Deputy Headteacher (L19-23)

Job Description

Purpose:	Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). Undertake the professional duties of the Headteacher in the event of his/her absence, as required. Help to formulate and review the aims and objectives of the school. Establish policies to improve the learning and life chances of young people. Manage staff and resources. Monitor and evaluate the progress of policies. Undertake professional duties of the Headteacher as delegated. Provide leadership to ensure high quality education for all and improved standards of learning and achievement.
Reporting to:	Headteacher
Liaising with:	Headteacher, SLT, teaching staff, associate staff, governors, LA representatives, external agencies, parents and members of the community.
Working Time:	Full time
Salary/Grade:	L19-23
Disclosure level:	Enhanced

Specific Responsibilities

The specific responsibilities will be agreed following the appointment. We have a highly skilled, experienced and flexible senior team. We wish to keep the responsibilities of the new Deputy Headteacher open to allow us to appoint the right candidate. We will then adjust the roles of members of the senior team based on the knowledge and experience of the new Deputy Headteacher. The senior team consists of the Headteacher, two Deputy Headteachers and five Assistant Headteachers.

We wish to appoint a new Deputy Headteacher who has the ambition to be a Headteacher within the next four years.

Beliefs and Qualities

1. To share the Ladybridge beliefs that:
    a. Learning is for all
    b. Learning changes lives
    c. Honesty promotes learning
2. To make a leading contribution to achieving the mission of Ladybridge High School which is:

The mission of Ladybridge High School is to ensure all of our learners develop the knowledge, sense of direction and moral purpose to thrive in the future. The success learners experience at Ladybridge will instil the self-belief and resilience required to overcome challenges in life. Our young people will leave Ladybridge as good citizens who are ready to make a positive contribution to their communities.

3. Lead by example - with integrity, creativity and clarity – along with the Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
4. To have a relentless drive and determination to provide the very best, rounded education for all Ladybridge learners.
5. To passionately share a belief in our 'Trivium' educational philosophy.
6. To passionately share the belief that we will achieve very little as a school without strong relationships across the school community.

Dimensions of Leadership

The following dimensions of leadership are required:

1. A vision for the future.
2. The ability to work with others.
3. The ability to deliver and have impact.

Knowledge and Experience

1. Knowledge and experience successfully leading teams.
2. Knowledge and experience of leading whole school improvement.
3. Knowledge and experience of increasing academic achievement.
4. Knowledge of educational research and how to put ideas into practice.
5. Knowledge of how to successfully implement a 'Trivium' approach to education.
6. Knowledge and experience of accountability processes.
7. Knowledge of own personal qualities and areas for development.
8. Knowledge and experience of improving relationships in order to improve learning.
9. Knowledge of how to effectively line manage others.

Learners and Staff

1. Form positive relationships with staff and learners that are rooted in mutual respect.
2. To lead school improvement with staff and learners in a highly creative and autonomous way, showing genuine agency and drive.
3. Hold ambitious standards for all learners, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on learning.

4. Secure high quality teaching and learning through an understanding of how people learn.
5. Create a learning culture where all learners and staff are committed to changing and learning.
6. Hold all staff to account for their professional conduct and practice.

Systems and Processes

1. Ensure that the school's systems, organisation and processes are effective.
2. Provide a safe, calm and well-ordered environment for all learners and staff, focused on safeguarding learners.
3. Establish fair but robust systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher and leadership team to account for learner, staff and financial performance. To attend relevant governor meetings as required.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources in the best interests of learners' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, creating successful teams who are prepared to challenge one another to improve the quality of education at Ladybridge.
7. Line manage Heads of Department and other staff as required.

Self-improving School System

1. Help to create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all learners.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all learners.
3. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
4. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
5. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in people's lives.

Additional Duties

- To engage actively in the Professional Learning and Performance (PLP) process.
- To undertake any other duty as specified by School Teachers' Review Body (2022) not mentioned in the above.

Colleagues will be expected to comply with any reasonable request from the Headteacher or his representative to undertake work of a similar level that is not specified in this job description.

Person Specification

Deputy Headteacher (L19-23)

Essential	Desirable
Qualifications:	
• Qualified Teacher Status • Degree relevant to teaching subject • Qualifications that demonstrate a broad academic understanding	• NPQSL / NPQH qualifications.
Knowledge and Experience:	
• Experience of leading successful teams • Deep knowledge and experience of teaching and learning • Knowledge and experience of curriculum development and innovation • Knowledge of how to keep young people safe • Knowledge of how to increase academic achievement • Knowledge of educational research and able to put ideas into practice • Knowledge of accountability processes • Knowledge of how to effectively line manage others	• Experience of cultivating a culture of professional learning • Experience of progressive pedagogies • Understanding of how we learn • Up to date knowledge of educational research
Teaching & Learning:	
• Strong classroom practitioner • Track record of strong academic progress for learners • Able to model excellent teaching and learning for others	• Have led whole school training on teaching and learning
Leadership:	
• Vision for the future. • Able to influence and have impact.	

• Have the drive to take the required action to ensure all learners get the best possible education. • Firmly committed to young people and their learning. • Able to set a clear strategic direction. • Able to mentor and coach others. • Able to hold others to account in a fair but relentless manner. • Able to treat others with respect and compassion. • Able to create highly collaborative and effective teams. • Models the personal qualities outlined below.	
Personal Qualities & Beliefs:	
• Values diversity • Alignment with Ladybridge beliefs and mission (see job description) • Committed to developing learners' agency and independence • Optimistic outlook • Honest, reliable, open minded, modest and full of integrity • Belief that strong accountability alone is insufficient to provide a truly great education for young people • Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience • Able to relate young people and form positive relationships with them based on mutual respect • Excellent time management and organisational skills • Able to listen to others and respond in an emotional intelligent manner • Good attendance and punctuality	