Job Description

Job Title:	Deputy Headteacher - Curriculum and Standards		
Reports to:	Headteacher	Salary:	L 18-22

1.	**INTRODUCTION**
	The deputy headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct
	The deputy headteacher will meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document. The post will require you to work in partnership with the Headteacher, governors and staff to ensure the continuous improvement and effective operation of the school
	Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

2.	**SPECIFIC RESPONSIBILITES:**
	- To ensure the Quality of Education at Fulford School is outstanding - To develop and review the Curriculum to ensure this meets the needs of all learners, meets statutory requirements, is cost-effective and promotes high standards of achievement and effective progression - To keep abreast of national and local Curriculum developments and to act on these, and in partnership where applicable, to optimise provision in the school - To have an oversight of the analysis of key school performance data. To line manage the Assistant Headteacher (Achievement) to ensure best practice is highlighted, priorities for action are appropriate and an improvement in standards is promoted - To have an oversight of the quality of teaching and learning within the school. To line manage the Assistant Headteacher (Teaching and Learning) to ensure best practice is highlighted, priorities for action are appropriate and an improvement in standards is promoted - To lead curriculum leaders. Ensure that curriculum areas are working to the highest standards, providing outstanding learning opportunities and outcomes for pupils - To lead departmental improvement planning, in conjunction with the Headteacher and to lead the monitoring and evaluation of departmental work within the school - To oversee the subject review process across the school - To lead on the strategic development of IT across the school, ensuring it remains fit for purpose and has an innovative and impactful role within the curriculum - To develop and review the school timetable, in conjunction with the Timetable and Data Manager, and to update the SLT and staff on timetabling issues - To be aware of best practice/innovation in timetable construction in terms of timetable remodelling and curriculum flexibility - To support strategic, curriculum-led financial planning to ensure effective use of budgets and resources

- To oversee Year 9 and 11 Options and to construct the annual Curriculum Plan in liaison with the Headteacher and with the Timetable and Data Manager acting in support
- To oversee the development of Literacy and Numeracy across the curriculum
- To attend at full governing body meetings and to lead/attend appropriate sub committees. Liaise with link governors
- To assist the Headteacher with teaching staff appointments, staff development and Performance Management
- Support distribution of leadership throughout the school
- Line manager of designated teaching and support staff. and key departments
- SLT link to a designated Year team

The main requirements are detailed below and involve a commitment to:

1. SHAPING THE FUTURE

- To support the Headteacher and governors in establishing a vision for the future development of the school
- To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school
- To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas e.g. projected staffing/timetabling and curricular changes
- To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues
- To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account
- To contribute to the self-evaluation of the school

2. LEADING LEARNING AND TEACHING

- To provide training for staff on effective teaching and learning
- To promote the active involvement of students in their own learning
- To contribute to target setting; including statutory procedures and targets for individuals and groups of students throughout the school
- To support strategies to promote high standards of behaviour
- To contribute to the development of a broad and rich curriculum that meets the needs of the range of students in the school
- To support the development of an effective assessment framework
- To promote the use of ICT to enhance and extend students' learning
- To monitor and evaluate classroom practice
- To provide support for colleagues in improving their classroom practice

3. DEVELOPING SELF AND WORKING WITH OTHERS

- To promote equal opportunities and safeguard the safety and welfare of all those in the school
- To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount e.g. through taking school assemblies and having an oversight of all educational off site activities
- To support the development of collaborative approaches to learning within the school and beyond
- To support the induction of staff new to the school
- To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members
- To engage in relevant professional development activity as necessary and to guide staff in

	their training and personal development
4.	**MANAGING THE ORGANISATION** • To monitor the quality of teaching and learning in the school and to promote improvement. • To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements • To develop action plans in specified areas of responsibility, in order to bring about improvements • To lead on the development and implementation of school policies relating to issues such as curriculum, learning and teaching and assessment, recording and reporting • To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities • To take responsibility for Performance Management of identified staff • To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money • To maintain a high profile in the life of the school through being a visible leader around the site, running a duty team and by attending extra-curricular events • To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance
5.	**SECURING ACCOUNTABILITY** • To support the governing body in meeting its responsibility to account for the performance of the school • To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review • To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school • To contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary
6.	**STRENGTHENING COMMUNITY** • To gain an understanding of the diversity of the school community • To contribute to policies and practice which promote equality of opportunity and tackle prejudice • To contribute to the development of opportunities for students to enhance their learning within the wider community • To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement • To promote links and good relationships with the local community and outside agencies

