



Job Description



Job Title: Deputy Head Teacher – Pastoral (Personal Development, Behaviour and Attitudes)
Required: April 2023
Salary: L18-L22
Terms: Permanent and full time

Responsible to: Head Teacher, Executive Head Teacher and Directors of the MAT board

Line Management responsibility: Specific members of the Leadership Team; Heads of Department; Other Areas of the school as directed by the Headteacher.

The priorities in principle for this job are:

To support and assist the Head Teacher by providing dynamic and professional leadership and management to reflect 'policy in practice' by sharing and modelling the Dayspring Trust's and Academy's vision and values in everyday work and practice. Developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement. Contributing to our rigorous and on-going self-evaluation and taking responsibility for developing outstanding provision in personal development, behaviour and attitudes across the Academy.

Specific priorities in each year will be defined by the Head Teacher with the postholder in line with the School's strategic objectives.

The Deputy Head Teacher is expected to be familiar with the National Professional Standards for Head Teachers (2004), Subject Leaders and those for Teachers. These are used in appraisal.

In addition, the Deputy Head is responsible for:

1. Leadership

- 1.1. Deputising for the Head Teacher in his absence;
- 1.2. Working with the Head Teacher, Executive Head Teacher, Directors and Local Academy Council to develop the school's vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff;
- 1.3. Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement;
- 1.4. Work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- 1.5. Leading specific initiatives and co-ordinating development programmes to ensure the school promotes and achieves the highest standards of behaviour, attitudes and attendance;
- 1.6. Embedding ambition and driving improvement, specifically within line management of the pastoral teams and across areas of responsibility;

- 1.7. Support the Christian ethos of the academy and lead by example;
- 1.8. Contributing to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed teams, including:
 - contributing to the School's SEF and providing relevant evidence for the behaviour and attitudes and personal development sections of the Ofsted framework
 - participating in cross-school 'benchmarking' to moderate judgements
 - annually reviewing progress and moderating team SEFs including pastoral teams
 - interpreting and acting upon pupil performance/prior attainment data as well as attitudes to learning and behaviours for learning
 - analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
 - work scrutiny/standardisation of assessment across the academy
 - lesson observations and feedback
 - learning walks and pupil voice including for personal development
 - moderating pupil standards of achievement and behaviour
 - checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively;
- 1.9. Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation;
- 1.10. Preparing reports for the Headteacher, Directors and Academy Council meetings;
- 1.11. Being a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff;
- 1.12. Participating in the day-to-day management of the school by being a dynamic, energetic, visible and effective presence, leading a positive culture where outstanding expectations are met by all stakeholders;
- 1.13. Raising standards (including attendance) and performance in line with national expectations for all groups of learners;
- 1.14. Lead on admissions, including the strategic lead for alternative provision;
- 1.15. Develop, co-ordinate and monitor all duties across the school day;
- 1.16. Line management of core subjects.

2. Raising Aspiration and Standards

- 2.1. Lead and manage the pastoral teams to create a culture;
- 2.2. Ensuring that the needs and aspirations of each pupil are addressed through personalised learning and mentoring;
- 2.3. Ensuring standards of outstanding behaviour for learning and attitudes to learning;
- 2.4. Ensuring that assessment data is accurate and is used by all teachers to set challenging targets and inform accurate exam performance predictions;
- 2.5. Challenging practice to ensure a stimulating learning environment;
- 2.6. Implement strategies that maintain high standards of behaviour and attendance;
- 2.7. Ensuring MAT-wide priorities and policies are consistently and effectively implemented within the academy;
- 2.8. Support improvement through strategic leadership of a strong, consistent behaviour and welfare system;
- 2.9. Strategic oversight of attendance and punctuality.

3. Personal Growth and Development

- 3.1. Ensuring all staff are kept informed of the academy's strategic objectives, core priorities, development and progress through effective communication;
- 3.2. Implementing effective procedures to safeguard pupils at all times;
- 3.3. Contributing to the recruitment, induction and professional development of the academy's workforce to achieve the school's vision and goals;
- 3.4. Supporting equal opportunities for all members of the academy's community regardless of gender, ethnicity, religion, sexuality or disability;
- 3.5. Implementing clear, consistent and effective performance management processes within line managed teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly;
- 3.6. Maintaining effective partnerships with parents and carers to support and improve pupils' achievement and personal development;
- 3.7. Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Deputy Head Teacher;
- 3.8. Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Head Teacher;
- 3.9. Managing own workload and that of others to allow an appropriate work/life balance.

4. Learning

- 4.1. Monitoring the quality of learning and teaching in line managed teams;
- 4.2. Promoting strategies for raising the achievement of all learners and managing strategic intervention programmes;
- 4.3. Making effective use of assessment for learning and benchmark data to monitor and promote pupils' progress, address and challenge in-departmental variation and marginal performance;
- 4.4. Leading by example and consistently modelling good practice in building pupils' learning power;
- 4.5. Establishing innovative, creative, responsive and effective approaches to learning and teaching;
- 4.6. Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- 4.7. Contributing to planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos;
- 4.8. Ensuring personalised learning remains a core priority in curriculum planning and delivery;
- 4.9. Supporting and co-planning learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils' academic, spiritual, moral, social, emotional and cultural well-being;
- 4.10. Implementing strategies to ensure high standards of behaviour and attendance;
- 4.11. Reporting national and local educational strategies and developments to all staff and directors as appropriate.

5. Community

- 5.1. Liaising with other staff within the wider Pupil Services Team, team leaders and appropriate external agencies to protect children to ensure their development, health and well-being;
- 5.2. Identifying opportunities, with the Head Teacher, to further involve parents, carers, community figures, business and other organisations to enhance and enrich pupils 'experiences';
- 5.3. Sharing knowledge and experience across the trust and with other schools in the North-East, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system;
- 5.4. Sharing the school's vision and values and building these into daily practice including the delivery of Worship and other opportunities for celebrating achievement and informing progress with the HT (Parents' Evenings and Celebration of Achievement etc.);
- 5.5. Ensuring timely and professional communication to parents in all correspondence and consistently high standards in reports on pupils' progress;
- 5.6. Maintaining positive perceptions of the school through relevant, interesting and engaging items on the school's website, in newsletters and the local media, presentations/ workshops at Parents'/Curriculum Evenings and Celebration events;
- 5.7. Encouraging participation in and organising enrichment, cross and extra-curricular activities appropriate to extending learning, including supporting those in his/her line-managed teams;
- 5.8. Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups, particularly middle leaders.

6. Environment

- 6.1. Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed teams to improve the quality of education for all pupils and ensure value for money;
- 6.2. Contributing to the development of the academy site to ensure it meets current and future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all pupils.

The Deputy Head Teacher will undertake any other reasonable tasks or duties assigned by the Head Teacher. They will also have the responsibilities of a "teacher" at Venerable Bede CE Academy.