



## Job Description & Person Specification

<b>Job Title:</b>	Deputy Headteacher
<b>Service / Provision:</b>	St Marks CofE Junior School
<b>Job Family:</b>	Senior Leadership Team
<b>Line Manager:</b>	Headteacher
<b>Salary Band:</b>	Leadership 8 - 12
<b>Annex</b>	Please ensure you refer to Annex 1 with this Job Description

With support from the Headteacher (HT), Chief Executive Officer (CEO), Director of Swindon SEND (DoSS) and Executive Leadership Team (ELT), the Deputy Headteacher (DHT) will have professional responsibility for the educational aspects of the School and operational responsibility as determined by the HT, organisation, management and conduct of the School.

The DHT will have professional and operational responsibility for the leadership, organisation, management and conduct of the School.

The duties outlined are in addition to the ones stated in the latest School Teachers' Pay and Conditions Document that you will automatically be required to meet. You can be required to undertake professional duties delegated by the HT.

### Key accountabilities, duties and responsibilities

The DH for teaching and learning development will:

- Be deployed to teach for one day each week from September 2025
- Lead the development and establishment of outstanding teaching and learning systems, approaches, practice and collaborations across all areas of both schools.
- Understand, support and develop the approaches to becoming a self-improving school.
- Proactively work with employees and pupil teachers through coaching and mentoring to ensure high quality understanding and implementation of teaching and learning approaches and practices and the ongoing improvement, aspiration and adaptation of these by all.
- Formulate the aims, objectives and approaches for teaching and learning development within the school in line with the school and Trust vision and values, ensuring coherence and continuity between them.
- Work collaboratively to ensure use and development of effective assessment systems across both schools, ensuring all employees are skilled at accurate assessment processes and moderation to support analysis and action planning.
- Establish policies, systems and plans for achieving these aims and objectives.
- Ensure the development and maintenance of high aspiration for what can be achieved – ensuring strategic allocation and awareness in decision making processes.
- Monitor and be accountable for progress and reporting of progress towards the achievement of the aims of this role.
- Lead by example and model best practice regarding teaching and learning, professional conduct, workload and personal development.
- Be an active member of the school senior leadership team.
- Be a role model for our community and an active advocate for the work, approach and values of the school and Trust.



- Be a part of the wider teaching and learning development team across the Trust
- Be an active advocate for the development of inclusive and collaborative provision and approaches across the school and the Trust.
- Be an active part of the strategic work undertaken by the SLT and ensure effective reporting and information sharing as part of this process.
- Take a lead role in preparing, monitoring and evaluating school performance including the Schools Development and Improvement Plan (SIP) and Self-Evaluation Form (SEF)
- Support distribution and development of leadership throughout the school.

### **The self-improving school system**

- Support the development of outward-facing schools which works with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals and support them to be aspirational and developmental in their approach and practice.
- Model entrepreneurial and innovative approaches to teaching and learning improvement, development 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 and inclusion.
- Be a role model for all in our community and model best practice regarding professional conduct, workload and professional development

### **Other areas of responsibility**

The DH for teaching and learning development will be required:

- In the interim to July 2024, take up the role of Senco for St. Mark's. To be support by the DH for Inclusion and SENDCO for Wyndham Park.
- to safeguard and promote the welfare of children and young people and follow school policies and the employee code of conduct.
- to step up and, with the other DHs, assume the responsibilities of the HT, in their absence
- as a leader within the Trust, be expected to take on relevant and delegated responsibilities in agreement with the HT and be an active advocate for the Trust, its values and its development.

### **Qualities and Knowledge**

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Articulate a vision and approach for inclusion that is coherent with the values and vision of the Trust and lead by example in bringing this to fruition.
- Articulate and advocate for the Trust and the development of the Trust as central to the growth and development of the individual academies.
- Build highly effective relationships with all members of the school community, showing positive attitudes to them and supporting them in their ongoing development.
- Keep up to date with developments in education, and have an excellent knowledge of education systems locally, nationally and globally – with particular reference to teaching, learning and curriculum development.



- Seek training and continuing professional development to meet own needs and support that of others.
- Lead by example to motivate and inspire others, working with teams and individuals across the school community.

### **Pupils and Employees**

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in employees for the impact of their work on pupil outcomes and the way they go about this.
- Ensure excellent teaching and learning in the school, including through training and development for employees, trainee teachers and volunteers.
- Establish a culture of 'open classrooms' as a basis for sharing best/ leading practice – recognising the key facets of a self-improving school system.
- Create an ethos within which all employees and pupils are motivated and supported to develop their skills and knowledge and work with each other to support, develop and share.
- With the HT, determine the strategic direction of teaching and learning across the schools to ensure high standards of learning and progress in a positive and respectful environment.
- Identify emerging talents, coaching current and aspiring leaders.
- Hold employees to account for their professional conduct and practice.
- Participate in the selection and appointment of teaching and support teams, including overseeing the work of supply employees, trainee teachers and volunteers for mainstream classes.

### **Systems and Processes**

- Ensure that the school's systems, organisation and processes in relation to teaching and learning are well considered, efficient, fit for purpose and developmental.
- Support the maintenance of a safe, calm and aspirational environment for all pupils and employees, focused on high quality curriculum and teaching and learning and supported by highly effective safeguarding of children and development of excellent behaviour approaches.
- Support and implement systems for challenging, developing and managing the performance of all employees in relation to the quality of teaching and learning in their classes, departments and the schools as a whole.
- Welcome and work with the LGC and Trust board as appropriate, providing the information it needs to govern effectively.

Tasks/duties	Essential skills	Desirable skills
Qualifications & Training	<ul style="list-style-type: none"><li>• Qualified teacher status.</li><li>• Degree.</li><li>• Evidence of further relevant training and development relevant to the role.</li></ul>	<ul style="list-style-type: none"><li>• NPQSL</li><li>• SENDCO qualification</li></ul>



<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Successful leadership and management experience</li> <li>• Proven and relevant teaching experience with the knowledge and skills to improve and develop teaching quality and standards.</li> <li>• Experience of working with a range of pupils, including those with SEND.</li> <li>• Experience of using data/ other information to understand and better meet need for children.</li> <li>• Demonstrable experience of successful collaboration with others that has led to improved performance/ pupil outcomes.</li> <li>• Experience of working with other people, classes or schools to develop collaboration, understanding and improvement.</li> <li>• Experience or understanding of working within a multi-academy Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Management experience in SEND/mainstream.</li> <li>• Experience of working in a variety of educational provisions.</li> <li>• Whole school leadership role.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Understanding of the importance of communication to support change and development.</li> <li>• In-depth understanding of teaching and learning and improvement strategies for teaching and learning and how to implement them.</li> <li>• Understanding of the primary curriculum and how curriculum design impacts effective learning.</li> <li>• Data/ information analysis skills, and the ability to use data/ information to set targets and identify areas for development.</li> <li>• Understanding of high-quality teaching and knowledge of strategies how to support and develop this in others.</li> <li>• Understanding of inclusion and how this can be used to develop and enhance schools.</li> <li>• Highly effective communication and interpersonal skills.</li> <li>• Ability to communicate a vision and inspire others.</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to support and enable employees through effective delegation.</li> <li>• Ability to support the management of change.</li> <li>• Ability to lead and work in a team.</li> <li>• Aware of national practice and organisations that support SEND and inclusion.</li> </ul>