

Durrington High School

Deputy Headteacher

JOB DESCRIPTION

What is the purpose of the job?

- ◆ Supporting the Headteacher to provide vision, direction and leadership for staff and students and to have significant impact in improving the progress and well-being of all students
- ◆ To have sound judgement, be able to offer the Headteacher alternative solutions to issues and, when required, be able to lead the school in the Headteachers' absence
- ◆ Be responsible for safeguarding and prioritising the welfare of children

What do you have to achieve?

- ◆ To ensure that your key priorities for the school are achieved with outstanding outcomes
- ◆ To ensure that the well-being and safeguarding of students is outstanding in relation to provision and outcomes
- ◆ To contribute to and actively support the strong team and work ethic which already exists within the senior leadership team
- ◆ To be a consistently strong and visible presence around the school, modelling high professional standards in all aspects of your work
- ◆ Subject and team line-management (to be discussed after appointment)

What you will have already achieved.

- ◆ Evidence of strong outcomes over time (personal and at whole-school leadership level)
- ◆ Strong track record of transforming subjects, and/or year groups, outcomes
- ◆ Planning and implementing of significant whole-school roles with positive impact
- ◆ Worked with staff to address underperformance to improve student outcomes
- ◆ Have a strong understanding of the importance of an evidence-informed approach to teaching and leadership

What are the job particulars?

- ◆ DMAT Leadership scale 18-22 (more for an exceptional, experienced Deputy Headteacher).
- ◆ Accountable to the Headteacher
- ◆ The activities outlined in this job description are in addition to those covered by the latest Schools Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. The Headteacher may, from time to time, ask the post-holder to perform additional reasonable activities and responsibilities appropriate for someone at this level.

Activities – what do you have you have to do?

Shaping the Future

Ability to:

- think strategically
- inspire, challenge, motivate and empower others both as leaders and practitioners
- model the values and vision of the school (actively promote ethos)

Commitment to:

- collaborative school vision of excellence and equity (high standards/expectations for all students)
- helping to set and achieve challenging and ambitious targets
- inclusion

Knowledge:

- be aware, remain up-to-date in terms of local, national and global trends in the areas you lead
- helping to build, communicate and implement a shared vision of how to balance strategic and operational planning processes
- awareness of technologies, their use and impact
- helping to lead change with particular emphasis on raising standards
- creative and innovative skills

Leading Progress and Well-being

Ability to:

- actively lead staff and students in raising achievement by establishing an excellent learning environment
- actively lead and support staff with complex pastoral issues
- demonstrate personal enthusiasm for learning processes
- demonstrate the principles and practice of effective teaching and learning
- challenge poor performance

Commitment to:

- raising standards for all in pursuit of excellence
- the entitlement of all students to effective teaching and learning
- personalised learning

Developing Self and Working with Others

Ability to:

- foster an open, equitable culture and manage conflict (staff, students and parents)
- develop, empower and sustain individuals and teams
- collaborate and network within and beyond the school, developing the profile of the school in the wider community
- give and receive effective feedback, and be able to act to improve personal performance

Knowledge:

- awareness of the significance of interpersonal relationships
- strategies to promote individual and team development

- the connection between managing performance, CPD and sustained school improvement

Commitment to:

- effective working relationships
- shared leadership
- effective performance management (ensuring that team leaders are properly accountable for the performance of their team members)

Managing the Organisation

Ability to:

- participate in Leadership Team duties including lunch times every day and whole school patrols as required
- engage the whole community in systematic and rigorous self-evaluation
- analyse a range of data and summarise strengths and weaknesses of the school/cohort/UDGs
- attend and lead on a variety of school/community events and functions

Knowledge:

- principles and strategies of school improvement
- implementation of change
- informed decision-making
- performance management
- legal frameworks that govern aspects of school work

Commitment to:

- individual, team and whole-school accountability for student learning outcomes
- the school working effectively towards the academic, spiritual, moral, social, emotional and cultural development of students

Person Specification

Leadership Attributes	Essential	Desirable
Personal drive and accountability	Uses a range of strategies and techniques, to enhance own and others effectiveness; motivating others to succeed through your leadership/work. Able to demonstrate significant and sustained impact within current leadership role.	Evidence of leading an area that has made a significant impact across the school in relation to one or more key school outcome measures. Improving outcomes for disadvantaged students.
Experience	A minimum of 3 years as a member of the Senior Leadership Team (SLT). Successful impact in a range of areas within your current role. The ability to effectively and efficiently interpret and correlate a range of data streams, drawing summative	Leadership role in a school with a truly comprehensive intake. Evidence of leading teams that have demonstrated high impact of working at a strategic level with outside agencies to bring about positive change for staff/students.

	conclusions which are then acted upon.	Designated safe-guarding lead.
Specialist knowledge	A detailed understanding of the wide range of student needs based both on research and your own experience. Knowledge of current best practice in relation to student progress and outcomes.	Working knowledge of legislative frameworks that govern schools e.g. SEND Admissions Behaviour and exclusions
Delivering continuous improvement	Involve and inspire stakeholders to support your leadership. Sets out vision and pathways to achieving this within teams led. Evidence of being able to successfully blend strategic planning and operational work to achieve goals.	
Impact and influence	Uses direct and indirect influence to gain support, build alliances and secure support before presenting proposals or making decisions.	
Resilience and emotional maturity	Resolves conflict in a calm, restrained way, with empathy and seeks support appropriately. Implements appropriate decisions that lead to improvement even if difficult. Responds positively when faced with personal criticism or setbacks, maintaining a sense of perspective. Has significant capacity and resilience.	