



**Stockingford**  
Academy



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## **Job Description**

**Job Title:** Deputy Headteacher  
**Employment Status:** Permanent, full time

**Responsible to:** Headteacher

### **Job Purpose:**

The Deputy Head Teacher, under the direction of the Head Teacher, will take a major role in:

- Unreservedly supporting the direction of the Trust and the Head Teacher of the academy working within.
- Designing, reviewing and modelling the vision and values through all aspects of professional practice.
- Support the management and development of the enhanced resource-base provision within the school to maintain high standards of behaviour.
- Develop social and emotional provision (Thrive Approach) across the school.
- Manage and monitor the targeting of vulnerable groups through effective Pupil Premium strategy and other associated provision.
- Supporting the school evaluation and development planning process.
- Using accurate and purposeful knowledge of school and national outcomes to inform school planning.
- Formulating the aims and objectives of the school and supporting strategic leadership.
- Establishing policies for achieving these aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Ensuring the effective and robust operation of safeguarding procedures.

If the Head Teacher is absent, the Deputy Head Teacher will deputise.

The Deputy Head Teacher will also be expected to fulfil the professional responsibilities of a Head Teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

### **Main Duties and Responsibilities**

#### **School Culture**

- Support, sustain and help develop the school's ethos and strategic direction in partnership with the Headteacher, Trust partners, members of the school community and those responsible for governance.
- Maintain a culture where pupils experience a positive and enriching school life.



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- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

#### Teaching & Learning, Curriculum & Assessment

- Overtime, have a clear understand the pedagogical and curricular approaches adopted by the Trust and academy.
- Be aware of and understand how the latest research impacts on quality of teaching for all children.
- Act as a role model by providing inspirational and creative teaching which secures high standards of learning and behaviour.
- Ensure own teaching and others is underpinned by high levels of subject expertise.
- Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions document.
- Play a significant role in creating and maintaining a climate which promotes and secures outstanding teaching, effective learning, high standards of achievement and good behaviour throughout the school.
- Implement the curriculum and its assessment; monitor and evaluate practice to identify and act on areas for improvement.
- Help to ensure that pupils with SEND or additional needs develop study skills to learn more effectively and with increasing independence.
- Ensure that the needs of any other pupils in receipt of additional funding i.e. Pupil Premium, Armed Forces Children are promoted and that barriers to learning are reduced.

#### Behaviour & Inclusion

- Sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Ensure that all staff hold ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Sustain and further develop cultures and practices that enable pupils to access the curriculum and learn effectively.

#### Organisational Management

- To ensure the school complies with all relevant legislation, including health and safety, equal opportunities and the Code of Practice.
- To write an annual action plan related to agreed areas of responsibility monitor and evaluate them and use them to identify future priorities for development.



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- To allocate, deploy and maintain resources with maximum efficiency to meet the objectives of the school and to ensure value for money.
- To maintain effective communication with Trust and governors, ensuring they are well-informed about plans, policies and priorities.
- To share responsibility for assemblies.

#### Professional Development

- Lead CPD meetings and INSET at school and Trust level through the provision of high-quality professional development.
- To take responsibility for own professional development and keep up to date with recent developments in education.
- To appraise staff as per the Performance Management Policy.
- To maintain and develop classroom practice through regular opportunities for teaching and learning when necessary.

Link to DfE Headteachers' Standards 2020: <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

#### **Safeguarding and Child Protection**

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarises themselves with *Keeping Children Safe in Education part 1* (KCSIE) and local policies and procedures as directed by the trust/academy

#### **Other**

- Carries out any other duties as directed by the Headteacher that are within the scope, purpose and spirit of the role
- Attends regular continuing professional development (CPD) as required by the school, and other optional relevant CPD to develop good practice
- Proactively takes steps to ensure their mental health and wellbeing is protected, seeking further support if appropriate



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<b>PERSON SPECIFICATION – Deputy Headteacher Stockingford Academy</b>		<b>Essential</b>	<b>Desirable</b>
<b>Education and Qualifications</b>	Qualified Teacher Status	✓	
	A SEN Accreditation qualification		✓
	Post threshold teacher status		✓
	Evidence of relevant continuing professional development, including for example Future Leaders, NPQ's etc		✓
<b>Experience</b>	Excellent teaching ability	✓	
	Experience of middle management position(s) or a successful Fast Track progression route	✓	
<b>Skills and Knowledge</b>	The ability to lead and manage the school team effectively and efficiently and work with other professionals and agencies	✓	
	Communication skills, oral, written and presentational	✓	
	The ability to deliver well planned, organised and innovative lessons	✓	
	Proficiency in the use of IT and the software programmes used in schools		✓
	The ability to lead, model and manage positive behaviour, good order and positive discipline in the school	✓	
	The ability to manage school information and data for recording, monitoring, evaluation and reporting	✓	
	How academies work within a Trust		✓
	Relevant (to be agreed) subject and/or curriculum expertise	✓	
	Latest research and how it impacts current and future provision	✓	
	How to lead curriculum development and manage innovation and change	✓	
	Know how to use information and data to set targets, raise attainment and achievement	✓	
	How children and young people learn, develop and progress through life stages and events	✓	
	How IT can be used effectively to motivate children to learn	✓	



	How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum	✓	
	How to manage health and safety policy and promote and safeguard pupil welfare	✓	
	How to manage equalities and inclusion policies and how these are implemented in schools	✓	
	Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓	
<b>Personal Qualities</b>	Dedicated to our vision that all children are entitled to a first-class education	✓	
	Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities	✓	
	Self-motivated and able to work on own initiative without supervision	✓	
	Works with honesty and integrity	✓	
	Emotional resilience in working with challenging behaviour	✓	
	Recognises the importance of protecting their own personal wellbeing	✓	
	Committed to making children feel happy, safe and secure	✓	
<b>Safeguarding and Child Protection</b>	Understands their role in safeguarding and protecting children or a keen willingness to learn this	✓	
	Develops appropriate professional boundaries with children. Knows not to build friendships	✓	
	Awareness of the key safeguarding processes in schools or willingness to understand these	✓	
	In-depth understanding of the requirements of Keeping Children Safe in Education		✓
	A realistic appreciation of the challenges involved in working with children		✓
	Committed to improving safeguarding processes and practices. Sees it as part of their job		✓
<b>Professional Development</b>	Willing to participate in further appropriate professional development	✓	
	Positive approach to own continuous personal professional development and training		✓



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CORE COMPETENCIES
Clear understanding and commitment to safeguard and protect children
Adopts an inclusive approach respecting diversity in all forms
Conscientiously adheres to school / trust policies and procedures and works ethically
Works in a way, which abides to the school values of Excellence, Resilience, Nurturing, Fairness and Partnership
Embraces the vision "Nurturing Hearts, Inspiring Minds, Shaping Futures" and devotedly helps all students achieve this