Person Specification

DEPUTY HEADTEACHER - Curriculum and Standards

PERSON SPECIFICATION	Essential (E) Desirable (D)	Evidenced*
Qualifications, Experience and Professional Development		
• Qualified Teacher Status	E	A
• Honours Degree or equivalent	E	A
• Professional Development in preparation for Headship/Deputy Headship	E	A
• Background checks and references show no issues of concern with regard to safeguarding children and young people	E	A/R
Leadership and management experience:		
• Experience as a Deputy or Assistant Headteacher or equivalent	E	A
• Successful and sustained leadership within a SLT in a secondary school/college	E	A/I/R
• Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level	E	A/I/R
• Demonstrated the ability to work strategically and successfully at a senior leadership level	E	A/I/R
• Working successfully with other education partners and providers	D	I/R
• Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction and challenge	D	I/R
• Experience of sixth form leadership and management	D	A/I/R
Teaching Experience		
• Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context	E	A/R
• Proven record of outstanding results with examination classes	E	A/R
Shaping the Future		
• Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision	E	A/I/R
• Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement	E	A/I/R
Leading Teaching and Learning		
• Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance	E	A/I/R
• Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being	E	A/I/R
• Ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence	E	I/R
• Ability to lead the development and implementation of a diverse, flexible curriculum and effective assessment for learning	E	A/I/R

Developing Self and Working with Others		
• Understands the significance of interpersonal relationships and strategies for promoting individual and team development	**E**	**I/R**
• Knows how to promote an open, fair and equitable culture	**E**	**I/R**
• Has a clear understanding of the impact of change and different leadership styles on individuals and organisations	**E**	**I/R**
• Ability to communicate appropriately and effectively with a variety of audiences, including children and young people	**E**	**I/R**
• Ability to build and sustain networks and alliances in pursuit of organisational goals	**E**	**A/I/R**
• Reads widely to keep abreast of changes in education	**E**	**A/I**
Managing the organisation		
• Successful experience of the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation	**E**	**A/I/R**
• Understands how to establish and sustain effective organisational structures, systems, policy, and practice	**E**	**I/R**
• Knowledge of and commitment to the implementation of the safeguarding agenda	**E**	**I/R**
Securing Accountability		
• Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self evaluation and performance management and have experience of these	**E**	**I/R**
• Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance	**E**	**I/R**
• Ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information, and intelligence to monitor progress in every child's learning	**E**	**A/I/R**
• Experience of holding individuals, teams, and whole school to account for student learning outcomes	**E**	**I/R**
Strengthening Community		
• Understands the importance of listening to, reflecting, and acting on community feedback	**D**	**I/R**
• Experience of strategies that encourage parents and carers to support their children's learning	**D**	**A/I/R**
• Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students	**E**	**A/I/R**

Personal Skills and Attributes – the ability to:		
• Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	E	I/R
• Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	I/R
• Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I/R
• Demonstrate personal and professional integrity, including modelling values and vision	E	I/R
• Prioritise, plan and organise themselves and others	E	I/R
• Think analytically and creatively and demonstrate initiative in solving problems	E	I/R
• Be able to present in an inspiring, engaging and effective manner to a variety of stakeholders	E	I/R
• Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	I/R
• Demonstrate a capacity for sustained hard work with energy and vigour	E	I/R
• Demonstrate resilience and optimism	E	I/R
• Demonstrate a sense of humour	E	I/R

Last review date: July 2020

Next review date: July 2021

Headteacher's signature:		Date:	
Postholder's signature:		Date:	