



JOB PROFILE

Post Title	Deputy Head Teacher (Primary)
Directorate	Education & Employment
Responsible to	Head Teacher (of designated school)
Responsible for	<i>Staff and pupils</i>
Grade	

Job Purpose

Provide assistance to the Head Teacher to ensure the effective and efficient management, organisation and administration of a primary school including Nursery provision.

Take full responsibility for the school in the absence of the Head Teacher.

Key Tasks

TEACHING AND LEARNING:

Responsible for the teaching of a class of children in Key Stage 1 or 2 which includes:

- Ensuring high standards of teaching and learning for all children
- Planning lessons which address the full range of learner's needs
- Adopting high standards of behaviour in their professional role and set a positive example in dress, punctuality and attendance
- Having a good up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalize the learning of all children
- Creating purposeful and challenging classroom environments that encourage children to become more effective learners through interactive display.
- Maintaining high standards of behaviour so that all pupils are able to learn effectively
- Promoting the learning of all pupils through formative assessment tools such as target setting and quality feedback.
- Monitoring and evaluating pupils' progress, including through assessments, marking of pupils work, record keeping and written reports.
- Carrying out playground supervision as required

CURRICULUM

Assist the Head teacher with the implementation, monitoring and evaluation of the primary curriculum

Responsible for the effective co-ordination and development of an area/s of the school curriculum which includes:

- Leading professional learning groups
- Advising on classroom organization and teaching methods
- Providing model lessons



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Spreading good practice based on educational research

- Producing high quality teaching materials
- Advising on professional development
- Supporting teachers experiencing difficulty

Liaise with other primary schools to ensure continuity of the curriculum areas within the key areas through their Head Teacher

STAFFING

Facilitate the continuous professional development of staff and training needs for school staff through in-service training and Staff Development Days as required

Conduct and assist with the monitoring of staff performance and performance management procedures.

Participate in the induction and mentoring of Newly qualified Teachers and be the lead mentor in the school

Liaise with the Head Teacher on the staffing needs of the school

Contribute to the Initial Teacher Training programme

Responsible for all staff in the absence of the Head Teacher

LINKS WITH OTHER SECTORS

Liaise with Prince Andrew School for the effective transition of Key Stage 2 pupils through their Head teacher

Key Responsibilities

LEADERSHIP

Assist with the identification of resource requirements and responsible for curriculum resources as designated for use in preparation and delivery of lesson and other assets assigned for use in school

Responsible for effectively implementing and adhering to school policies, practices and procedures.

Responsible for organizing and co-ordinating an extra curricular programme for the school

Assist the Head teacher with the formulation of the school timetable and ensure its effective implementation and management within the school

Responsible for the overall implementation and monitoring of Health and Safety standards within the school

Responsible for maintaining stock records of curriculum related resources and equipment



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Sustain one's own motivation and where possible that of other staff through having positive attitudes and an understanding of the ethos, aims and values of the school

OTHER

Participate in appropriate meetings with colleagues and parents or outside agencies in relation to the above duties

Responsible for teaching a class of pupils/students when there is an emergency staff shortage in the school.

Maintain a professional manner both within the school and the wider community

Required to be an active participant in school-based associations and other inter-agency groups, which exist to promote the welfare of all school pupils/students.

Core Competencies

- As per the attached Job Specific Competencies

Special Conditions

- The nature of the job demands that certain out of hours work is required
- Dealing with pupils/students with challenging behaviour

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.



