



# PLATANOS COLLEGE

An outstanding school for  
pupils of all abilities

## Job Description

**Position:** Deputy Headteacher

**Reporting to:** Headteacher / Head of School

As part of the new structure of the senior team, the responsibilities of the post holder may vary after review. Governors are therefore looking to appoint a Deputy Headteacher with a breadth of proven experience who can demonstrate leadership across the whole spectrum.

### Core Purpose

- To deputise for the Headteacher, in particular to provide day-to-day, operational management of the school.
- To be responsible to the whole school community with the school's values at the heart of your leadership.
- To be accountable for ensuring that all pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely.
- To provide effective leadership and management and thereby build and maintain an effective team of staff and students which continually enhances the quality of learning and achievement.
- To carry out your responsibilities, and accept your accountability to a wide range of groups, particularly students, parents, carers and governors.

### Key Responsibilities

In compliance with the National Standards for Headteachers, the Deputy Headteacher has the following key responsibilities:

- To work with the Governing Body/Academy Trust and others to create a shared vision and strategic plan that inspires and motivates students, staff and all other members of the school community.
- To raise the quality of teaching, learning and assessment and thus improve students' attainment and progress.
- To set high expectations and monitor and evaluate the effectiveness of learning outcomes to further enhance the successful learning culture that enables all students to become effective, enthusiastic, independent learners, committed to life-long learning.

- Use of data to raise attainment.
- To manage yourself and your professional relationships well.
- To build a professional learning community that enables others to achieve through performance management and effective monitoring that continuously drives high standards and expectations.
- To commit to your own continuing professional development.
- To ensure effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- To ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- To build effective collaborations with others.
- To work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all students.
- To be responsible for continuously improving the quality of teaching and learning.
- To inspire colleagues through personal example and hard work.
- To promote the agreed vision of the school and to create a sense of purpose and pride in the school.
- To line manage a group of middle leader colleagues and ensure accountability at all levels within this team.
- To take responsibility for aspects of the School Improvement Plan (SIP), and Self Evaluation Form (SEF) and ensure that these are accurate and useful documents.
- To support and ensure colleagues are consistent in the implementation of whole school policies.
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- To use the Performance Management cycle to assist in enhancing the professional development aspirations of yourself and colleagues.
- To keep up-to-date with developments and new ideas related to teaching and learning and staff development.
- To take an equitable share of whole school curriculum, care and management responsibilities.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

- To teach students within the age range of 11-19 in accordance with the professional duties of a teacher. Teaching time to be agreed.
- To comply with and undertake any other duty as specified by the Teachers' Standards and School Teachers' Pay and Conditions documentation not mentioned in the above.

Employees will be expected to comply with any reasonable request from their manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed where necessary and may be subject to amendment at any time after consultation with the post holder to reflect or anticipate changes in the job which are commensurate with the grade and job title. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants must undergo an enhanced DBS check and checked against the DBS Barred List.

Offer of employment is always conditional on the receipt of satisfactory references.



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## Person Specification

**Position:** Deputy Headteacher

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Qualifications and Experience	Essential	Desirable
1. Qualified Teacher status	✓	
2. Graduate Degree	✓	
3. Postgraduate Degree		✓
4. Holder of, or registered and working towards, NPQH, or of a standard to begin	✓	
5. Significant success/good track record as Deputy Head in a secondary school	✓	
6. Experience in a secondary school of similar ethnic/social diversity facing similar challenges		✓
7. Experience of leading and managing change, using a range of leadership and management styles and applying them appropriately to motivate, influence and empower people and to effectively manage conflict	✓	
8. Experience of managing staff to ensure high and reliable levels of performance and personal accountability	✓	
9. Outstanding teaching and learning practice	✓	
Knowledge	Essential	Desirable
10. Thorough knowledge and understanding of Key Stage 3 and Key Stage 4 curricular issues, the 14-19 agenda and an interest in earlier years education.	✓	
11. Able to maintain appropriate records and manage information effectively so that the school is able to account for all aspects of performance to governors and others	✓	
Strategic direction and leadership	Essential	Desirable
12. Able to think strategically and innovatively, to formulate a coherent vision, to communicate it to a variety of audiences, and to procure their active involvement.	✓	

13. Determination and tenacity to deliver on long term objectives.	✓	
14. Committed to inclusion and to equality of opportunity for all, and to the central role of equalities both in employment practice and in the formation and implementation of policies	✓	
<b>Leading Learning and Teaching</b>	<b>Essential</b>	<b>Desirable</b>
15. Uncompromising commitment to high expectations of students, driving excellence in their learning and achievement	✓	
16. Considers systematic and rigorous self-evaluation by self and the whole school community to be key in identifying strengths and weaknesses and in securing school improvement	✓	
<b>Developing self and working with others</b>	<b>Essential</b>	<b>Desirable</b>
17. Committed to CPD for self and others, including distributed leadership and growing leaders	✓	
18. Gives and receives feedback effectively	✓	
19. Able to relate well to staff and students of all backgrounds, and to foster an ethos of mutual respect	✓	
<b>Managing the organisation</b>	<b>Essential</b>	<b>Desirable</b>
20. Highly organised, but flexible	✓	
21. Ability to delegate effectively	✓	
22. A team player as well as a team leader	✓	
<b>Securing accountability</b>	<b>Essential</b>	<b>Desirable</b>
23. Uncompromising commitment to high expectations of teachers and self, and strongly focused on school improvement and successful outcomes.	✓	
24. Uses a variety of tools to monitor progress of self and school, including self-review, data capture and analysis and evaluation/feedback from stakeholders & community	✓	
25. Committed to continually seek to raise standards of teaching and learning through a variety of means including CPD, classroom observations, moderation, performance management and the sharing of good practice	✓	
<b>Strengthening community</b>	<b>Essential</b>	<b>Desirable</b>
26. Committed to forging, developing and maintaining effective partnerships and fostering community involvement by working with staff, parents and carers, colleagues, governors, the LA, other schools, external agencies and the wider community	✓	
27. Committed to raising the achievement and life chances of all students, particularly those facing disadvantage. Sound understanding of legislation and best practice	✓	

relating to anti-discrimination, equalities, ECM and safeguarding/child protection		
<b>Personal attributes</b>	<b>Essential</b>	<b>Desirable</b>
28. Determination, hard working, consistency and personal rigour, with professionalism, loyalty, honesty and integrity	✓	
29. Great communication and negotiation skills, and a talent for networking.	✓	
30. Reflective and adaptive to changing situations and ideas	✓	
31. Sound judgement, political insight and foresight	✓	
32. Approachable, enthusiastic, inspirational and motivating	✓	

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