEADTEACHER POST in a VOLUNTARY CONTROLLED SCHOOL

### Person Specification/Selection Criteria for Deputy Headteacher at St Mary's CE Primary School Voluntary Controlled School, Rawtenstall.

***The applicant will be required to safeguard and promote  
the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

#### **[A] Faith Commitment**

		<b>Essential/ Desirable</b>
1.	Regular involvement in a church in membership of Churches Together in England, The Evangelical Alliance or North West Gospel Partnership. (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school)	<b>D</b>

#### **To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.**

		<b>Essential/ Desirable</b>
2.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared Christian vision for the school	<b>E</b>
3.	Ways to ensure that the Christian vision enables the flourishing of pupils and adults within the school and its community	<b>E</b>
4.	Leading school worship	<b>E</b>
5.	Effective religious education and collective worship	<b>E</b>
6.	How relationships should be fostered and developed between the school, local Church and its community and Diocese of Manchester	<b>E</b>
7.	Ways of leading the spiritual development within the school	<b>E</b>

**[B] Qualifications**

	<b>Qualification requirements</b>	<b>Essential/ Desirable</b>
8.	Qualified teacher status	<b>E</b>
9.	Degree	<b>E</b>

**[C] Professional Development**

		<b>Essential/ Desirable</b>
10.	Evidence of appropriate professional development for the role of Deputy Headteacher <b>OR</b> Evidence of on-going leadership and management professional development	<b>E</b>
11.	Up to date safeguarding training and knowledge of legislation for the protection of young people	<b>E</b>

**[D] School leadership and management experience**

		<b>Essential/ Desirable</b>
12.	Evidence of direct involvement in whole school self-evaluation and school improvement strategies	<b>E</b>
13.	Successful experience of leading one or more curriculum areas	<b>E</b>
14.	To have led whole school initiatives	<b>E</b>
15.	Experience of working effectively within staff teams	<b>E</b>
16.	Experience of line management of staff	<b>E</b>
17.	To have had responsibility for policy development and implementation	<b>E</b>
18.	To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, delivering training)	<b>E</b>
19.	To have worked positively with parents and carers	<b>E</b>
20.	Can demonstrate an awareness of current national education policy	<b>E</b>

**[E] Experience and knowledge of teaching**

		<b>Essential/ Desirable</b>
21.	Proven excellence in teaching pupils within the primary phase	<b>E</b>
22.	To have worked collaboratively with a range of settings	<b>D</b>
23.	Thorough knowledge of teaching and learning across all 3 Key Stages in the primary phase	<b>D</b>
24.	Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement	<b>E</b>

25.	Ability to promote inclusion and meet the needs of all pupils	<b>E</b>
26.	A commitment to addressing diversity positively	<b>E</b>

### **[F] Professional Attributes**

		<b>Essential/ Desirable</b>
27.	Ability to deal effectively and positively with a range of pupil behaviours	<b>E</b>
28.	An ability to communicate effectively, both orally and in writing, with a range of audiences	<b>E</b>
29.	To be a leader of learning; demonstrating, promoting and encouraging outstanding classroom practice	<b>E</b>
30.	Have a good commitment to sustaining regular attendance at work	<b>E</b>
31.	A commitment to professional development for self and others	<b>E</b>
32.	A desire to further develop as a primary leader	<b>E</b>
33.	Ability to support and develop the vision of the school	<b>E</b>
34.	Ability to motivate adults and children	<b>E</b>

### **[G] Personal Qualities**

		<b>Essential/ Desirable</b>
35.	A passion for pupil aspiration	<b>E</b>
36.	Excellent interpersonal skills	<b>E</b>
37.	Be committed to working with a high level of integrity and professionalism	<b>E</b>
38.	Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively	<b>E</b>
39.	Ability to build and maintain good relationships with colleagues, parents and members of the wider school community	<b>E</b>
40.	The ability to perform effectively under pressure	<b>E</b>
41.	Be aware of their own strengths and areas for development through listening to, reflecting constructively on and actioning feedback from others	<b>E</b>

### **[H] Safeguarding**

		<b>Essential/ Desirable</b>
42.	Displays commitment to the protection and safeguarding of children and young people	<b>E</b>
43.	The ability to form and maintain appropriate relationships and personal boundaries with young people	<b>E</b>
44.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	<b>E</b>
45.	Will co-operate and work with relevant agencies to protect young people	<b>E</b>



### **[I] Professional Skills**

Each candidate will be expected to demonstrate a knowledge and understanding of working within and towards the National Standards of Excellence for Headteachers 2020 which also form the basis of the Job Description.

Candidates will be expected to show evidence of developing this knowledge and understanding in their current setting as well as an awareness of how this could be applied in St Mary's CE Primary School throughout the appointment process.

### **[J] Confidential References and Reports**

<b>46.</b>	Positive recommendation from all referees, including current employer	<b>E</b>
<b>47.</b>	Positive and supportive faith reference from the priest/minister where the applicant regularly worships.  Candidates who do not use their Parish priest/minister must give an explanation in the letter of application	<b>D</b>

### **[K] Application Form and Supporting Statement**

*The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.*