

## Job Description

Post Title:	Deputy Headteacher-Quality Assurance and Operations
Salary Scale:	LPR 22-27
Terms and Conditions:	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, current Teacher Standards and National Standards of Excellence for Headteachers (2015), and the school's Articles of Government.

*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 children and young people and to support the Headteacher in holding all staff and volunteers accountable for their contribution to the safeguarding regulations.*

### Responsible to:

- The Headteacher

### Purpose of the Post:

#### The Deputy Headteacher will:

- Undertake the normal responsibilities of the class teacher
- Be an active participant of the Senior Leadership Team
- Assist the Headteacher in the strategic leadership and management of the school
- 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 Governing Body.
- 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 School Improvement 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.

At Ribblesdale we believe that every child has the right to experience the highest possible quality of educational experience and the highest possible levels of academic and personal success.

The school believes that in order to provide the very best education for young people, their learning has to be facilitated by highly professional teachers who are committed to continuing improvement in their pedagogy and all aspects of their professional development. Further to this, we believe in the professional obligation of all teachers to support the development of others and the improvement of the whole organisation.

All teachers will:

- Meet or surpass The National Teacher Standards (or Post Threshold Standards if applicable)
- Inspire pupils to achieve their very best
- Ensure all teaching is rated 'good' or better
- Ensure all pupils make outstanding progress and achieve challenging targets
- Fully implement all school policies and procedures.

## SPECIFIC RESPONSIBILITIES FOR THE POST

In addition to the Conditions of Employment of Teachers, as set out in the School Teachers' Pay and Conditions Document 2017, the postholder will have the following additional responsibilities:

To work with the Headteacher and the Senior Leadership Team to ensure continuous improvement of the school in order to ensure high standards of academic achievement for all pupils, high quality teaching and learning and ensuring Ribblesdale is an exciting and inspirational school to attend.

Specifically the post holder, working with SLT colleagues, will have responsibility for:

- Leading the school, in the absence of the Headteacher
- Ensuring the smooth running of all areas of the school's daily operation
- In conjunction with the AHT (timetabling) lead on curriculum design and strategy
- Strategic lead for all standards across the organisation (including teaching and learning)
- Strategic Lead CIAG
- Community links and development
- Link to specific curriculum areas
- Self-Evaluation and School Improvement Planning in conjunction with the Headteacher
- School accountability
- External data analysis and action planning
- Monitoring progress of school targets—in conjunction with AHTs & Year Leaders
- Ofsted monitoring and action planning.

## **1. Teaching and Learning**

- Model outstanding teaching, demonstrating 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
- Promote, observe, mentor, coach and celebrate effective teaching and learning strategies
- 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.
- Monitor the academic progress and attainment of pupils through the regular review of pupil progress data in conjunction with AHTs
- Support in ensuring that pupils' treatment of each other and school facilities, and their behaviour around the school, including awareness of each others needs at break times, between lessons and in assemblies and other activities, are effectively managed and have a positive impact on learning
- Ensure effective intervention is in place across key stages in order to address the key development aims of the school
- Contribute to the monitoring of teaching through visits to lessons and the establishment of standardised lesson observation judgements. Encourage learning programmes that promote the development of independent learners
- Lead school assemblies as requested by the Headteacher.

## **2. Efficient and Effective Deployment of Staff and Resources**

- Contribute to the smooth and effective running of the School on a day to day basis
- Have a high profile and presence around the School in order to model appropriate expectations for staff and pupils
- Ensure that the rewards and sanctions policies are appropriately and consistently implemented across the School
- Lead on the development, organisation and implementation of the school's curriculum
- Oversee school policies on curriculum, teaching and learning styles, assessment, recording and reporting
- Oversee the strategic leadership of the Enrichment Curriculum
- Ensure that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals

- Ensure 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
- Ensure that the individual pupil's continuity of learning and effective progression of achievement are provided
- To attend all school events
- Identify appropriate resources for your teams and ensure that they are used effectively, efficiently and safely
- Establish staff and resource needs for your team and advise the Headteacher and Business Manager of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and to achieve value for money
- Deploy, or advise the Headteacher on the deployment of staff involved in the teams to ensure the best use of subject, technical and other expertise
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Use accommodation to create an effective and stimulating environment for the teaching and learning of all subject areas
- Ensure that there is a safe working and learning environment in which risks are properly assessed, including participating in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including all aspects of health and safety
- Deploy time, resources and staff appropriately to meet the demands of the learning process.

### **3. Strategic Direction and Development:**

- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils, irrespective of background, ethnicity, gender or disability
- In partnership with the Headteacher, to monitor and evaluate the work of the school in order to identify strengths and areas for improvement and to update the School's Self-Evaluation and Improvement Planning Framework and communicate this with the School Advisor at SSG meetings
- Lead the school's curriculum approach and philosophy, ensuring opportunities and the quality of outcomes are maximised

- In partnership with the Headteacher, create a long term strategic plan for the development of the school
- Work with all stakeholders to identify priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness, narrowing gaps for underachieving groups and securing school improvement
- Evaluate the effectiveness of the school's policies and developments and analyse their impact on pupils
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, to inform strategy and to ensure good or better progress for pupils
- Work with stakeholders across the school to develop, implement and evaluate intervention strategies for children and cohorts of children that maximise their learning and achievement and support their engagement and self-esteem. This intervention will include curriculum intervention, teaching and learning and a range of outside agency and in-school interventions
- Work with stakeholders to develop and implement the school's core values of inclusion and the value of the individual, including working with children, families and colleagues to secure the best experience for pupils at Ribblesdale
- Make effective links with parents and ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement of their child
- Work in partnership with parents, carers, outside agencies and the local community to support learning
- Contribute to the development of school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure the Headteacher and Governing Body are well informed about policy, plans, priorities and outcomes for pupil achievement and the quality of teaching and learning.

#### **4. Leading and Managing Staff**

- Lead the school, in the absence of the Headteacher
- Contribute to the recruitment of staff in the school as requested by the Headteacher
- Contribute to key succession planning for middle and senior leaders including support for AHTs in their career progression
- Establish clear expectations and constructive and collaborative working relationships throughout the school distributing, leadership roles and responsibilities as appropriate

- Sustain high levels of motivation and optimism in self and team
- Ensure that all staff that support learning and attainment in the classroom are appropriately included in, informed of and trained in the School's system for using assessment information to support learning
- To participate fully in the School's Appraisal and Professional Development process and attend relevant INSET training
- Help and guide staff on how to create strong and effective relationships with young people and the skills they will need to mentor and coordinate their learning
- Continually audit the training needs of staff and support in the effective deployment of training resources
- Support the identification of the professional development of the team through example and support and coordinate appropriate professional development
- Ensure newly appointed staff to the school receive appropriate support and monitoring through working with CALs
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
- Ensure the Headteacher and Governors are well informed about policies, plans and priorities, the success in meeting objectives and targets, and professional development plans
- Support, monitor and coordinate the roles and effectiveness of:
  - Curriculum Area Leaders
  - AHTs.

## 5. Pupil Care

To contribute to:

- 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
- 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

- The development among pupils of self-discipline
- The handling of individual disciplinary cases
- Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.

### **General**

To undertake such other duties from time to time as directed by the Headteacher in line with the developing needs of the school.



**Note**

1. This job description is not necessarily a comprehensive definition of the post.
2. The particular duties and responsibilities listed above may be subject to reasonable change from time to time following consultation between the Headteacher and the postholder.

Signed: \_\_\_\_\_ (Headteacher)

Date of issue \_\_\_\_\_

Signed: \_\_\_\_\_ (Post-holder)

Date received: \_\_\_\_\_