**JOB DESCRIPTION**

**JOB TITLE**: Deputy Headteacher

**Supervisory responsibility**: Key staff associated with specific priorities and areas of responsibility, allocated SLT Line management

**Direct supervision from**: Headteacher

**Responsible to**: Headteacher and Governing Body

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| To support and assist the Headteacher by providing dynamic and professional leadership and management to reflect ‘policy in practice’ by sharing and modelling the school’s vision and values in everyday work and practice; developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, contributing to rigorous and on-going self evaluation and taking responsibility for leading specific areas/initiatives to secure further school wide improvements. |

Specific priorities in the year will be defined by the Headteacher with the postholder in line with the School’s strategic objectives. Priorities for the current year are outlined at the end of this document.

The Deputy Headteacher is expected to be familiar with the National Professional Standards for Headteachers (2020), the Framework for Ethical Leadership in Education and the school’s Career Stage Expectations Framework. These are used in Teacher Appraisal.

This role is undertaken in line with the School Teachers Pay and Conditions document. As a member of the Senior Leadership Team, the Deputy Headteacher is responsible for:

1. **Leadership**
   1. Deputising for the Headteacher in his absence as required;
   2. Working with the Headteacher, governing body and others to develop the school’s vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff;
   3. Articulating and modelling the school’s vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement
   4. Leading specific initiatives and co-ordinating development programmes to ensure the school promotes and achieves the highest standards of learning and teaching;
   5. Embedding ambition and driving improvement, specifically within line managed faculties/teams and across areas of responsibility;
   6. Being accountable for the progress line managed faculties/teams make towards meeting the school’s statutory targets and strategic objectives for pupil performance.
   7. Contributing to the school’s rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed faculties/teams, including:

* contributing to the School’s SEF and providing relevant evidence
* participating in cross-school ‘benchmarking’ to moderate judgements
* annually reviewing progress and moderating faculty/team SEFs
* interpreting and acting upon pupil performance/prior attainment data
* analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
* work scrutiny/standardisation of assessment
* lesson observations and feedback
* learning walks and pupil pursuits
* moderating pupil standards of achievement and behaviour
* checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively;
  1. Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation;
  2. Preparing reports for Governors’ meetings;
  3. Being a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff;
  4. Participating in the day to day management of the school by being a visible and effective presence and contributing to the duty rota.

1. **Learning**
   1. Monitoring the quality of learning and teaching in line managed facilities/teams and across the school;
   2. Promoting strategies for raising the achievement of all learners and managing strategic intervention programmes;
   3. Making effective use of assessment for learning and benchmark data to monitor and promote pupils’ progress, address and challenge in-faculty variation and marginal performance;
   4. Leading by example and consistently modelling good practice in building pupils’ learning power;
   5. Establishing innovative, creative, responsive and effective approaches to learning and teaching;
   6. Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
   7. Contributing to planning a diverse, flexible curriculum and effective assessment framework in keeping with the school’s inclusive ethos;
   8. Ensuring personalised learning remains a core priority in curriculum planning and delivery;
   9. Supporting and co-planning learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils’ academic, spiritual, moral, social, emotional and cultural well being;
   10. Implementing strategies to ensure high standards of behaviour and attendance;
   11. Reporting national and local educational strategies and developments to all staff and governors as appropriate.
2. **Personal Growth and Development**
   1. Ensuring all staff are kept informed of the school’s strategic objectives, core priorities, development and progress through effective communication;
   2. Implementing effective procedures to safeguard pupils at all times;
   3. Contributing to the recruitment, induction and professional development of the school’s workforce to achieve the school’s vision and goals, including initial teacher trainees;
   4. Supporting equal opportunities for all members of the school’s community regardless of gender, ethnicity, religion, sexuality or disability;
   5. Implementing clear, consistent and effective performance management processes within line managed faculties/teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly;
   6. Maintaining effective partnerships with parents and carers to support and improve pupils’ achievement and personal development;
   7. Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Deputy Headteacher;
   8. Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Headteacher;
   9. Managing own workload and that of others to allow an appropriate work/life balance.
3. **Community**
   1. Liaising with other staff within the wider Pupil Services Team, team leaders and appropriate external agencies to protect children to ensure their development, health and well being;
   2. Identifying opportunities, with the Headteacher, to further involve parents, carers, community figures, business and other organisations to enhance and enrich pupils’ experiences;
   3. Sharing knowledge and experience with other schools in Gloucestershire, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system;
   4. Sharing the school’s vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress (Parents’ Evenings and Celebration of Success etc);
   5. Ensuring timely and professional communication to parents in all correspondence and consistently high standards in reports on pupils’ progress;
   6. Maintaining positive perceptions of the school through relevant , interesting and engaging items on the school’s website, in newsletters and the local media, presentations /workshops at Parents’/Curriculum Evenings and Celebration events;
   7. Encouraging participation in and organising enrichment, cross and extra curricular activities appropriate to extending learning, including supporting those in his/her line managed faculties/teams;
   8. Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.
4. **Environment**
   1. Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed faculties/teams to improve the quality of education for all pupils and ensure value for money;
   2. Contributing to the development of the school site to ensure it meets current and future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all pupils;
   3. Generating new income streams and grant funding to complement and enhance the achievement of the school’s strategic objectives and which are supportive of the school’s ethos.

**The priorities in principle for this job in 2022-2023 are:**

The Deputy Headteacher will undertake any other reasonable tasks or duties assigned by the Headteacher. S/he also has all the responsibilities of any teacher at Chosen Hill School.

* Progress & Diminishing Differences Leadership including Leadership of the Raising Standards initiatives for all years and identified target groups aimed at improving student achievement outcomes against internal KPIs and national benchmarks across the school, including;
* Curriculum Intent Implementation and Impact Strategy linked to improving outcomes in liaison with HT, including leadership of Year 9 Options process, Leadership of Raising Standards Strategy;
* Leadership of Curriculum Leaders;
* Curriculum Maps and related Schemes of Learning;
* Leadership of school’s Higher Starting Points Outcomes strategy;
* Assessment, Reporting & Recording – including the ‘Go Green’ programme, internal and external data collection, analysis, structures, systems and software, calendar, quality control mechanisms, reporting to stakeholders;
* Oversight – SIMS data returns;
* Data and pupil progress tracking systems, processes and analysis;
* T Level, BTEC strategic development and QA oversight;
* Primary Transition - Curriculum & Assessment arrangements and partnerships;
* Leadership & development of English and Maths Foundation Intervention model & staffing;
* Improving School student level Data understanding and use in teaching and learning;
* Target Setting – School and Student Target Setting processes in line with the SSIP developments;
* Oversight of student setting and curriculum grouping arrangements, establishing school principals and published subject team rationales;
* Oversight of Parents’ Evenings schedule and format;
* School Examinations Schedule and oversight, including the Year 11 mocks and public exams study support programmes;
* Whole School ICT Strategy (curriculum) oversight link with School Business Manager;
* Pupil Premium whole school strategy lead & budget holder, including production of the annual Pupil Premium Impact Report and Expenditure plan;
* Development of whole school Numeracy Raising Standards Strategy, including intervention strategy.

**TEACHER JOB DESCRIPTION**

**All teachers at Chosen Hill School will carry out their duties in line with those set out in the current School Teachers’ Pay and Conditions**

November 2022