

"We should love people not only with words and talk but by actions and true caring."

1 John 3: 18



HYTHE BAY
Church of England
Primary School and
Children's Centre

Deputy Headteacher - Job Description

Salary: Leadership L1 – L7

Group size: Group 2

Responsible to: Governing Body

Purpose of the Job

To support the Headteacher to provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school. Develop, implement and evaluate the school's policies, practices and procedures.

The Deputy Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Ethics and Professional Conduct

The Deputy Headteacher should along with the Headteacher upholds public trust in the school and maintains high standards of ethics and behaviour, both within and outside school. The Deputy Headteacher is expected to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As a leader of the school community and profession, a Deputy Headteacher is to:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system.

Culture and Ethos

School Culture

The Deputy Headteacher is expected to:

- sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- uphold the school's distinctive Christian character, vision and mission in line with the school trust deed and instrument of governance
- uphold 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
- ensure a culture of high staff professionalism and well being.

Behaviours

The Deputy Headteacher is expected to:

- 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
- support the Headteacher 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.

Professional Development

The Deputy Headteacher is expected to:

- support staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- support 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

Curriculum and Teaching

Teaching

The Deputy Headteacher is expected to:

- 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.

Curriculum and Assessment

The Deputy Headteacher is expected to:

- support the Headteacher to develop a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
-

- develop subject leaders with high levels of relevant expertise with access to professional networks and communities
- support the Headteacher to ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- support the Headteacher to ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Additional and special educational needs

The Deputy Headteacher is expected to:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- sustain culture and practices that enable pupils to access the curriculum and learn effectively
- support the headteacher to 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

Organisational Effectiveness

Organisational Management

The Deputy Headteacher is expected to:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- support the Headteacher to ensure staff are deployed and managed well with due attention paid to workload
- oversee systems, processes and policies that enable the school to operate effectively and efficiently
- develop rigorous approaches to identifying, managing, and mitigating risk.

School Improvement

The Deputy Headteacher is expected to:

- support the Headteacher 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
- support the Headteacher to develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in Partnership

The Deputy Headteacher is expected to:

- further support the school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

The Deputy Headteacher is expected to:

- 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

** A Deputy Headteacher will undertake any other duties which from time to time will be required and be relevant and commensurate with the post as deemed necessary by the Headteacher and governing body.

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governing body.

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).

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.
