



Job Description and Person Specification

POST IDENTIFICATION

Post Title:	Deputy Headteacher
Grade:	Leadership L9-L13 (£58,488-£64,540 per annum)
Directorate:	Education
Division:	Schools
Location:	St Mary's Church in Wales Voluntary Aided Primary School
Responsible to:	Governing Body of St Mary's Church in Wales Primary School

INTRODUCTION

This job description, within the context of a Church in Wales school, complements the standards, values and dispositions identified in the Professional Standards for Teaching and Leadership 2018. The Deputy Headteacher will align to, demonstrate and promote the overarching values and dispositions defined within the Professional Standards of:

- 1) Professional entitlement
- 2) Welsh language and culture
- 3) Rights of learners
- 4) Literacy, numeracy and digital competence
- 5) The professional learner
- 6) The system role

The post holder is required to undertake the professional responsibilities of a Deputy Headteacher as specified in the School Teachers' Pay and Conditions Document.

JOB PURPOSE

Under the direction of the Headteacher, provide significant contribution to the development of a clear vision for the school, in partnership with all school stakeholders, demonstrating firstly a commitment to a Christian vision and Christian values and secondly, providing the professional leadership required to enable all staff to support learners achieve their full potential. This should be achieved in accordance with the policies of the governing body, and the priorities set out in Provincial, Diocesan, local and national education strategies.

To deputise for the Headteacher as and when required.

KEY AREAS

Pedagogy

1. Be accountable for supporting the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of well-being, standards and progress.
2. Develop strategies, structures and systems, with all school stakeholders, to ensure that the school is working effectively towards the achievement of its Christian vision and sustained school improvement, to enable the achievement of the four purposes of learning, taking account of national, Provincial, Diocesan and local circumstances, policies and initiatives.
3. Motivate and work with others to create and sustain a school ethos and learning environment that is essentially Christian and conducive to effective learning.
4. Consistently secure the best outcomes for learners through progressively refining and advancing teaching and influencing learners.
5. Ensure the organisation and delivery of the curriculum and implementation of a range of pedagogic approaches within the school, to support high quality teaching and learning and the delivery of the curriculum in Wales.
6. Ensure a consistent and continual school wide focus on learners' wellbeing, experience and achievement, establishing a culture that values learners' views in informing all stages of learning and school experience.
7. Develop policies and practices, in collaboration with the relevant stakeholders, that promote the Welsh language and culture and develops learners' bilingual skills as appropriate.
8. Enable the development of the four purposes for learning through the creation of structures and systems that support planning and emphasise the disciplines of different areas of learning in context, to secure highly effective teaching and learning.
9. Develop and implement effective systems to monitor and evaluate the impact of learning experiences and learners' progress to bring about sustained improvement.
10. Demonstrate accountability for learner wellbeing and outcomes by working with all relevant stakeholders to ensure the wellbeing and achievement of all learners is valued and evident throughout the school.
11. Develop inclusive strategies, structures, policies and systems, in collaboration with relevant stakeholders, that enable all learners to gain full access to opportunities to achieve and ensure their individual learning needs are met.
12. Promote and ensure equity in academic, vocational and experiential learning routes.
13. Develop and articulate a coherent, understandable and accurate account of the school's performance, to a range of external partners, including parents and governors, ensuring this incorporates learner wellbeing and progress.
14. Manage the effective communication and implementation of recommendations arising from reports, including the outcomes of school self-evaluation and external inspection by Estyn and Section 50, in order to drive and sustain school improvement.
- * 15. Collaborate with all school stakeholders to build a school climate and learning culture which through its Christian ethos, reflects the richness and diversity of the school's community, including Welsh Language and culture.

Contribute, as appropriate, to the teaching in the school.

