



THEDWASTRE
Education Trust



Woolpit Primary Academy
NURTURE • RESILIENCE • INSPIRATION • RESPECT

Job Description – Deputy Head teacher

Thedwastre Education Trust is a local multi-academy trust in the heart of Suffolk. Our four village primary schools work very closely together to use the talents within all our schools for the benefit of our pupils.

We are looking for talented and enthusiastic individuals to work in our schools who embrace our ethos of partnership, collaboration and mutual support and will flourish working within our growing family of schools.

Title of Post:

Deputy Headteacher

Location:

Woolpit Primary Academy

Purpose of the Job:

- Assist the Head Teacher in leading and managing the Academy

Accountable to:

The head teacher

Scale / salary:

L1 – L3

The Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

This job description sets out the key duties and responsibilities and the duties listed are examples for this grade of post, however, similar duties may still be undertaken by the post holder and are not excluded because they are not listed. There may be circumstances where the post holder is required to work at other academy sites within the Trust.



Key Responsibilities

The Deputy Headteacher is to take a central role in assisting the Headteacher and Governing Body to develop our school in accordance with its shared values and our school development plans.

The Deputy Headteacher is to be a primary teacher with experience across the primary age range; an experienced curriculum and team leader, a leader in teaching and learning and using data to support pupil progress, plus leader of a core subject.

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of a Deputy Headteacher as defined in the Teachers' Pay and Conditions Document.

Specific Tasks

The Deputy Headteacher will be firstly a class teacher who demonstrates outstanding practice. They will teach classes to model good practice, support training and development of quality first teaching, ensure we have the needs of all children met at a high standard and support staff with implementing good support and good practice for these children. The Deputy headteacher will secure the smooth running of the school.

The Deputy Headteacher will be a model professional, setting an excellent example to teaching and support staff. They will work in close partnership with the Headteacher in actively and demonstrably promoting a culture of Nurture, Resilience, Inspiration and Respect through building and implementing agreed school policies. The Deputy Headteacher will lead by example of their practice, and by positively encouraging and supporting all members of staff. They will work with the Headteacher to ensure that the school offers a high quality, exciting, engaging, well resourced, differentiated and well-matched curriculum for all children.

In particular, the Deputy Headteacher will be required to:

- Maintain and develop the ethos, values and overall purposes of the Academy - nurture, resilience, inspiration, respect.
- Implement the DfE's and Governing Body's policies on equal opportunity issues in relation to ethnicity, gender, disability status, gender identity, sexual orientation, or religion and beliefs.
- Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement and behaviour.
- Support the efficient organisation, management and supervision of school routines.
- To be responsible for progress.
- To contribute to the development, organisation and implementation of the curriculum.
- Ensure that information on pupil progress is used to improve teaching and learning.
- Assist in the line management of classroom-based personnel, including timetabling and allocation of classes, duties and tasks, managing and developing roles to ensure the provision of high-quality interventions and support for children's progress, achievement, well-being and good behaviour.
- Work with the Headteacher in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school, ensuring that all staff play an active role in the pursuit of these standards.
- Support the Headteacher in ensuring that learning is at the centre of strategic planning and resource management. Promote models of excellent classroom practice through whole class



and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.

- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.
- Support the Headteacher in ensuring the effectiveness of teaching and learning including teachers' planning, monitoring planning, work sampling and scrutiny, lesson observations, supporting auditing and reporting outcomes, successful or otherwise and planning next steps and future actions
- Help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's educations and wellbeing.
- Contribute to school self-evaluation.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.
- Line manage Teaching assistants.

PERSON SPECIFICATION

Qualifications		Essential/Desirable
1.	Qualified Teacher Status	Essential
2.	Honours degree (2:2 or above) or equivalent qualification	Essential
3.	Evidence of recent relevant professional development and study	Desirable
Successful experience		Essential/Desirable
4.	Successful leadership & management experience that has led to raising standards in teaching & learning and whole school progress. This may include subject leadership as well as phase or year leadership	Essential
5.	Leading teams; organising meetings	Desirable
6.	Liaising with and reporting to senior managers	Desirable
7.	Producing and implementing strategic and improvement plans and policies	Essential
8.	Experience and knowledge of leading a maths across a school	Desirable
Knowledge and understanding Able to evidence and apply up to date secure knowledge and understanding of:		Essential/Desirable
9.	National policies and developments in primary education, current educational issues, and the statutory and Ofsted frameworks within which a school operates to meet all pupils' needs	Essential



10.	What constitutes excellent classroom practice and a clear understanding of how to improve the quality of effective teaching and learning within the Ofsted framework	Essential
11.	Innovation in curriculum design to enhance teaching and learning which enables pupils to become self-motivated and effective learners	Essential
12.	The process of school self-evaluation	Desirable

Skills		Essential/Desirable
13.	Effective management skills: people management skills to include delegation, coordinating, monitoring and evaluating all aspects of performance successfully	Desirable
14.	Excellent interpersonal skills and the ability to relate to people with understanding, humour and tact; to communicate effectively with a wide range of potential audiences and to listen and understand the point of view and opinions of other people	Essential
15.	Accurate interpretation and the effective use of comparative data in raising whole school standards through analysis and evaluation of pupil data, target setting, assessment for learning and pupil tracking. Ability to clearly and effectively communicate the results of any comparative data to a range of different audiences in simple terms	Essential
16.	Ability to engage parents/carers in the life of the School and to further improve attendance within the School	Desirable

Leadership and management		Essential/Desirable
17.	Able to deal with a number of complex issues simultaneously	Essential
18.	Able to see 'the big picture' and translate vision into reality	Desirable
19.	Exceptional ICT, organisational and administrative skills in order to use systems effectively to ensure progress	Essential
20.	Demonstrate a methodical and analytical approach to work	Essential
21.	Capacity to recognise and build on the success of the school and formulate a vision of innovation and sustainable improvement	Desirable

Teaching and learning Able to demonstrate evidence of:		Essential/Desirable
22.	Leading and improving teaching through constructive feedback, review and evaluation to secure continuous improvement	Essential
23.	High expectation of behaviour across the School for students and staff – always demonstrating a positive behaviour approach	Essential
24.	Able to understand the skills required to be an outstanding classroom teacher able to deploy innovative teaching and learning strategies in order to achieve a consistent record of student success	Essential



Personal attributes Able to demonstrate evidence of:		Essential/Desirable
25.	The ability to manage one's self, including time management, professional direction and development and an ability to work effectively, as part of a team, at all times including challenging circumstances	Essential
26.	Ability to establish and promote a safe, secure and healthy learning environment for pupils and staff. Ability to promote a healthy work-life balance for staff and oneself	Essential
27.	Evidence of a commitment to equality of opportunity, safeguarding and social inclusion	Essential
28.	Committed to undertaking professional training and assist with the professional development of others	Essential
Attitudes and approaches The successful candidate will:		Essential/Desirable
29.	Demonstrate a positive approach with enthusiasm, energy and perseverance and use this to motivate others	Essential
30.	Committed to safeguarding and promoting the welfare of children and successfully CRB cleared	Essential