

**Tudhoe Learning Trust
Job Description**

Job Title	Deputy Head Teacher
Responsible to	Mr Jim Smith, Trust Chief Executive Officer Mrs Kim Bushby, Head Teacher
Working with	Mr Jim Smith, Trust CEO Mrs Gillian Pigott, Director of Business Finance & Development Miss Laura Parker, Trust Human Resource Manager School and Trust Senior Leadership Teams School Local Governing Body
Place of Work	Stephenson Way Academy & Nursery School Any of the Trusts sites within County Durham as required.
Salary	L10-L14 (£64,691-£71,330)

Job Summary

The primary role of a Deputy Head Teacher within any school within Tudhoe Learning Trust is to support the Head Teacher to provide visionary leadership, inspiration and motivation to all stakeholders within the school. Our deputy head teachers are expected to engender respect, trust and integrity throughout the school delivering continual planned improvements through effective management, delegation and empowerment of senior leaders. We expect our deputy head teachers to work collaboratively with schools governing body and staff to create and continue an inclusive learning environment where all children can reach their individual potential becoming emotionally and academically intelligent learners. High expectations and visibility are essential in creating a welcoming environment to thrive.

Key Duties, Responsibilities and Accountability

Key Responsibilities - Leading and Managing Teaching & Learning

- To set out, work towards and effectively communicate a vision of excellence for the school, which involves continuously improving the quality of teaching and learning.
- Ensure Teaching & Learning is led in accordance with the School and our Trust's vision and values.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and appropriate benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and be engaged in their own learning.
- Use a range of evidence, including national data and own school's performance data, to support, monitor and evaluate and improve aspects of school life, including challenging under performance.
- Demonstrate and articulate high expectations and set challenging targets for the whole school community.
- Ensure individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation in accordance with managing performance excellence.
- Develop suitable quality assurance systems including school review, self-evaluation and performance management and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, trustees, parents, and carers.
- Ensure a culture of professional curiosity as the Designated or Deputy Safeguarding Lead (DSL) and whole school adherence to all statutory requirements, currently provided through Keeping Children Safe in Education.
- Implement strategies that secure high standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Determine, organise, and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Build and develop the team to work as effectively and efficiently as possible whilst also securing the highest levels of staff engagement.
- Deputise for the Headteacher in their absence from the school.
- Manage and organise the school environment efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations.
- Support and uphold the school and Trust policies.
- Work to the Seven Principles of Public Life (referenced within the Trust Code of Conduct).

Key Responsibilities – Shaping the Future

- Work closely with the local governing body and others to ensure the school vision and strategic plan are effective and relevant to the school's development.
- Work within the school community to translate the School/Trust vision into agreed objectives and operational plans.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence.
- Ensure the strategic planning takes account of the diversity, values and experience of the school and the community.

Key Responsibilities – Strengthening Community

- Develop and secure trust amongst the community and all stakeholders.
- Ensure an inclusive environment.
- Create and maintain an effective partnership with parents and carers, to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents, careers and community figures, business, or other organisations into the school to enhance and enrich the school and its value in the wider community.
- Contribute to the development of the school-led, self-improving education system through the work of our Trust.
- Work with partners and agencies to ensure Every Child Matters.

Key Responsibilities - Developing Self and Working with Others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks.
- Acknowledge responsibilities, celebrate achievements of individuals and teams.
- Regularly review own practice, set personal targets and take responsibility for personal development.
- Manage own workload and support others in doing the same, to provide for good levels of work/life balance.
- Create a safe learning environment where colleagues feel able to contribute to ideas and practice.

Person Specification

Deputy Head Teacher

Requirements	Essential	Desirable	Method of supporting assessment
Qualifications			
Qualified Teacher Status.	E		Application Form/Certificates
Degree	E		Application Form
Evidence of further professional development relevant to a senior leadership role	E		Application Form/Certificates
Relevant management training relating to leadership (example NPQs or a similar qualification).		D	Application Form/Certificates
Experience			
Recent and substantial experience of leading a phase or key aspect of school life	E		Application Form
Recent and substantial experience of leading an initiative with specific focus on school improvement	E		Application Form
Recent and substantial experience of managing challenging behaviour in school	E		Application Form
Knowledge of EYFS, Key Stage 1 and Key Stage 2	E		Application Form/Interview
Experience of teaching in EYFS, Key Stage 1 and Key Stage 2		D	Application Form/Interview
Experience working with a governing board	E		Application Form/Interview
Involvement in school self-evaluation and development planning	E		Application Form/Interview
Demonstrable experience of successful line management and staff development	E		Application Form/Interview
Experience of inclusive educational practice, and within that, setting challenging but realistic goals for staff and pupils	E		Application Form/Interview
Recent participation in continuing professional development	E		Application Form/Interview
Experience of effectively managing financial and delegated budget		D	Application Form/Interview
Knowledge of safeguarding issues and experience in the successful implementation of procedures	E		Application Form/Interview
Understanding of high-quality teaching based on evidence	E		Application Form/Interview
Leading, Managing and Developing People			
Ability to model high quality teaching and support teachers in improving their teaching	E		Application Form/Interview
Ability to identify and implement the professional development needs of staff	E		Application Form/Interview
Ability to foster an open, transparent and equitable environment to deal effectively with challenge at every level	E		Application Form/Interview
Commitment to supporting work/life balance for all staff	E		Application Form/Interview
Strategic Direction and Development			
Ability to articulate a clear vision for the school, to implement a strategic plan across the school identifying priorities and evaluating potential impact	E		Application Form/Interview
Ability to analyse data, both in school and nationally to evaluate performance and inform school improvement planning	E		Application Form/Interview
To have effectively managed the school change and curriculum developments which impacted children's learning and supported staff to implement the improvements	E		Application Form/Interview
Ability to build relationships with community groups, outstanding agencies, and other schools and to positively promote the school in the community	E		Application Form/Interview
Personal Qualities			
Desire to help all children from a range of diverse backgrounds achieve their academic aspirations and fulfil their full potential	E		Application Form/Interview

Approachable attitude to staff, pupils and parents	E		Application Form/Interview
Excellent communication, listening and interpersonal skills with all stakeholders	E		Application Form/Interview
Good judgement, able to act decisively and promptly when required to work under pressure	E		Application Form/Interview
Effective ICT skills.		D	Application Form/Interview
Ability to drive, access to a vehicle and a full UK driving licence with Business Use insurance.		D	Application Form/Interview
Flexibility.	E		Application Form/Interview
Emotional resilience.	E		Application Form/Interview