Collaboration

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| 16. Establish a climate of mutual support and effective collaboration both within and beyond the school to develop, enhance and share effective pedagogy. |
| 17. Work with the Headteacher to establish a collaborative learning culture within the school and actively engage with other educational establishments in both the church school and non-church school context, to build effective learning communities. |
| 18. Promote and facilitate effective collaboration with employers, business, government, the church and other educational professionals to encourage innovative approaches and support and improve every day practice of the learning organisation. |
| 19. Establish and build partnerships within school and across schools, both church and non-church, to share best practice and support school improvement for mutual benefit in terms of high quality and flexible support to develop professional practice. |
| 20. Work with the governing body, so that it is able to meet its responsibilities in supporting effective learning and teaching and sustained school improvement. |
| 21. Welcome strong governance and work with the Headteacher to actively support the governing body to understand its role and deliver its functions effectively in order to meet the school's distinctive character. |
| 22. Establish effective and open relationships with parents, carers, the church and the wider local community to actively engage them with learners' wellbeing, experience and progress and ensure the school plays a central role in the community and life of the local church. |
| 23. Build creative partnerships with the church that fosters the spiritual development of children and young people. |
| 24. Collaborate with other agencies, including the local authority and diocese in providing for wellbeing of learners and their families. |
| 25. Develop a school-wide commitment to continuous improvement and sustainable development through actively promoting and facilitating collaborative opportunities for all staff, accurately identifying areas of concern and taking appropriate action to support and secure improved performance. |

Professional Learning

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| 26. Create an environment in which professional learning is valued, has impact upon pedagogy and supports professional growth across the learning community within and beyond the school. |
| 27. Ensure sustained and focused professional learning for all staff, including self, framing professional growth within pedagogic practice, learner experiences and outcomes. |
| 28. Work with the Headteacher to develop a culture that supports growth and leadership at all levels, for church and non-church schools, by developing and nurturing leadership potential in others, and contributing to opportunities available, to build the leadership capacity of the school. |
| 29. Establish professional networks and communities to enable the school to play an active role in the widest education community, including church and non-church schools, contributing to the training of future teachers and other adults who work with learners and developing practice orientated research. |

Innovation

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| 30. Coordinate innovation with all relevant stakeholders, to ensure the school embraces and benefits from evidence-based approaches to innovation aligned to the long-term vision for Wales. |
| 31. Establish a long-term programme of evidence-based approaches to innovation to meet challenges, manage change and take learning forward effectively to improve wellbeing and outcomes. |
| 32. Work with the Headteacher to create a culture where expertise, experience and pedagogical practice is continually developed and shared within and across schools, in both church and non-church schools. |
| 33. Work with the Headteacher to develop a culture where evidence derived from innovative practice is used to evaluate the impact of changes, both within and beyond the school community. |

Leadership

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| 34. Work with the school community to bring coherence, clarity and a shared commitment to realising the school's Christian vision for pedagogy, learners, colleagues and the wider community in Wales. |
| 35. Work with the relevant stakeholders to ensure that strategic planning reflects the diversity, values, experience and Christian context of the school and the community at large. |
| 36. Ensure, with the support and input of the Headteacher and governing body, the school is compliant with all internal, Provincial, Diocesan, local and national policies. |
| 37. Work with the Headteacher to create, through Christian distinctiveness, a culture in which others can grow professionally. |
| 38. Develop and nurture leadership potential in others, at all levels, to build the leadership capacity of the school and inspire future Church school leaders. |
| 39. Develop, empower and sustain effective individuals and teams through distributed leadership, encouraging reflective practice. |
| 40. Build effective networks to share professional knowledge, research and practical expertise that enables both the school and other schools to benefit through mutual collaboration. |

Managing the school

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| 41. Work with the Headteacher and the relevant stakeholders to produce and implement clear, evidence-based improvement plans and policies for the development of the school, its Christian distinctiveness and its facilities. |
| 42. With the support of the Headteacher and governing body, manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. |
| 43. Make effective use of the support and challenge provided by the local authority, regional consortium and Provincial and Diocesan authorities. |
| 44. Support the Headteacher and governing body to manage the school's financial and human resources effectively and efficiently to achieve the school's Christian vision, education priorities and goals. |

45. Monitor, evaluate and review, in collaboration with the Headteacher and governing body, the range, quality and use of all available resources to improve the quality of education for all learners and to secure value for money.

