

Pegasus Academy Trust



Deputy Head of School Role Profile and Person Specification

April 2015

Role	Deputy Head of School
Grade range	Leadership scale L4 - L8
Job purpose	Under the strategic leadership of the Executive Heads and Heads of School, to make a significant contribution to the development and direction of the school/s so that all pupils have the best possible care, have access to a broad and balanced curriculum and achieve the highest standards, in line with the ethos of the Academy Trust.
Accountable to:	Executive Heads and Heads of School
Accountabilities	<p>1. Leadership and management</p> <ul style="list-style-type: none"> a. Have specific responsibilities - under the direction of the Executive Headteachers and Heads of School - for the strategic leadership and management of the schools within the Academy Trust. In many cases this will involve working across sites within the Trust; b. Contribute to whole school policy development as required by the Executive Heads and Heads of School, and translate the Academy Trust vision into agreed objectives and operational plans within the school; c. Manage day to day operational requirements, delegating as appropriate, to ensure the smooth running of schools within the Trust; d. Play a significant role in the delivery of the Academy Improvement Plan, suggesting targets, being responsible for teams delivering those targets and judging the impact of actions at the end of the cycle
	<p>2. Teaching and learning</p> <ul style="list-style-type: none"> a. Promote excellence and innovation in teaching and learning, including curriculum development, ensuring a continuous and consistent focus on pupils' achievement and development; b. Ensure pupils enjoy their learning and have opportunities to share their knowledge and understanding with their peers, teachers and parents/carers; c. Ensure that individual pupil progress is regularly assessed, recorded, reported to parents and utilised effectively to inform teaching and learning. Liaise with other members of the Senior Leadership Team (SLT) to ensure deadlines are met; d. Ensure strategies are in place to identify and provide appropriately for children with particular needs; e. Monitor, evaluate and review classroom practice throughout the school; celebrate and promote excellence, challenge underperformance and ensure appropriate action (in consultation with the Executive Heads and Heads of School). f. Undertake an appropriate programme of teaching where required.

	<p>3. Pastoral care</p> <ul style="list-style-type: none"> a. Ensure effective systems are in place to support the physical, mental and moral well-being, safety and welfare of all pupils (including before- and after school provision). b. Address any concerns with sensitivity and diplomacy, keeping the Executive Heads and Heads of School informed as appropriate.
	<p>4. Communications and external links</p> <ul style="list-style-type: none"> a. Build constructive relationships with parents/carers and other members of the community, to ensure the continuing excellent local reputation of the Academy Trust; b. Report to Members of the Academy Council (MACs) and Directors as appropriate; c. Attend and contribute to regular meetings of the SLT of the Academy Trust - tabling agenda items related to your school/area of responsibility as appropriate.
	<p>5. Management of resources</p> <ul style="list-style-type: none"> a. Identify future resourcing needs and aspirations for the schools for consideration in the budget planning process; b. Ensure that there is appropriate risk management throughout the schools, including off site visits, activities, clubs etc. in accordance with policy set by Directors.
	<p>6. Training and development of self and others</p> <ul style="list-style-type: none"> a. As a lead professional, regularly review own practice, set personal targets and take responsibility for own continuous professional development. b. Stay well informed about current educational developments through reading and research – e.g. Twitter, TES, blogs etc. c. Ensure that staff training needs within the Academy Trust are identified, appropriately met, and that all staff are active in their own personal and continuous professional development. d. Ensure that induction arrangements for new staff (including those for NQTs) make them feel welcomed and appropriately briefed in order to undertake their responsibilities.
	<p>7. Supporting the work of the Academy Trust</p> <ul style="list-style-type: none"> a) Develop strong, positive relationships with Academy Trust colleagues; contribute to collaborative work with other schools and sharing of best practice.

General requirements	All Academy staff are expected to: <ol style="list-style-type: none"> Work towards and support the Academy Trust vision and objectives; Contribute to the Trust's programme of extra curricular activities; Support and contribute to the Trust's responsibility for safeguarding students; Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors; Work within the Trust's Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective; Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues; Engage actively in the performance review process; Adhere to Trust policies and procedures as notified to staff; Undertake other reasonable duties related to the job purpose required from time to time.
Review and Amendment	This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

Skills Required

Enthusiastic, inspirational and confident leader, possessing drive, energy and commitment, with a presence which engenders confidence and respect from pupils, staff and parents	Essential
Proven ability to inspire pupils	Essential
Excellent interpersonal and communication skills, (verbal and written)	Essential
Evidence of ability to respond appropriately to critical incidents and handle sensitive situations with tact and diplomacy	Essential
Ability to prioritise own work load, manage a varied workload and delegate appropriately	Essential
IT literate with an understanding of the role of ICT across the curriculum	Desirable
Commitment to the highest standards of education and pastoral care for all pupils	Essential

Knowledge Base

Outstanding primary practitioner, with strong knowledge and understanding of child development, the primary curriculum and principles of good practice; child-centred philosophy and approach	Essential
Knowledge of current educational thinking, initiatives, issues and matters of pedagogy	Essential
Knowledge and understanding of safeguarding procedures	Essential
Ability to make secure judgements about the quality of teaching and learning and to robustly challenge underperformance	Essential

Qualifications/Attainment

QTS	Essential
Evidence of commitment to CPD e.g. middle manager training, preparation for assistant/deputy headship	Desirable

Experience

Relevant leadership and management experience in an educational setting (in a middle or senior management position)	Essential
Experience in more than one school and location, including in an area of diversity	Desirable
Experience of leading school improvement projects including leading teams of staff (this should be AHT level e.g. special needs or inclusion, coaching and mentoring underperforming staff, major curriculum initiatives, quality marks etc)	Essential
Experience across at least 2 key stages	Desirable
Confident with the collection and analysis of data in order to judge the impact of school improvement projects undertaken	Essential
Experience of carrying out staff review and target setting	Desirable

Attitude/approach

Ability to demonstrate adaptability and flexibility	Essential
High expectations of oneself, as well as of others	Essential
Ability to remain calm in sensitive or potentially volatile situations	Essential
Evidence of the confidence/ability to challenge staff underperformance and bring about lasting improvement	Essential

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