

Role	Grade	Location	Reports to
Deputy Head / Vice Principal	Leadership		Headteacher / Principal

Main purpose of the job:

In addition to those professional responsibilities which are common to all classroom teachers in the school, the post holder's key responsibilities will be:

1. To provide excellent leadership and management to embed the vision and values of the Trust and to secure the highest possible outcomes for students across the school
2. To take full responsibility for the school in the absence of the Headteacher
3. To take full responsibility for leading and managing significant aspects of the school under the overall direction of the Headteacher.

Key relationships:

The Deputy Headteacher will work with the Senior Leadership Team (SLT), the Local Governing Body, the Staff, and wider stakeholders to develop and implement the direction and strategy for the School.

Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.

Main accountabilities:

Establishing the Culture and Ethos of the school:

- To work with the Headteacher, governors, trustees and the wider school community to effectively establish, develop and sustain the school's ethos and strategic direction
- To uphold ambitious educational standards for all students, including those with additional needs or SEND, so that they are well prepared for their next phase of education and life
- To promote a shared collective vision across the school enthusing, inspiring and motivating the whole school community so that all students experience a positive and enriching school life
- To develop positive and respectful relationships across the school modelled through high standards of principled professional conduct, personal behaviour and attitudes
- To ensure that the school is a safe, orderly and inclusive environment that engages students effectively and supports their learning
- To ensure positive engagement and behaviour for learning from all students in line with the school's behaviour management policy
- To ensure that fair and respectful approaches to managing behaviour are implemented consistently across the school and that all staff teach and model positive behaviours to all students
- To be professionally accountable for the work of identified individuals and teams including recruitment, induction, probation, performance management and absence management
- To identify professional development needs for identified individuals and teams, and to support, coordinate and lead the provision of high-quality coaching, mentoring and professional development
- To create a highly positive, professional culture which enables staff to evaluate their effectiveness, reflect on their learning, challenge and support each other, resulting in positive professional growth
- To collaborate with colleagues to deliver a high-quality programme of professional development for all staff, which is carefully aligned to whole school priorities, team development and individual need

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Curriculum Delivery and High-Quality Teaching:

- To establish and sustain high quality expert teaching across all subject areas within school, drawing on national research and evidence informed understanding of effective teaching and how students learn.
- To be an effective role model in terms of own classroom practice, maintaining high levels of subject expertise and keeping abreast of current evidence informed teaching and learning development
- To ensure that all students experience a broad, structured and coherent educational programme which clearly establishes the knowledge, skills and values that they will be taught
- To ensure the provision of a range of enrichment activities and extra-curricular activities across the school
- To establish effective subject leadership across the school ensuring that individuals develop high levels of relevant expertise and engage effectively with professional networks and learning communities
- To promote the importance of reading across the school, supporting the school's literacy strategy and developing appropriate interventions and initiatives to improve students' reading ability
- To support the development of a reliable, proportionate and robust assessment system across the school so that students' knowledge and understanding of the curriculum can be accurately assessed
- To ensure that teachers make effective use of the wide range of assessment data so that curriculum content and 'next steps' can be personalised to a student's individual needs
- To monitor and evaluate data effectively to identify trends in or undertake comparative evaluation of student performance, and to identify follow up action or further development
- To work collaboratively with parents, carers and external professionals to carefully identify the additional needs and SEND of students so that they can access the curriculum and learn effectively
- To ensure that all staff cater effectively for the inclusion of all students and ensure that they make effective provision for this, through support and adaptation, within their teaching
- To lead strategic work on interventions and specific curriculum initiatives to raise student achievement and attainment across the school

Delivering Organisational Effectiveness:

- To be responsible and accountable for management and organisation decisions as delegated by the Headteacher and to effectively evaluate their impact
- To ensure effective management & deployment of staff to maximise student achievement & attainment paying due attention to appropriate workload and work life balance
- To be responsible for the effective allocation of financial resources, ensuring efficiency, effectiveness and probity in the use of public funds
- To establish, implement and review systems, processes and policies that enable the school to operate effectively and efficiently
- To effectively implement the school's approach to the identification, management and mitigation of risk
- To effectively analyse and interpret relevant national, local and school data as well as research and inspection evidence to inform development and improvement planning
- To use school self-evaluation, monitoring and assessment evidence to accurately analyse school effectiveness and propose appropriate school improvement aims and priorities
- To make a substantial contribution to school improvement, successfully communicating and carefully implementing a range of improvement strategies which deliver sustained improvement over time

