

## Job Description Deputy Headteacher

**Responsible to:** Headteacher  
**Scale:** Leadership pay range L23-27

### Post Status

Deputy Headteachers play a significant role in shaping the strategic direction of the school, line managing other senior and middle leaders, and are role models for the communities they serve and. The general requirements of this post as specified in the School Teachers' Pay and Conditions Document.

### Purpose

To play a major role under the overall direction of the Headteacher in:

- 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.

and undertake any professional duties of the Headteacher reasonably delegated by the Headteacher, including deputising for the Headteacher when they are absent from the school.

The post will require you to work with all members of the Senior Leadership Team (SLT), Governors and staff to ensure the continuing improvement of the school and involve networking and liaising across the range of external providers, schools, community and other professional networks.

### Main Expectations

The ethics, professional conduct and standards outlined in the Headteachers' Standards (*updated Oct 2020*) should also be expected of a Deputy Headteacher. These include maintaining consistently high standards of principled and professional conduct by upholding the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The role also includes providing strategic leadership across the 3 domains of

- **culture and ethos** – school culture, behaviour, professional development
- **curriculum and teaching** - teaching, curriculum and assessment, additional and special educational needs
- **organisational effectiveness** – organisational management, school improvement, working in partnership

## **1. Culture and ethos**

- help establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- help create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen
- help ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **2. Curriculum and teaching**

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment
- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum
- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

### 3. Organisational effectiveness

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk
- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students
- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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

*The School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All positions at Stratford-upon-Avon School are subject to the Disclosure Barring Scheme.*

*This role is exempt from the Rehabilitation of Offenders Act 1974 and is therefore subject to an Enhanced DBS and requires a children's barred list check.*