



Deputy Head Teacher- Job Description

School: Ladysmith Infant School, Exeter

Responsible to: Headteacher

Salary: L2-5

The appointment of a Deputy Headteacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required standards for qualified teacher status;
- Other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually.

General description of the post

All post-holders are to ensure the school's vision, ethos and values are embedded in the day-to-day and long-term running of the school.

The holder of this post is expected to carry out the professional duties of an Deputy Headteacher as described below, and undertake, to the extent required by the Headteacher or Trust School Improvement Leader, the professional duties of the Headteacher in the event of their absence from the school as circumstances may require and in accordance with the school's policies.

The Deputy Headteacher, working with others, is responsible for evaluating the school's performance in order to identify the priorities for continuous improvement and to raise standards; ensuring equality of opportunity for all; developing policies and practices and ensuring that resources are efficiently and effectively used to achieve the school's values, aims and objectives.

Main Duties

Relationships

The post holder is accountable to the Headteacher and will work alongside and at their direction in the following areas:

1. Achievement and Standards

- Set high expectations by continuously monitoring and evaluating the effectiveness of learning outcomes and provision.
- Ensure a consistent and continuous school-wide focus on improving pupils' achievement, using data and benchmarks to monitor progress in every child's learning.

2. The quality of provision

- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Develop an increasing consistency in the learning environments and teaching practice through supportive development and training. Ensure that curriculum support is



provided to newly qualified teachers, non-assigned teachers and teachers and teaching assistants who may be new to the school.

- Demonstrate the principles and practice of effective teaching and learning.
- To take a lead role in formulating, implementing and monitoring planning procedures.
- Act as a pace setter for subject self-evaluation, clearly identifying strengths and areas for improvement to be included in the SSP.
- Set high expectations for good pupil behaviour, ensuring the school's policy on behaviour and discipline is at all times applied consistently and fairly.
- Take a school wide lead in the development of specific areas of the curriculum or processes.
- Undertake the role of class teacher as necessary.

3. Leadership and management

- Support the Headteacher in developing positive working relationships with and between all staff.
- To line manage school teaching and relevant support staff, as designated by the Headteacher, including completing relevant people management processes as required by the Trust
- Carry out, and ensure the carrying out by other staff, school policy and procedures as defined by the Trust's scheme of delegated authority.
- To deputise and lead the school in the absence of the Headteacher.
- Support the Headteacher to review the professional development of all staff and report progress, actions, and recommendations to the Trust and/or governing body
- To work with the Headteacher, Trust and local governors to help maintain an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- To support and lead on the development of EYFS beyond the school, working to support practice and leadership in other Trust schools as required.

6. Personal development and well-being

- Be an excellent example to pupils staff, parents and governors through their professional presentation and conduct in order to promote pupils' personal development.

7. Views of learners, parents/carers and other stakeholders

- Create and promote positive strategies for challenging prejudice through the curriculum.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.

General

- Take on specific tasks related to the day to day administration and organisation of the school as requested by the Headteacher.
- Take on any additional responsibilities which might from time to time be determined.
- Engage with appropriate training opportunities to promote professional effectiveness in this role.



This list is not exhaustive and may require additional work commensurate with the post.

Signed Date
Employee

Signed Date
On behalf of St Christopher's Multi Academy Trust