

Deputy Headteacher

Job Description

Normal place of work: Philips High School, although you may be asked to contribute towards Trust wide projects at other Trust locations.

Main Responsibilities: Strategic lead for student support including Behaviour, Attendance, Inclusion, Safeguarding, Personal Development and Wellbeing.

Responsible to: The Headteacher

The job description should be read in connection with the duties of a Deputy Headteacher as set out in the current School Teacher's Pay and Conditions Document 2018.

CORE PURPOSE

To be responsible for the leadership of specific whole-school developments. In conjunction with the Headteacher and other Deputy Headteacher, assist with the leadership and management of all the staff and the general organisation of the school. To carry out ad hoc duties delegated by the Headteacher. The job description should be read in conjunction with the Core Standards for all leaders.

This job description may be amended according to the strengths and areas of experience of the successful candidate, following consultation with the Headteacher. Priorities for the year will be negotiated within the context of the School Improvement Plan.

Whilst main responsibilities will depend on strengths of successful candidate the areas of responsibility will include:

GENERAL

- To manage the school in the absence of the Headteacher and Deputy Headteacher.
- To support the Headteacher and Deputy Headteacher in strategically leading the school to the highest professional standards.
- Assisting the Headteacher and Deputy Headteacher in the day-to-day management, organisation and administration of the school and to assist in the cover for absent staff where necessary.
- Reporting to the Local Governing Board.

KEY RESPONSIBILITIES

Strategic oversight of:

- Designated Safeguarding Lead or work towards becoming the DSL.
- Inclusion.
- Jointly lead on additional support for disadvantaged students, including pupil premium, CLA, PCLA and any other disadvantage.
- Student support including Behaviour and Attendance, Safeguarding, Personal Development and Wellbeing.
- Alternative provision.
- Stakeholder voice and engagement.
- Careers & IAG.
- Co and extra-curricular.
- Co-ordinate a calendar of whole school special events.
- Admissions.
- Transition.

ADMISSIONS

- Ensuring admissions policy and practice are in line with the DfE Admissions code.
- Ensuring admissions systems are smooth running and support learning as well as student well-being.
- Annually reviewing the Admissions Policy and liaising as appropriate with the local authority on such issues that relate to the policy.
- Attending, or delegating attendance to, appeal hearings.
- Organising in year admission procedures, including students allocated from the In Year Fair Access Panel.

ATTENDANCE

- Strategic oversight for student attendance, ensuring exemplary attendance and punctuality, including effective deployment of attendance support staff.
- Develop students' sense of belonging as a member of the Philips High School and the Oak Learning Partnership community.

BEHAVIOUR

- Strategic oversight for student behaviour and praise, ensuring exemplary Behaviour for Learning, including effective deployment of pastoral staff.
- Oversight of Alternative Provision, including part-time timetables, off site directions, managed moves and specific intervention for targeted students.

INCLUSION

- Strategic oversight and leadership of the school's Inclusion provision, ensuring that all our young people receive the support they need.
- To ensure the school has a fully inclusive approach and plans/monitors the use of alternative pathways for all students, particularly those with SEND. This will include internal and external provisions so that student needs are met.
- To have strategic oversight of SEND/EHCP students including personal target setting process and rigorous tracking of pupil progress towards target.
- To ensure high levels of student progress, attendance and engagement specifically from those with additional needs, SEND/EHCP.

WELLBEING/WELFARE/SAFETY

- Strategic oversight for student safety/welfare/promoting the wellbeing of young people across the school.
- Leading on child protection as the Designated Safeguarding Lead.
- Leading on the educational experience of vulnerable students including Pupil Premium students, CLA and PCLA.

PERSONAL DEVELOPMENT

- Strategic oversight for Personal Development and Wellbeing, British Values, SMSC, Emotional Wellbeing and Student Leadership.
- Strategic oversight for Careers education and guidance.
- Strategic oversight for stakeholder voice.

TRANSITION

- Strategic oversight for Transition from Primary to Secondary.
- Strategic oversight for primary stakeholder engagement.