PERSON SPECIFICATION

Qualifications, skills, abilities, experience and competencies required for the role

	Essential/ Desirable	Application	Interview	Assessed
<p>Qualifications</p> <p>In possession of a local or UK teaching qualification</p> <p>A Bachelor's degree or equivalent Level 6 qualification</p> <p>A relevant management qualification e.g. Certificate in Education Leadership Level 4</p> <p><i>NB: If applicants do not have all of the required qualifications, they must be willing to work towards gaining such qualifications</i></p>				
<p>Skills & Abilities</p> <p>Intermediate level Statistical analysis</p> <p>Intermediate level Analysis of Information</p> <p>Very good standards of verbal communication and interpersonal skills to support the following:</p> <ul style="list-style-type: none"> • Effective interaction with children • Meetings with parents/guardians • Meetings with staff and key personnel from outside agencies where applicable • Delivering training to staff <p>Very good standards of written communication are required to support the following:</p> <ul style="list-style-type: none"> • Written reports to parents/guardians and outside agencies where applicable • The development of policies and practices within the school • Training documentation • The appraisal process • Teaching and learning in the classroom 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>			



PERSON SPECIFICATION

Able to adopt appropriate and effective leadership and management styles	E			
Good interviewing and negotiating skills	E			
Good presentation skills	E			
Good people and financial management skills	E			
Good listening skills	E			
Experience				
At least five years' experience with proven competency of maintaining the Teaching Standards	E			
Has undertaken recent, relevant in-service training, i.e. management training	E			
Core Competencies <i>(As per job profile)</i>	E			
Job Competencies <i>(See Job Specific Competencies as per below)</i>	E			
Personal attributes				
Highly self-motivated	E			
Effective team player	E			
Able to apply objective judgement and strategic thinking	E			
Innovative and creative	E			
An understanding of the importance of observing confidentiality and data protection	E			
Use own initiative and work independently	E			
Motivate, inspire and have high expectations of pupils/students	E			
A caring and polite manner with the ability to show patience	E			



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and understanding				
Adaptability and flexibility	E			
Enjoyment in working with children and young people	E			
A sense of humour	E			
Committed to personal and professional development and contributing to good standards of practice	E			
A genuine interest in community	E			

JOB SPECIFIC COMPETENCIES

Standard 1: Set high expectations which inspire, motivate and challenge pupils	
a)	Establish a safe and stimulating environment for pupils, rooted in mutual respect.
b)	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
c)	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Standard 2: Promote good progress and outcomes by pupils	
a)	Be accountable for pupils' attainment, progress and outcomes.
b)	Plan teaching to build on pupils' capabilities and prior knowledge.
c)	Guide pupils to reflect on the progress they have made and their emerging needs.
d)	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
e)	Encourage pupils to take a responsible and conscientious attitude to their own work and study.
Standard 3: Demonstrate good subject and curriculum knowledge	
a)	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings



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b)	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
c)	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
d)	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
e)	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
Standard 4: Plan and Teach well-structured Lessons	
a)	a) Impart knowledge and develop understanding through effective use of lesson time.
b)	Promote a love of learning and children's intellectual curiosity.
c)	Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
d)	Reflect systematically on the effectiveness of lessons and approaches to teaching.
e)	Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
Standard 5: Adapt teaching to respond to the strengths and needs of all pupils	
a)	a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
b)	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
c)	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
d)	Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
Standard 6: Make accurate and productive use of assessment	
a)	a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
b)	Make use of formative and summative assessment to secure pupils' progress.
c)	Use relevant data to monitor progress, set targets, and plan subsequent lessons.
d)	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.



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Standard 7: Manage behaviour effectively to ensure a good and safe learning	
a)	a) Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy.
b)	Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly.
c)	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
d)	Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.
Standard 8: Fulfil Wider Professional Responsibilities	
a)	a) Make a positive contribution to the wider life and ethos of the school.
b)	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
c)	Deploy support staff effectively.
d)	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
e)	Communicate effectively with parents with regard to pupils' achievements and well being.
Standard 9: Deputy Head Teacher.	
a)	Leadership - Inspiring others to pursue the continual development of good teaching and learning.
b)	Managing - Oversight of the day to day running of the school, working in partnership and providing support for the Headteacher.
c)	Knowledge and skills - Exceptional understanding and practice of learning and teaching.