46. Work with the Headteacher and relevant stakeholders to develop and implement strategies that ensure a safe, calm and well-ordered environment for all learners and staff, focused on developing exemplary Christian behaviour in school and the wider community. Secure high standards of behaviour and attendance, resulting in successful conditions for learning.

PERSON SPECIFICATION

S = Shortlisting criteria

Please note, shortlisting criteria may also be tested at assessment stage

	ESSENTIAL	DESIRABLE
QUALIFICATION	<p>Qualified teacher status (S) (1)</p> <p>Degree (S) (2)</p> <p>Current EWC registration</p>	<p>Further qualifications and/or professional studies relevant to the age-range. (S)</p>
KNOWLEDGE and EXPERIENCE	<p>Significant recent experience as a senior leader in a: Infant / Junior / Primary (S) (3)</p> <p>Understanding of the school's distinctive Christian character and the requirement of Collective Worship and Religious Education to be central to the life of the school. (S) (4)</p> <p>Proven experience of leadership e.g. subject/phase leadership (S) (5)</p> <p>Knowledge and understanding of the current Welsh Educational context and the National Mission (S) (6)</p> <p>Knowledge of best practice and procedures for safeguarding children and young people</p> <p>Proven experience of monitoring, evaluating and reviewing performance in order to raise achievement for all groups of pupils.</p> <p>Up-to-date knowledge and understanding of what constitutes excellent teaching and learning and how to implement it (S) (7)</p> <p>Knowledge of effective strategies and procedures relating to professional learning and performance review.</p> <p>Successful experience of managing change</p>	<p>Experience of health and safety management</p> <p>Experience of building relationships and working effectively with governors</p>

	ESSENTIAL	DESIRABLE
	<p>Experience of building effective relationships with a range of school stakeholders, including parents and the wider community (S) (8)</p> <p>Experience of developing and delivering Collective Worship.</p>	
SKILLS	<p>Ability to articulate and communicate a clear vision of high quality educational provision for the school as well as promote the distinctive Christian character of the school. (S) (9)</p> <p>Ability to lead, manage and motivate staff and pupils to achieve high standards</p> <p>Successful experience of providing for pupils with additional learning needs.</p> <p>Ability to build a strong network of collaborative relationships and partnerships with the Governing Body, the Local Authority, Diocese and local church, other schools, education professions and appropriate external organisations (S) (10)</p> <p>Ability to communicate and develop links effectively, both orally and in writing with a range of audiences. (S) (11)</p> <p>High level of personal skill in using and applying information and communication technology (ICT)</p> <p>Good organisational abilities and ability to delegate.</p>	<p>Ability to foster links with other schools, locally, nationally and internationally in a Christian context.</p>

	ESSENTIAL	DESIRABLE
PERSONAL ATTRIBUTES	<p>A personal Christian commitment and involvement in a local church.</p> <p>The ability to be resilient under pressure and to remain positive and enthusiastic.</p> <p>A commitment to continuous professional learning for both self and others</p> <p>A commitment to promote the wellbeing of all members of the school community, reflecting the Christian identity of the school.</p> <p>A commitment to the promotion of the Welsh language and culture</p> <p>Ability to demonstrate sound and balanced judgement, decisiveness and flexibility</p> <p>Integrity, loyalty and sensitivity</p>	
OTHER REQUIREMENTS	<p>This post is exempt from the Rehabilitation of Offenders Act (1974) and a comprehensive screening process will be undertaken on all applicants. This will include an enhanced with barred list check with the Disclosure and Barring Service. (DBS)</p> <p>Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council and that of the Church in Wales.</p>	