



## **Job description**

### **Deputy Headteacher at Malvern Wyche C of E Primary School**

Malvern Wyche C of E Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

#### **Job details**

**Salary:** L2-L6 (£43,465 - £47,969)

**Hours:** 35.5 hrs per week.

**Contract type:** Full-time and permanent

**Reporting to:** Headteacher

**Key Responsibilities will include, but not be limited to:**

- Classroom Teacher 0.7 (release time 0.3 comprising management release time and PPA). Teaching likely to be in Year 6 in the first instance but certainly will be in KS2).
- Leading Behaviour management
- Pupil Premium Strategic Lead
- Assessment Co-ordinator
- Education Visits Co-ordinator
- English or Science Curriculum Lead
- Deputy Designated Safeguarding Lead

#### **Main purpose**

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

1. Formulating the aims and objectives of the school
2. Establishing policies for achieving these aims and objectives
3. Managing staff and resources to that end
4. Monitoring progress towards the achievement of the school's aims and objectives
5. Ensuring the safety and good conduct of pupils
6. Modelling the agreed values of the school
7. Engaging with stakeholders (parents, governors and wider services) to represent the school and move it forward

If the Headteacher is absent, the deputy Headteacher will deputise, as directed by the governing board.

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) and the Headteacher Standards, 2020.

## **Qualities**

The deputy Headteacher will:

- 1.Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct in line with the County Council's Code of Conduct and the Seven Principles of Public Life.
- 2.Build and model positive and respectful relationships across the school community
- 3.Serve in the best interests of the school's pupils
- 4.Assist the Headteacher in delivering on the long-term vision of the governing body
- 5.Act as a critical friend and thinking partner to the Headteacher in developing policy and practice.
- 6.Support the vision of the Headteacher in staff and pupil management.
- 7.Support and uphold the Christian values and ethos of this Church school

## **Duties and responsibilities**

### **School culture and behaviour**

Under the direction of the Headteacher, the deputy Headteacher will:

- 1.Create a culture where pupils experience a positive and enriching school life
- 2.Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- 3.Uphold a quality of education in which all pupils fulfil their potential, making at least expected progress from their starting points, and where those who start or fall behind, narrow the gap.
- 4.Ensure a culture of staff professionalism
- 5.Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- 6.Foster a culture of vigilant safeguarding and proactive child protection

### **Teaching, curriculum and assessment**

Under the direction of the Headteacher, the deputy Headteacher will:

- 1.Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- 2.Ensure teaching is underpinned by subject expertise
- 3.Effectively use formative assessment to inform strategy and decisions
- 4.Ensure the teaching of a broad, structured and coherent curriculum
- 5.Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- 6.Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- 7.Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

### **Additional and special educational needs (SEN) and disabilities**

Under the direction of the Headteacher, the deputy Headteacher will:

- 1.Promote a culture and practices that enables all pupils to access the curriculum
- 2.Have ambitious expectations for all pupils with SEN and disabilities

3. Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
4. Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

## **Organisational management and school improvement**

Under the direction of the Headteacher, the deputy Headteacher will:

1. Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
2. Establish and oversee systems, processes and policies so the school can operate effectively
3. Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
4. Manage staff well with due attention to workload
5. Ensure rigorous approaches to identifying, managing and mitigating risk
6. Allocate financial resources appropriately, efficiently and effectively
7. Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
8. Make sure these school improvement strategies are effectively implemented
9. Provide coaching for staff who require improvement

## **Professional development**

Under the direction of the Headteacher, the deputy Headteacher will:

1. Ensure staff have access to appropriate, high standard professional development opportunities
2. Source and/or deliver high quality and relevant CPD
3. Personally keep up to date with developments in education and engage in relevant continuous professional development.

## **Seek training and continuing professional development to meet needs of Governance, accountability and working in partnership**

Under the direction of the Headteacher, the deputy Headteacher will:

1. Understand and welcome the role of effective governance, including accepting responsibility for delegated tasks and reporting
2. Ensure that staff understand their professional responsibilities and are held to account
3. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
4. Work successfully with other schools and organisations
5. Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
6. Engage with the school improvement work of the Local Authority and Diocese
7. Take a place as a staff governor on the governing board.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.



# Person Specification

## Deputy Headteacher at Malvern Wyche C of E Primary School

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>Minimum 2<sup>nd</sup> Class Undergraduate Degree or equivalent.</li> <li>Qualified Teacher Status.</li> <li>Evidence of recent and sustained commitment to further professional development.</li> </ul>	<ul style="list-style-type: none"> <li>A national primary leadership (NPQ) qualification achieved or underway.</li> </ul>
<b>Experience of Leadership and management</b>	<ul style="list-style-type: none"> <li>Successful leadership and management experience in a comparable phase (first, primary or middle-deemed-primary) of:               <ul style="list-style-type: none"> <li>a primary National Curriculum core subject</li> <li>or</li> <li>a primary key stage or phase,</li> </ul> </li> <li>Involvement in school self-evaluation and development planning.</li> <li>Involvement in monitoring standards (e.g., book trawl, learning walk etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Strategic leadership of a statutory budget (PP Funding / Sports Premium / SEND etc.)</li> <li>Experience of leading assessment and/or moderation</li> <li>Experience of successful line management and staff development.</li> <li>Experience of observing, evaluating and giving improvement feedback on teaching &amp; learning.</li> </ul>
<b>Experience of teaching and learning</b>	<ul style="list-style-type: none"> <li>Quality First classroom teaching experience of at least 5 years, which includes teaching judged to be consistently good or outstanding, including:               <ul style="list-style-type: none"> <li>The monitoring, assessment, recording and reporting of pupils' progress, including assessment tasks and tests.</li> </ul> </li> <li>Teaching the full range of National Curriculum subjects plus RE, RSE and PSHE.</li> <li>Secure and effective subject knowledge, particularly in the English and Maths Curriculum.</li> <li>The relevant statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Safeguarding.</li> <li>Effective deployment of teaching assistants to ensure efficient classroom practice, intervention, narrowing of the gap and pupil progress.</li> <li>The applications of modern information technology to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience across the primary key stages (at least 2 of KS2, KS1, EYFS)</li> </ul>

CRITERIA	ESSENTIAL	DESIRABLE
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> <li>• Understanding of effective whole school assessment, monitoring and moderation.</li> <li>• Effective public speaking and presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of or interest in curriculum design and/or theories of teaching and learning.</li> <li>• Understanding of school finances and financial management</li> <li>• Understanding of or interest in theories of children's social, emotional and mental wellbeing (for example: trauma-based approach, Thrive, attachment disorder etc.)</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to securing the best outcomes for all pupils</li> <li>• A commitment to promoting the ethos and values of the school, including the school's distinctive Christian Character</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that compromise or undermine the stated aims of the school or its leadership.</li> <li>• A commitment to the wellbeing and work-life balance of staff</li> <li>• A commitment to personal wellbeing and a healthy and proportionate approach to own work-life balance.</li> <li>• A calm, flexible, positive, can-do attitude</li> <li>• An approachable and warm manner with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• An organised and methodical approach to complex tasks</li> <li>• The ability to set deadlines and hold staff to account</li> <li>• A commitment to lifelong learning</li> <li>• A sense of humour</li> </ul>