CEIAG

- Strategic oversight for CEIAG.
- Liaison with external independent CEIAG advisor and other external providers.

CO-CURRICULUM AND ENRICHMENT

- Strategic oversight for the co-curriculum (curriculum outside of lessons and independent learning) including enrichment in and outside of main school hours.

LEADERSHIP AND MANAGEMENT

- The lead following the principles of The Oak Way.
- Demonstrate high professional standards as a visible and credible leader.
- Initiate and manage change and improvement to develop the school and its staff, ensuring positive staff participation and effective communication and procedures.
- Inspire, challenge, motivate and empower others to attain challenging outcomes.
- Establish clear expectations and constructive working relationships among staff.
- Maintain high expectations of all staff and prepared to challenge poor performance.
- Develop and promote effective partnerships with stakeholders including regular stakeholder voice.
- Support and assist the Headteacher in planning, managing and monitoring the use of finances and resources effectively to achieve the aims of the school.
- Joint responsibility for year 11 outcomes with all SLT staff.
- Co-ordinate the creation of all policies relevant to the role. Ensure compliance and implementation. Review policies in line with trust, local authority and DfE guidance.
- To line management pastoral assistant headteachers and other allocated staff
- Quality assurance in all areas of school improvement.
- Ensure that all whole school targets at all key stages are met.
- Work alongside the DHT Quality of Education to ensure that curriculum provision gives all pupils the opportunities to succeed.
- To keep up to date with best practice and share this appropriately.
- To lead CPD relevant to areas of responsibility.
- To develop staff, engaging full in the Professional Review process as a reviewer.

ALL STAFF

- Carry out a teaching commitment within the general framework of the school timetable. This will include, as far as possible, teaching the full age and ability range.
- Implement PHS & Oak Learning Partnership policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs.
- Attend school events and functions, as well as appropriate meetings, with colleagues and parents/carers.
- Assist with the marketing of the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions.
- Engage actively in Professional Reviews as a reviewee and Continuing Professional Learning to ensure professional skills are kept up to date and further developed.
- Work and report to the Local Governing Board on relevant areas of responsibility.
- Provide an excellent role model of outstanding academic and pastoral care.

Deputy Headteacher Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE	
Qualifications: • Qualified Teacher status. • Good Honours Degree. • Relevant Qualifications. • Relevant in-service training during the last three years related to key responsibilities of the role. Experience: • Significant successful teaching experience and an excellent classroom practitioner. • Significant Leadership and Management experience in a secondary school at a senior level. • Experience of leading a successful whole school initiative. • Evidence of work which has led directly to positive outcomes for students at whole school level. • Involvement in leading CPD at whole school level. • Proven track record of raising standards, managing change, leading innovations and meeting challenges successfully. • Proven pastoral leadership. • Experience of safeguarding and successful implementation of systems which promote the safeguarding of young people. • Experience of using performance management processes successfully to contribute to school improvement. • Experience of successfully holding other professionals to account.	Qualifications: • A range of relevant in-service training during the last three years which includes accreditation. • Team Teach • DSL Level 3 Experience: • Experience in more than one school. • Successful collaborative work with other schools.	

Deputy Headteacher Person Specification (cont.)

CRITERIA	Knowledge and Values: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following knowledge and values:	
ESSENTIAL		
• Ability to articulate a sound educational philosophy consistent with the school's aims. • A good range of Information Communication Technology skills.	• A high order of Information Technology skills which have been deployed to support student learning. • Understanding of effective practice in the teaching of all areas of the curriculum and cross-curricular themes.	
CRITERIA	Personal qualities: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
• Model The Oak Way in all actions. • Inspirational Leadership skills. • Ability to work on own initiative. • Ability and willingness to work with a wide range of people. • Excellent interpersonal skills. • Role model of the highest professional standards. • Track record of being a team-player.		

Leadership Posts:

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge
1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students 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 students and staff to excel.
Students and Staff
1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes. 2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being. 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.
System and processes
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 students and staff, focused on safeguarding students 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 all 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 – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance. 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' 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.
The self-improving school system
1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students. 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students. 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.

