

Job Description

Job title	Deputy Principal
Academy	Deeplish Primary Academy
Grade	Leadership scale LS11 -15
Accountable to	The Principal

Key Purpose

To assist the Principal with the leadership, management and organisation of the Academy in seeking to achieve the highest standards of pupil achievement and Academy efficiency.

To play a major role in assisting the Principal to:

- Formulate and model the aims and the objectives of the Academy and the improvement plan
- Establishing the policies and guidance through which objectives are to be achieved
- Managing staff and resources to achieve the objectives of the academy and the improvement plan
- Lead teaching, curriculum and assessment in order to achieve the best outcomes for all pupils
- Monitoring progress towards their achievement

Key relationships

- Children, parents and staff
- Local governing body
- Director of Academies and other members of the Focus-Trust team
- Other academy principals
- The directors and trustees
- Other local Academies and stakeholders

Key responsibilities

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Assistant Principal in order to realise the Academy's vision and outcomes of the academy.

The key duties are set out under the following headings:

1. School culture
2. Teaching and learning
3. Curriculum and assessment
4. Behaviour
5. Additional and special education needs and disability.
6. Professional development
7. Organizational management
8. Continuous school improvement
9. Working in partnership
10. Governance and accountability
11. Child protection and safeguarding
12. Deputies
13. Specific responsibilities

1. School culture

- Work with the Principal to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Demonstrates and articulates high expectation and can set stretching targets for the whole Academy and /or key stage areas

- develop a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils 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
- work with staff to ensure a culture of high staff professionalism
- Ensure that the academy reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.
- Ensure that monitoring takes account of different pupil groups and data is used to close gaps; ensuring equity for all pupils.

2. Teaching and learning

- Work with staff to establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils 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

3. Curriculum and assessment

- work with school leaders to ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- work with curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- work with teachers and middle leaders to implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- establish and sustain culture and practices that enable pupils 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 pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional development

- work with staff to ensure they access high-quality, relevant 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.

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- ensure staff are deployed and managed well with due attention paid to workload
- work with organisational systems, processes and policies that enable the school to operate effectively and efficiently

8. Continuous school improvement

- work with the school leader to 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 and understand appropriate evidence-informed strategies for school improvement.
- Work with the school leader to implement effective improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit the school to work successfully with other schools within the Trust and other organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across the Trust to improve educational outcomes for all pupils

10. Governance and accountability

- 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
- work with the school leader to ensure that the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

11. Child protection and safeguarding

- Ensure that the school complies with all national and local safeguarding requirements.
- Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

12. Deputies

- Deputies for the principal in their absence

13. Specific responsibilities (including teaching responsibilities)

The following specific responsibilities have been agreed:

- Lead, develop and maintain the academy's curriculum ensuring that it is relevant and appropriate for the needs of our children.
- To take a lead role in developing teaching and learning.
- To teach across the whole school as and when required.

Ethics and professional conduct

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership
- Optimistic and enthusiastic

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the academy or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Undertake such additional duties as may reasonably be requested by the Principal or the Chief Executive.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- Participate in arrangements for appraisal and in the identification of areas in which s/he 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 of the Focus-Trust and academy.
- Ensure that all statutory requirements are met.

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 the academy and/or Trust.

Signed Post holder

Signed Principal

Dated

Person specification

Key to assessment methods;

A – Application form

I – Interview process

R – Reference

Qualifications	Essential	Desirable	Evidence
Qualified Teacher Status	√		A
Graduate level qualification	√		A
Evidence of continuing and relevant professional development in school leadership and management		√	A
Skills and Experience			
Ability to actively lead and promote the values and vision of the academy	√		A/I/R
Leadership experience across all Key Stages		√	A/I/R
Knowledge and understanding of effective strategies for supporting the learning needs of higher achieving children, children with Special Educational Needs and disabilities and disadvantaged children	√		A/I/R
Experience of working within a culturally diverse community		√	A/I
Experience of promoting a culture of children's rights		√	A/I/R
Strategic Direction and Development			
A thorough knowledge of the major curriculum issues, current educational development and legislation	√		A/I
Evidence of ambition and success for every child by setting and achieving challenging goals and targets bespoke to their needs	√		A/I
A strategic approach to academy improvement		√	A/I/R
Experience of leading change effectively		√	A/I
Leading People and The Organisation			
Proven leadership experience capable of translating vision into concrete strategy, with a track record of delivery	√		A/I/R
Ability to lead and inspire staff, governors, pupils and parents in shared expectations, vision and values		√	A/I/R
The ability to lead and manage the academy in a way that encourages the sharing of responsibilities and development of individuals.	√		A/I/R