



St Luke's CE (VA) Primary School

Job Description

Job title	Deputy Headteacher for Achievement, Curriculum and Learning
Grade	Leadership 6-10
Accountable to	Headteacher
Line manager	Headteacher

Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and the Teachers' Standards 2012.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Monitoring progress towards the achievement of the school's aims and objectives
- Take a pivotal role in assessment and achievement and curriculum and learning, ensuring progress and attainment for all pupils
- Lead the development of curriculum and learning using evidence-based research
- If the Headteacher is absent the Deputy Headteacher will deputise. The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD) under these circumstances.

Duties and Responsibilities

Teaching and Learning

- Be the exemplar of high-quality teaching and learning in the school across all key stages modelling through own classroom practice.
- Creating and maintaining an environment and code of conduct that promotes and secures good teaching, effective learning and high standards of achievement, good behaviour and discipline which enables teachers to meet the standards set out in the professional development framework.
- Ensuring that pupils develop study skills to learn more effectively and with increasing independence.
- Determining and implementing policies within their own classroom and across school which promote:
 - Spiritual, moral, social and cultural development of children within a Christian context.
 - Self-discipline and regard for authority and the law;
 - Good conduct and behaviour;
 - Positive strategies and programmes for pupils' support and clear guidance on exclusions and other disciplinary matters;

Qualities and Knowledge

Under the direction of the Headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils

- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Keep up to date with developments in education and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

Pupils and Staff

Under the direction of the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice.

Systems and Processes

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the Governing Body as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school.

Self-improving School System

Under the direction of the Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Other Areas of Responsibility – Assessment

- Ensure all assessment systems are fit for purpose and all staff who use them are trained appropriately
- Working alongside middle leaders, ensure all subjects have clear assessment procedures and all staff follow these
- Alongside middle leaders have effective moderation systems in place to ensure consistency of assessment in all subjects
- Ensure formative and summative assessment is being used to ensure all pupils achieve their potential
- Support the inclusion team with assessment for SEND pupils.
- Provide support for staff on the use of assessment to inform planning, including gap analysis ensuring high quality outcomes for pupils
- Monitor planning and teaching to ensure Afl is maximized in lessons
- Support the headteacher in pupil progress meetings, looking for patterns in data and supporting teachers to raise attainment

Other Areas of Responsibility – Curriculum and Learning

- Drive an ambitious, inspiring curriculum that empowers every learner – including our most vulnerable – to achieve and thrive.
- Shape a curriculum that is coherently sequenced, expertly planned and bursting with challenge, ensuring pupils build powerful knowledge year on year.
- Champion exceptional foundations in language, reading, writing and maths so every pupil can confidently access the full richness of the curriculum.
- Ignite consistently high-quality teaching across the school through energising coaching, expert guidance and a commitment to professional excellence.

- Embed smart, purposeful assessment that sharpens teaching, tackles gaps fast and strengthens long-term learning for all pupils.
- Lead a culture where inclusion is non-negotiable—removing barriers, raising expectations and ensuring every pupil is seen, supported and successful.
- Strategically deploy staff and resources to ensure every classroom delivers exceptional learning for all pupils
- Constantly evaluate, refine and elevate curriculum implementation so that every pupil leaves us prepared, confident and ready for future success.

Personal and professional conduct

The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the school and LA.

Equality

- Ensure that the school reflects a vibrant and inclusive ethos which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.

Beliefs, attitudes and personal attributes

- Focused on pupil achievement.
- Resilient and persistent in goals, but adaptable to context and people.
- Willing to develop a deep understanding of people and context.
- Willing to take risks and challenge accepted beliefs and behaviours.
- Self-aware and able to learn.
- Optimistic and enthusiastic.
- Support the Christian ethos of the school, including taking part in Religious Education and Acts of Worship.

General

The post holder will:

- Be expected to actively support the work and ethos of the school.
- Be expected to undertake such additional duties as may reasonably be requested by the head teacher.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the head teacher immediately.
- Participate in arrangements for appraisal and in the identification of areas in which they would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities, safeguarding and child protection.

- Actively use school e-mail communication.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder, be subject to modification and amendment in accordance with the needs of school. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

Signed (Post holder)

Dated

Signed (Head Teacher)

Dated

Deputy Headteacher Person Specification	Essential / Desirable	Application/ Interview process
Qualifications and CPD		
Graduate and Qualified Teacher Status	E	A/I
Master's degree or higher or other educational leadership qualification (eg NPQH).	D	A/I
Evidence of continued professional development at leadership level	E	A/I
Commitment to ongoing research into school improvement	E	A/I
At least 2 years' experience in a post of senior responsibility in a school	D	A/I
Knowledge/Experience		
Detailed knowledge, understanding and experience of safeguarding	E	A/I
Evidence of high-quality teaching	E	A
The ability to think and act strategically at whole school level	E	I
The ability to challenge, influence and motivate others	E	A/I
Evidence of analysing data and using it to drive school improvement	E	A/I
Evidence of developing and improving whole school curriculum, teaching and learning	E	A/I
Evidence of raising educational achievement and standards for all students including vulnerable learners	E	A/I
Ability to identify and respond to new challenges	E	A/I
Excellent problem-solving skills	E	A/I
Engagement in collaborative partnership working, within and beyond the school	E	I
Personal success and impact in the leadership and development of at least two of the following areas including Improving levels of achievement: <ul style="list-style-type: none"> • Whole school behaviour • Whole school teaching and learning • Preparation for Ofsted inspection • School self-evaluation/development planning • Curriculum design, planning and development • Safeguarding and health and safety • Building community links beyond parents and students of the school 	E	A/I
Professional and Leadership Skills		
An ability to communicate with all stakeholders	E	A/I
An ability to track progress through school's data systems	E	A/I
Outstanding presentation and communication skills – including in written communications	E	A/I
An ability to complete tasks to a high standard with attention to detail	E	A/I
Skilled at working with people and the ability to inspire and motivate others – both staff and students	E	I
Relationships		
An ability to establish good working relationships with colleagues, students, parents and the wider community	E	A
An ability to communicate effectively in oral and written forms	E	A/I
An understanding of and commitment to the effective promotion of the school	D	A
An ability to lead teams effectively	E	A/I
Personal Qualities/Attributes		
A positive outlook, and the willingness to embrace risk and innovation	E	I
Commitment and dedication to social justice, equality and excellence	E	I

When writing to the points above, each point must be addressed to meet shortlisting criteria. In addition, it is vital that impact is evident in supporting statements to satisfy shortlisting criteria.