

COGNITA

Role Profile: Deputy Head

Purpose

To oversee all aspects of academic, pastoral care and discipline in the school and support the Executive Leadership team in the day to day running of the school. To be a member of the Senior Leadership Team.

Key Accountabilities (6-8 max)

Support of Children

To monitor and evaluate the quality of pupils' pastoral development and identify areas for further development from sources such as the Voice of the Student surveys.

To work with Head of School and members of SLT to secure and sustain high expectations and excellent practice in pastoral care throughout the school.

To promote and maintain positive relationships with the parents and local community to enhance the pupils' development across the school.

To organise pastoral events in conjunction with the HOD PSHE to promote the wellbeing of children such as Global Be Well Day, E-safety week; anti-bullying week.

To oversee a system of recognised rewards for both pastoral and academic progress.

Academic Support

To implement and lead effective quality assurance systems across the school to ensure high quality standards are maintained, reported and acted on regularly such as lesson observations; data analysis and Teacher on the Page profiles.

To lead pupil tracking and ensure that it is done effectively by all staff.

To analyse the data from assessments and ensure that it is used systematically to improve academic performance.

To develop the curriculum with the Head of School to include curriculum maps, scheme of work and curriculum leaflets.

To oversee the effective use of SIMS for progress grades, pupil tracking and reports.

To provide an example of excellence as a leading classroom practitioner and inspire, guide and motivate other staff.

To undertake teaching one of the core subjects on the teaching timetable

To cover additional lessons as and when needed

Work alongside the Head of School to develop and make accessible resources concerning the improvement of teaching and management skills

Staff Support

To support and mentor NQTs

To support the SLT and the school vision by setting out clear expectations for the staff

To help with the recruitment of new members of staff and lead their induction and mentoring

To carry out classroom observations and to help, guide and support staff in their professional development

To promote effective teamwork, encourage constructive working relationships and coordinate department meetings; ensuring notes of the meeting are taken and distributed which includes leading pupil progress meetings also.

To provide recognition of teachers' expertise and achievements

To support, guide and motivate all member of the teaching staff.

To line manage some of the teaching staff as part of the performance management review, Let's Talk.

SLT Duties and responsibilities

To contribute to the development of short, medium and long term aims, policies and practices of the school

To stay for after school duty at least twice a week

To regularly review the pastoral practices across the school;

To liaise closely with the Head of School, SLT and teachers to support and advise where appropriate with parents when necessary

To meet weekly with the Senior Leadership team; to contribute to the production of the termly calendar; to contribute new ideas to continually evolve and improve the school and to carry out any actions agreed by the SLT

To work with the SLT to ensure that the school provides a safe environment that promotes the welfare of children.

To lead safeguarding within the school, be the DSL and oversee all DSL responsibilities which includes reviewing the weekly website reports, maintaining an overview of safeguarding matters including audits and preparations for safeguarding reviews.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Key Stakeholders:

Internal – Head, SLT, HOD, Colleagues

External – Pupils, Parents

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Person Specification

	Essential	Desirable
Qualifications	Has achieved a sound academic standard i.e. 2:1 Degree Has achieved a sound academic standard i.e. 2:1 Degree in Education or Teaching with NQT or equivalent	Has achieved a sound academic standard i.e. 2:1 Degree Has achieved a sound academic standard i.e. 2:1 Degree in Education or Teaching with NQT or equivalent
Skills	Has excellent communication skills Has effective organisational and planning skills Is a confident and competent user of ICT. Displays a good understanding of a range of behaviour management strategies Is willing to work within the organisational procedures and processes and to meet the required standards for the role	Is resilient and demonstrates ability to work well under pressure Is flexible and adaptable; willing to follow direction and instruction in relation to the school's needs Ability to teach up to KS3 language teaching
Experience	Has proven ability as an excellent classroom teacher. Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people Has proven experience working with parents and colleagues in a positive and constructive manner Has underpinning knowledge and understanding of the National Curriculum and ISEB curriculum	Has a clear philosophy of primary education which puts the child at the centre of the process and recognises the necessity for stimulation, enjoyment and high standards Displays an awareness of the principles of Assessment for Learning and a commitment to effective assessment
Other	Willingness to full participate fully in the extra-curricular life of our schools Is committed to meeting the needs of children, whatever their background or ability Displays warmth, care and sensitivity when dealing with pupils	A clear passion and commitment to teaching excellence Is committed to continual personal and professional development. Is reflective and learns from past experiences

Signed: **Name (print):**

Date: