



DEPUTY HEADTEACHER

School Improvement: Raising standards

RESPONSIBLE TO: Headteacher

LEVEL: L17-L21

CORE PURPOSE

To contribute strongly to the leadership for the school, helping to secure its continued success and improvement. To take lead responsibility for identifying key priorities for development to maintain and improve standards of learning and achievement. To work with the Headteacher in the overall management, guidance and supervision of the school, including taking the Headteacher's role in his absence.

As the Deputy Headteacher you will be required to:

- be a dynamic, strategic thinker and possess high quality leadership skills which will be instrumental in raising standards and inspiring staff and students
- lead on raising levels of attainment and progress across both key stages
- be an outstanding classroom practitioner who can model dynamic and innovative classroom practice and work with teaching staff in order to continue to raise the effectiveness of teaching and learning across the curriculum
- have high levels of inter personal and communication skills
- share a vision for an innovative curriculum that takes account of our intake and promotes student attainment and engagement
- analyse whole school data so as to ascertain areas for development and to have a strategic oversight of the use of assessment databases and reporting processes
- create a data knowledgeable teaching and learning community by leading the strategic use of data in the school to raise achievement and aspirations of pupils and ensure staff accountability for the pupils they teach
- share a vision for the future of education in the 21st century

VARIATION IN ROLE

Given the dynamic nature of the role and the structure of Pittville School, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore neither exclusive nor exhaustive. They may change from time to time as the school develops and changes.

NB. The specific job description defined above may be re-negotiated at a future date, allowing for the possible rotation of responsibilities amongst the Leadership Team.

EQUALITY AND DIVERSITY

The school is committed to equality and diversity for all members of society. The school will take action to discharge this responsibility, but many of the actions will rely on individual staff members at Pittville School embracing their responsibilities with commitment, and ensuring a positive and collaborative approach to Equality and Diversity. This requires all staff to support Pittville School's initiatives on Equality and Diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the school, with an all-inclusive approach that celebrates differences.



**Pittville School
Deputy Headteacher Person Specification**

The applicant will be required to safeguard and promote the welfare of children and young people.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Qualifications, Experience and Professional Development

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
• Qualified Teacher Status	E	A
• Degree	E	A
• Meets the requirements re: the National Professional Qualification for Headship	D	A
• Professional Development in preparation for Deputy Headship	E	A
Leadership and management experience:		
• Experience as Assistant Headteacher or equivalent.	D	A
• Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level.	E	A/I/R
• Demonstrated the ability to work strategically and successfully at a senior leadership level.	E	A/I/R
• Working successfully with other education partners and providers.	D	A/I/R
Teaching Experience		
• Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context.	E	A/R
• Substantial experience of teaching pupils at Key Stage 3 & 4.	E	A
• Experience of teaching in more than one school.	D	A

[B] Professional Experience, Knowledge and Understanding

In relation to the role being applied for applicants should be able to demonstrate appropriate experience, knowledge or understanding of...

Shaping the Future		
• Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.	E	A/I/R
• Promote high expectations for attainment.	E	A/I/R

<ul style="list-style-type: none"> Establish short, medium and long term plans to raise achievement across the school. 	E	A/I/R
<ul style="list-style-type: none"> Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning. 	E	A/I/R
<ul style="list-style-type: none"> Work with outside agencies and stakeholders to inform future action. 	E	A/I/R

Leading Teaching and Learning <ul style="list-style-type: none"> Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance. 	E	A/I/R
<ul style="list-style-type: none"> Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being. 	E	A/I/R

Developing Self and Working with Others <ul style="list-style-type: none"> Understands the significance of interpersonal relationships and strategies for promoting individual and team development. 	E	I/R
<ul style="list-style-type: none"> Knows how to promote an open, fair and equitable culture. 	E	I/R
<ul style="list-style-type: none"> Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. 	E	I/R

Managing the organisation <ul style="list-style-type: none"> Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. 	E	A/I/R
<ul style="list-style-type: none"> Understands how to establish and sustain effective organisational structures, systems, policy and practice. 	E	I/R
<ul style="list-style-type: none"> Knowledge of and commitment to the implementation of the safeguarding agenda. 	E	I/R

Securing Accountability <ul style="list-style-type: none"> Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these. 	E	I/R
<ul style="list-style-type: none"> Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. 	E	I/R
<ul style="list-style-type: none"> Experience of holding individuals, teams and whole school to account for pupil learning outcomes. 	E	A/I/R

Strengthening Community <ul style="list-style-type: none"> Understands the importance of listening to, reflecting and acting on community feedback. 	E	I/R
<ul style="list-style-type: none"> Experience of strategies that encourage parents and carers to support their children's learning. 	D	A/I/R
<ul style="list-style-type: none"> Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils. 	D	A/I/R

[C] Personal Skills and Attributes

The ability to...

Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	E	I/R
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Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E	I/R
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	E	I/R
Demonstrate personal and professional integrity, including modelling values and vision.	E	I/R
Prioritise, plan and organise themselves and others.	E	I/R
Think analytically and creatively and demonstrate initiative in solving problems.	E	I/R
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	E	I/R
Demonstrate a capacity for sustained hard work with energy and vigour.	E	I/R
Demonstrate resilience and optimism.	E	I/R

[D] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post, comprising of no more than three A4 pages and with a maximum of 2000 words. C.V's will not be considered.

[E] Confidential References and Reports

Strong recommendation from all referees, including current employer.	E
Satisfactory health and attendance record.	E

Pittville School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS Statement.