- To lead, hold accountable, develop, support, and review an individual or team to ensure that they make a measurable contribution to relevant school improvement priorities
- To ensure that appropriate targets exist in specific areas of responsibility and that appropriate evidence is collected and evaluated to measure progress towards these targets
- To develop constructive relationships beyond the school, working effectively in partnership with parents, carers and the local community
- To communicate effectively and with professional integrity within and beyond the school community to improve educational outcomes for all pupils
- To ensure effective liaison and collaboration with peers in other schools and organisations to share, disseminate and develop good practice in a climate of mutual challenge and support
- To celebrate and share school successes effectively with staff, students, parents and the wider community both locally and nationally

Specific responsibilities:

- Individual responsibilities and line management structures will be defined by the Headteacher and will be subject to regular review
- This job description will be supported by a work plan which will list the key tasks, responsibilities and outcomes sought from the post holder in the school year. These will be derived from the School Improvement Plan and other school priorities

All employees in the Trust are expected to:

- Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement <https://prosperere.org.uk/about-us/vision-values>
- Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
- Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
- Promote and act in accordance with the Code of Conduct and all school / Trust policies including the Health and Safety Policy, Equality Policy and Data Protection Policy
- Effectively represent the Trust when liaising with contractors and outside agencies/organisations
- Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
- Take responsibility for personal professional growth and development, keeping up-to-date with national research, engaging proactively with nationally recognised career frameworks and professional organisations
- Attend Trust and school events as required and make a positive contribution during such events
- Attend regular meetings before and after Trust hours, including morning briefings
- Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Person Specification	Essential / Desirable	Assessment stage
Qualifications		
Qualified Teacher Status (QTS)	Essential	Application
A degree or equivalent qualification	Essential	Application
An appropriate leadership qualification	Desirable	Application
Knowledge and Experience		
Can articulate a clear vision for high quality education	Essential	Application, Interview
Is an excellent classroom practitioner with evidence of exemplary student outcomes	Essential	Application, Interview
Is a committed educational professional, with experience and credibility to successfully lead School Improvement Initiatives	Essential	Application, Interview
Has proven leadership and management experience in the 11-16 phase and can clearly evidence strategic thinking and strong leadership	Desirable	Application, Interview
Has a good understanding of current, relevant (educational) issues & developments and evidenced informed improvement strategies	Desirable	Application, Interview
Has a strong understanding of strategies to effectively deliver the school curriculum and develop effective Teaching, Learning and Assessment practice within a school	Essential	Application, Interview
Has a strong understanding of effective behaviour management and student engagement strategies	Essential	Application, Interview
Has successful experience of improving the outcomes of all students particularly disadvantaged / vulnerable students or students with SEND	Essential	Application, Interview
Has the ability to monitor, evaluate and challenge using a range of evidence with strong analytical and problem-solving skills	Essential	Application, Interview
Can plan, prioritise, and implement organisational strategies, making best use of resources and has experience of the successful management of change	Essential	Application, Interview
Can evaluate and review the cost effectiveness of major spending decisions in terms of educational standards and the quality of education	Desirable	Application, Interview
Can evidence highly effective working with and developing links with stakeholders	Desirable	Application, Interview
Behaviours and Values		
Is a caring, committed professional who has the highest expectations of all students	Essential	Application, Interview
Is forward thinking, innovative, able to support and help develop a vision for high quality education which promotes a positive and enriching school life for all students	Essential	Application, Interview
Can demonstrate a collaborative, team working approach focused on improvement and supporting the vision, values, and objectives of the organisation	Essential	Interview
Can demonstrate a commitment to professional standards, including core policies relating to health and safety, equality, diversity, safeguarding and child protection	Essential	Interview
Can demonstrate a commitment to maintaining and developing professional knowledge and skills with recent participation in relevant CPD	Essential	Application, Interview
Has well-developed leadership skills and the ability to enthuse, inspire and motivate others, leading by example, with integrity, creativity, clarity, and strong moral purpose	Essential	Application, Interview
Is flexible and able to adapt and prioritise appropriately	Essential	Interview
Has energy, tenacity, and the ability to work under pressure and resilience	Essential	Application, Interview
Can communicate effectively, orally and in writing, to a range of audiences	Essential	Application, Interview
Can effectively engage parents/carers and encourage them to take an active part in the life of the school	Essential	Application, Interview

Review and Amendment:

This job description is normally reviewed annually as part of the appraisal cycle. If significant changes are required, it may be amended following an individual consultation process.

All staff are expected to carry out their duties with due regard to current and future Trust and school policies, procedures, and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communication.

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