

# Job Description

**POST:** Deputy Headteacher - Curriculum

**RESPONSIBLE TO:** Headteacher

**SALARY:** L18 - 22

**LOCATION:** The Wilnecote School

**WORKING PATTERN:** Permanent

**DISCLOSURE LEVEL:** Enhanced DBS

## KEY RELATIONSHIPS:

Assistant Head of Teaching and Learning  
Assistant Head of Curriculum  
Data Manager  
Exams Officer  
Academic Board  
Pastoral Senior Operations Lead

## RESPONSIBLE FOR:

Responsible for student achievement and academic and extra-curricular provision

### General expectations of the Senior Leadership Team (SLT):

The expectations of members of the SLT are:-

- To have a profile around school during the school day, before and after school
- To be seen as role models for all staff (not just those who you line manage or for whom you are responsible)
- To be ready to support staff, students and parents at all times
- To create a sense of capacity at all times
- To be seen as reliable, approachable and discreet
- To be a team leader and a team player
- To be flexible and adaptable

## MAIN PURPOSE:

### Main Role:

- To undertake the full range of duties and responsibilities as required by the Principal as set out in:
- The School Teachers' Pay and Conditions of Service and the school Appraisal Policy
- The appropriate standards as set out by the NCTL
- Any other duties commensurate to the post title which the Principal may deem to be appropriate.
- To promote the educational success and outstanding outcomes of all our students through strong curriculum leadership
- To have responsibility for the development and impact of the following areas of the school:

### Achievement

- Data reporting for internal and external purposes and data analysis for identification of strengths and weaknesses
- On-going evaluation of the attainment and progress of all students and groups of students against national norms
- Oversee staff performance, appraisal and CPD
- The development of appropriate actions and interventions to ensure that no groups of students or subjects underachieve against national norms or within the school context
- Whole-school monitoring and evaluation schedules and the quality assurance of monitoring and evaluation processes

### Provision

- The KS3, KS4 and curriculum design (intent, implement and impact) and the impact of national changes on their validity and relevance
- The quality of provision in curriculum areas and its relevance to student abilities, future pathways and aspirations
- The quality of teaching and learning and the promotion of a thirst for knowledge
- Cross-curricular RWCM
- A whole-school ethos on the groupings of students to maximise outcomes
- Development and implementation of an assessment, recording and reporting framework against challenging targets
- Lead on the curriculum
- Lead financial plan
- The management of staff cover to ensure quality of provision
- The operational organisation of external and internal examinations and exam result days and the analysis of outcomes
- Website compliance and information security
- Report to the trust and SSC on quality of education
- To line-manage effectively the senior support staff aligned to the role
- To lead an effective SLT links to subject leads

## Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>▪ Currently hold a Qualified Teacher Status</li> <li>▪ Educated to Bachelor's Degree level or equivalent.</li> <li>▪ Evidence of recent professional development</li> <li>▪ Competence in effective use of ICT on a day-to-day basis</li> <li>▪ Evidence of relevant professional development relating to school management and current education developments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership or other relevant qualifications</li> <li>▪ Interest in/already registered in NPQH.</li> <li>▪ Appropriate qualifications, experience and any other requirements needed to perform in the role in relation to safeguarding and promoting the welfare of the children and young people</li> </ul>
Experience, Skills and Knowledge	<ul style="list-style-type: none"> <li>▪ Excellent classroom practitioner</li> <li>▪ Up to date knowledge in the areas of behaviour for learning, safeguarding, Looked After Children and Child Protection processes.</li> <li>▪ Demonstrable evidence of providing comprehensive analysis regarding key performance indicators for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrable evidence of leading strategy to improve student behaviour, engagement and outcomes.</li> <li>▪ Experience leading, planning or implanting a cohesive curriculum.</li> <li>▪ Experience leading whole school quality assurance activities.</li> <li>▪ Experience of efficient budget management and resource deployment</li> </ul>

	<p>secondary school.</p> <ul style="list-style-type: none"> <li>▪ Demonstrable track record of embracing and implementing innovation in student motivation including rewards and sanctions.</li> <li>▪ Demonstrable evidence of providing comprehensive analysis regarding key performance indicators for attendance, punctuality, and engagement.</li> <li>▪ Experience leading whole school quality assurance activities.</li> <li>▪ Experience of leading effective whole school improvement strategy</li> <li>▪ Experience of effectively supporting others to improve their practice and ability to secure progress.</li> </ul>	
<p><b>Experience, Skills and Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrable track record of line managing facilities / departments with evidence of improved outcomes/impact.</li> <li>▪ Experience of developing other leaders through effective line management, mentoring and/or coaching</li> <li>▪ Experience of planning and implementing a school timetable</li> <li>▪ Teaching experience across the full ability and age range in a variety of school contexts</li> <li>▪ Successful senior leadership experience in a secondary school</li> <li>▪ Proven record of raising high standards of achievement and sustaining improvement through self-evaluation and strategic planning</li> <li>▪ Experience of taking responsibility for implantation of whole school development</li> <li>▪ Experience of building and maintaining effective relationships with parents, carers, partners and the community</li> </ul>	

<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>▪ Ability to communicate an effective school vision, high expectations and support the ethos and values of the school.</li> <li>▪ Demonstrable ability to work effectively in a wide partnership, lead and strategically challenge under performance to achieve school improvement.</li> <li>▪ Demonstrable ability to effectively use data and information to drive school improvement and progress.</li> <li>▪ Demonstrable ability to effectively lead the management of student behaviour, engagement, and attendance.</li> <li>▪ Evidence of improving student's outcomes and supporting staff to ensure strong understanding of behaviour for learning, engagement, and well-being.</li> <li>▪ Commitment to raising standards and achieving the highest standards of engagement and attainment for young people and staff.</li> <li>▪ Highly effective pastoral management ensuring effective provision for all students.</li> <li>▪ Ability to form and maintain appropriate relationships and personal boundaries with students.</li> <li>▪ Emotional resilience in working with challenging behaviour and a commitment to a restorative approach</li> <li>▪ Demonstrate high levels of energy and ability to work under pressure</li> <li>▪ Good reasoning powers and the ability to make considered decisions in a variety of situations</li> <li>▪ Readiness to reflect on practice</li> <li>▪ Self-motivated and able to work with initiative</li> <li>▪ Demonstrate effective time management skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to lead programmes to coach/mentor, support and challenge staff and students to ensure engagement, progress, and well-being.</li> <li>▪ Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/families, and the wider community</li> </ul>
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<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>▪ Commitment to supporting CPD to develop the school.</li> <li>▪ Experience of effective school improvement initiatives</li> <li>▪ Evidence of active interest in staff development through CPD, staff appraisal and school improvement planning</li> <li>▪ High level of commitment to inclusive education and Equal Opportunities</li> <li>▪ Is committed to raising standards for all students in pursuit of excellence</li> <li>▪ High level of integrity, honesty and fairness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Committed to developing the global dimension of the school</li> </ul>
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