



**CRANFORD PARK**  
Church Of England Primary School

## **JOB DESCRIPTION**

### **DEPUTY HEADTEACHER**

<b>ROLE TITLE:</b> Deputy Headteacher
<b>ROLE HOLDER:</b>
<b>LINE MANAGED BY:</b> Headteacher
<b>DATE:</b> MARCH 2019
<b>1. JOB PURPOSE:</b> <i>In partnership with the Headteacher provide professional leadership and management for the school, promoting high standards in all areas by effectively managing teaching and learning, leading to high academic standards for all pupils, within and beyond the school. Support the Headteacher to define a culture that promotes excellence and high expectations. The Deputy Headteacher is the leading professional in the classroom who leads by example, modelling excellent practice, exhibits high standards of professional conduct encouraging the professional development of others.</i>
<b>2. PRINCIPLE ACCOUNTABILITIES</b> <b>In conjunction with the Headteacher:</b>  <b>Domain One - Qualities and knowledge</b>  1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.  2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.  3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.  4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.  5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.  6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## **Domain Two -Pupils and staff**

1. Demand ambitious standards 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.
2. Secure 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 the well-being of pupils.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## **Domain Three - Systems and process**

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. 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.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of designated staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **Domain Four - The self-improving school system**

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence,

harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

### **3. ADDITIONAL ACCOUNTABILITIES:**

#### **DEPUTY DESIGNATED SAFEGUARDING LEAD**

To act as Deputy Designated Safeguarding Lead as set out in 'Keeping Children Safe in Education 2018'. (Annex B);

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> ; to promote and safeguard the welfare of all children in school, by ensuring that the School's policies and procedures relating to safeguarding and child protection are fully implemented and followed by all staff; that resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

### **4. CONTEXT**

#### **A) Operating Environment**

Whole school, community and beyond.

#### **B) Framework and Boundaries**

National Standards of Excellence for Headteachers.

School Teachers' Pay and Conditions

## 5. CHARACTERISTICS / COMPETENCIES

- **Strategic, analytical and conceptual thinking** – building and communicating a coherent vision in a range of compelling ways, and think creatively to anticipate and solve problems, adapting to the needs of a situation and changing tactics when appropriate.
- **Motivation** – inspire, challenge and empower others to carry the vision forward and have exceptional abilities to sustain a shared culture and climate.
- **Develop teaching learning and leadership through challenge and support** – acknowledging excellence and challenging poor performance across the school. Develop, empower and sustain individuals and teams and challenge, influence and motivate others to achieve higher goals.
- **Creating trust** – fostering an open, fair, equitable culture managing conflict, develop,
- **Holding people to account** – the drive and ability to set clear expectation and parameters to hold others accountable for performance,
- **Initiative** – to drive to act now to anticipate and pre-empt events, preparing for future opportunities,
- **Drive for improvement** – relentless energy for setting and meeting challenging targets for pupils and school,
- **Enduring resilience** – able to sustain energy, optimism and motivation in the face of pressure and setbacks, whilst actively managing emotions and energy,
- **Team working** – the ability to work with others to achieve shared goals, building team spirit,

## 8. JOB CHALLENGES

- Internal and External accountabilities,
- Maintaining resilience,
- Ensuring that the needs of the children are at the heart of all decisions the school takes,
- Managing the different perceptions of the various stakeholders, through communication with all groups at an appropriate level,
- Modelling behaviours,
- Time management and achieving a work-life balance,
- Keeping abreast of national trends and agendas and know how they affect school,
- Investing in self,
- Investing in others through a model of distributed leadership,
- Being pro-active in addressing issues before they impact negatively on staff and pupils,
- Having the ability to separate personal and professional aspects of the role, remaining objective and clearly focused at all times.

**COMPLETED BY:**

**DATE:**