



Keep Hatch Primary School Deputy Headteacher Job Description



Post Title:	Deputy Headteacher
Responsible to:	Headteacher
Salary	L10-L14
Terms and Conditions	School Teachers' Pay and Conditions
Main Purpose	<p>The main focus of this post supports the Headteacher in improving teaching and learning and leading and managing the school.</p> <p>Core Tasks:</p> <ol style="list-style-type: none"> 1. To deputise in the absence of the Headteacher 2. To assist the Headteacher in leading and managing the school 3. To lead on teaching and learning across the school 4. To monitor progress towards the achievement of the school's aims and objectives 5. To ensure and monitor the implementation of a broad and balanced curriculum which meets the needs of all pupils 6. To teach a group of assigned pupils 7. To establish policies for achieving the school's aims and objectives 8. To manage staff and resources in alliance with the school's aims and objectives <p>The Deputy Headteacher will also be expected to fulfil the professional responsibilities, as set out in the School Teachers' Pay and Conditions Document (STPCD)</p>
Qualities and Knowledge	<p>Under the direction of the Headteacher:</p> <ul style="list-style-type: none"> • Support with the day-to-day management of the school. • Communicate the school's vision compellingly and support strategic leadership. • Lead by example, holding and articulating clear values and moral purpose, and focusing • on providing excellent education for all pupils. • Build positive relationships with all members of the school community, showing positive attitudes to them. • Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally. • Work with political and financial astuteness, translating policy into the school's context. • Demonstrate visible leadership during the course of the formal and extended school day. • Demonstrate outstanding classroom teaching in order to establish credibility and act as a role model and leader to teaching and support staff
Inclusion	<ul style="list-style-type: none"> • Lead and develop a clear, ambitious vision for inclusion across the school, aligned with the school's values and improvement priorities.

	<ul style="list-style-type: none"> • Ensure inclusive practice is embedded consistently across all aspects of school life. • Contribute to whole-school self-evaluation and improvement planning with a strong focus on vulnerable and disadvantaged groups. • Oversee the quality of provision for pupils with SEND, working closely with the SENDCo to ensure statutory requirements are met. • Work with safeguarding and pastoral teams to ensure vulnerable pupils are supported effectively. • Promote high standards of behaviour, attendance, and well-being across all groups of pupils. • Develop a culture where diversity is celebrated and all pupils feel safe and valued. • Provide training and coaching to staff on inclusive practice, SEND, and meeting diverse needs. • Work collaboratively with parents/carers, external agencies, and the wider community to support pupils.
Pupils and Staff	<p>Under the direction of the Headteacher:</p> <ul style="list-style-type: none"> • Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes. • Demonstrate a passion and commitment to pupil outcomes and keep these at the forefront of strategic thinking. • Engage pupils in policy and strategy and helps develop them as future leaders. • Keep the positive messages from the senior leadership team at the forefront of pupils’ thinking about their school. • Provide pupils with opportunities to feel proud and engaged with their school. • Engage pupils and their families and is clear about the school’s vision and purpose. • Know the pupils and the wider aspirations of the community. • Ensure excellent teaching in the school, including through training and development for • staff. • Be able to give excellent, highly valued and formative classroom observation feedback. • Establish a culture of ‘open classrooms’ as a basis for sharing best practice. • Create an ethos within which all staff are motivated and supported to develop their skills and knowledge. • Encourage practitioner-based research to improve teaching and learning. • Identify emerging talents, coaching current and aspiring leaders. • Hold all staff to account for their professional conduct and practice.
Systems and Processes	<p>Under the direction of the Headteacher:</p> <ul style="list-style-type: none"> • Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose. • Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour. • Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice. • Work with the governing board as appropriate. • Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.

	<ul style="list-style-type: none"> • Support distribution of leadership throughout the school
The Self-Improving School System	<p>Under the direction of the Headteacher:</p> <ul style="list-style-type: none"> • Create an outward-facing school which works with other schools and organisations both in the trust and beyond to secure excellent outcomes for all pupils. • Develop effective relationships with fellow professionals. • Model entrepreneurial and innovative approaches to school improvement 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
Other Areas of Responsibility	<p>Under the direction of the Headteacher:</p> <ul style="list-style-type: none"> • To be responsible for a phase, promoting a curriculum, planning and teaching and learning leads to good progress for all pupils • Take responsibility for specific targets in the school improvement plan. • Have leadership responsibility for a phase of the school. • Edit and maintain sections of the SEF related to their areas of responsibility and identify areas of cross over and inform other members of the SLT of their work and its impact on sections they do not edit. • To lead a core curriculum area, ensuring that expectations within the curriculum match the needs of the learners in the school leading to good progress • To be responsible for the school’s curriculum, which through effective planning, teaching and learning leads to good progress for all pupils. • To use his/her own extensive knowledge of curriculum developments to support other • senior leaders in their work with middle leadership. • To be the Designated Safeguarding Lead, providing the very best provision for vulnerable pupils. • To ensure that all staff and governors in the school have had recent, up to date training regarding all aspects of teaching and learning/curriculum. • To teach an assigned group of pupils, as directed by the Headteacher (the role is initially considered this as not to include classroom responsibility, however, this could change according to need).
Safeguarding	<p>The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people, follow school policies and the staff code of conduct.</p>

This job description is intended to be a broad outline of duties and is not intended to be exhaustive. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to carry out other duties appropriate to the level of the role, as directed by the Headteacher.

Keep Hatch Primary School Deputy Headteacher Person Specification



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher status 	<ul style="list-style-type: none"> Evidence of continuous INSET and commitment to further professional development Attendance of NCSL relevant courses to develop leadership skills
Experience	<ul style="list-style-type: none"> Minimum of six years' experience of teaching at Primary School level as a qualified teacher as a qualified teacher at the time of application Experience as a member of a Senior Leadership team Leadership of a core curriculum area Experience and proven track-record as an Assistant Head of School 	<ul style="list-style-type: none"> Teaching across the whole Primary age range; Supporting teaching to improve quality of teaching and learning Experience of leading a school in challenging circumstances Leadership in significant area of school improvement
Knowledge and Understanding	<ul style="list-style-type: none"> Pupils educational and spiritual development; A thorough knowledge and understanding of standards that pupils need to achieve by the end of each key stage; The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); The planning and preparation of children's learning The monitoring, assessment, recording and reporting of children's progress; Effective teaching and learning styles. Effective leadership of a team in securing high achievement The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; The positive links necessary within school and with all its stakeholders; 	<ul style="list-style-type: none"> Designated Safeguarding Lead (Level 3 Working Together to Safeguard Children) Proven track-record to raise levels of achievement
Skills	Ability to: <ul style="list-style-type: none"> prioritise and work 'smartly' and be well organised 	<ul style="list-style-type: none"> Proven success in developing skills and expertise of staff

	<ul style="list-style-type: none"> • Communicate high expectations through challenging targets • Promote the school’s aims positively, and use effective strategies to monitor motivation and morale; • Develop good personal relationships within a team; • Establish and develop close relationships with parents, governors and the community; • Communicate effectively (both orally and in writing) to a variety of audiences; • Create a happy, challenging and effective learning environment; • Proven success in motivating a team • Work as part of a team and as a team leader; • Act as a good role model for all • Confident in using ICT. 	
Personal Characteristics	<ul style="list-style-type: none"> • Approachable • Warmth of character • Enthusiasm and energy • Committed and willing to succeed • The ability to communicate at all levels • Positive approach to working with children • Empathetic • Organised and flexible • Patient • Resourceful 	