



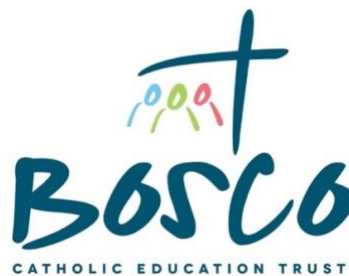
St Philip Howard

CATHOLIC SCHOOL



DEPUTY HEADTEACHER

JOB DESCRIPTION





DIOCESE OF ARUNDEL AND BRIGHTON

St Philip Howard Catholic School, part of Bosco Catholic Education Trust

JOB DESCRIPTION

Main purpose of the job:

The Deputy Headteacher is an employee of the Bosco Catholic Education Trust and is required to:

- Support the headteacher in providing professional Catholic leadership, vision and strategic direction for the school in order to maintain and develop the conditions which enable pupils and teachers to achieve effective learning, so that the school's aims and objectives are implemented in accordance with the policies of the Trust and national and local education strategy;
- carry out his/her professional duties in accordance with the school's Trust Deed, the Instrument of Government of the School, Canon Law and the teachings of the Catholic Church and with the terms and conditions of the current School Teachers' Pay and Conditions Document;
- promote and safeguard the welfare of children and young persons for whom the school and Trust is responsible and those with whom they come into contact.

Key Accountabilities:

Qualities and Knowledge

1. To hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. To demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. To lead by example – with integrity, creativity, resilience and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. With the headteacher, to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

1. To demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.

2. To help secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. To help establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. To help create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. To help identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. To help hold all staff to account for their professional conduct and practice.

Systems and Process

1. To help ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. To help provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. To help establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. To help the Headteacher and School Business Manager exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
5. To help distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

1. To help create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. To develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. To help challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. To help shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. To model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. To inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young peoples' lives and to promote the value of education.

Accountable to:

Headteacher and Local Governing Committee