

### **Isleham C of E Primary School - Deputy Head Selection criteria**

	Essential	Desirable
Professional qualifications / experience	<p>Qualified teacher status</p> <p>Experience across Foundation, KS1 and KS2</p> <p>Outstanding classroom practitioner</p> <p>Evidence of further professional development both as a teacher and as a leader</p>	<p>Knowledge of all primary stages, including a good understanding of the Early Years curriculum</p> <p>Experience in more than one school</p> <p>SENDCo qualification</p>
Curriculum	<p>Evidence of implementation of policies and schemes</p> <p>Involvement in curriculum initiatives</p> <p>Broad and up to date curriculum knowledge</p> <p>Have an excellent understanding of a range of children's needs</p>	
Leadership	<p>Clear sense of direction</p> <p>Leadership in curriculum/whole school initiatives</p> <p>Use of data to track pupils across the school</p> <p>Involvement in school at a leadership level</p> <p>Ability to take a clear lead</p> <p>Ability to delegate</p> <p>Commitment to inclusion</p>	<p>Experience of leading professionals</p> <p>Experience of line managing staff</p> <p>Involvement in teacher appraisal</p>
Community	<p>Evidence of commitment to community and parent partnership</p> <p>Ability to support parents sensitively</p> <p>Experience of supporting, guiding and advising all school stakeholders</p>	
Personal Qualities	<p>Enthusiasm</p> <p>Flexibility</p> <p>Analytical</p> <p>Hardworking</p>	<p>Active support for extra-curricular activities</p> <p>Own interests outside teaching</p> <p>Headship aspirations</p>

	High expectations	
Personal Skills	Ability to administer and organise  Leadership skills  Ability to communicate confidently and clearly  Ability to support sensitively and encourage colleagues  A high level of inter-personal skills  Ability to manage own time effectively  Ability to take initiatives  Ability to meet school and statutory deadlines	

### **Job Description – Deputy Head Teacher**

#### **Part 1: Teaching**

##### **1 to set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### **2 to promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### **3 to demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 to plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 to adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 to make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7 to manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Isleham C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8 to fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part 2: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Part 3: Leadership**

As the Deputy Headteacher

- seek the development of good practice and to act as a point of reference for other members of staff
- ensure the development of the subjects across the school in line with the SDP
- support action planning to reflect the priorities in the SDP,
- monitor the quality of teaching to ensure high standards, continuity and progression
- monitor standards and progress of children
- analyse data and present trends and analysis to the Governing body

- monitor, review or develop, in consultation with the headteacher, colleagues and governors a relevant, balanced and continuous approach throughout the school Mayfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- participate in courses, keeping up to date with new ideas and feedback to staff  
organise, monitor and order new resources  
liaise with external agencies

As a member of the leadership team lead by example e.g. by developing excellent practice and acting as a role model to others

- be involved in supporting the Headteacher with strategic planning and assist in the formulation of whole school policies and documents e.g. self evaluations, School Development Plan, action planning, external and internal audits and reviews
- develop staff, and act as a reviewer for appraisal, in staff development through dialogue, coaching, training, monitoring and support
- ensure the curriculum is broad, balanced and meets children's needs
  - contributing towards the evaluation and assessment of the curriculum monitoring
  - taking responsibility for curriculum area(s)
- facilitate effective whole school communication and contribute to the smooth running of the school through
  - day to day management of the team
  - coordinating and liaising with other staff and external agencies
  - fostering home/school links
  - supporting the pastoral welfare of children and staff
  - supporting and implementing whole school initiatives
  - disseminating information

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