

# Woodland Academy Trust

## Job Description



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|-------------------------|-----------------------|
| <b>Post:</b>            | Deputy Head Teacher   |
| <b>Responsible to:</b>  | Executive Principal   |
| <b>Grade:</b>           | L11 – L15             |
| <b>Location:</b>        | Trust-wide            |
| <b>Working pattern:</b> | 32.5 hours / 52 weeks |

### The WAT Way:

Our pupils, staff and communities can expect all attitudes and behaviours to align and promote WAT CAIRS

|                    |  |
|--------------------|--|
| <b>Care</b>        | to provide a secure, caring community where each child is valued and learning can thrive.  |
| <b>Aspiration</b>  | to provide a broad, balanced and relevant curriculum to ensure that all pupils gain the skills and knowledge to help them grow in confidence and prepare for the future. |
| <b>Inspiration</b> | to create a series of stimulating learning environments where individuals can work and play together in a spirit of co-operation.  |
| <b>Respect</b>     | to build a culture within which all leaders and learners feel safe and enabled by each other.  |
| <b>Stewardship</b> | to foster responsibility towards the environment and the community in which we live.   |

### Job Purpose

- To play a major role under the direction of the Executive Principal in formulating the aims and objectives of the Trust, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the Trust and monitor progress towards their achievement.
- Undertake the professional duties of the Deputy Head Teacher reasonably delegated to you by the Executive Principal.
- In partnership with the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school.
- To provide professional leadership and management of the School's Development Plan priorities.

### Key Responsibilities

- Strategic direction/shaping the future and supporting the Executive Principal in:
  - Ensuring the vision for the Trust is clearly articulated, shared, understood and acted upon effectively by all.
  - Demonstrating the vision and values of the Trust in everyday work and practice
  - Motivating and working with others to create a shared culture and positive climate
- Assist the Executive Principal in the ongoing and annual review of standards of leadership, Teaching and Learning in specific areas of responsibility and across the Trust.

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- Develop and implement policies and practices for the area (s) of responsibility which reflects the Trust's commitment to high achievement and is consistent with national and local strategies and policies.
- Promote high expectations for attainment and achievement.
- Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility.
- Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on Teaching and Learning.
- Work with outside agencies and stakeholders to inform future action.
- To lead on all reportable outcomes, as designated by the Executive Principal
- To lead on the planning, implementation and delivery of Continuous Professional Development as designated by the Executive Principal.

### Curriculum

- To provide professional leadership and management of a key area of the School Development Plan as agreed.
- To be responsible for the design and operation of the overall Curriculum offer in all Phases; including the provision of home and extended learning opportunities.
- To identify and pursue leadership and management development opportunities.
- To devise and lead staff curriculum development.
- To directly observe, coach and mentor all NQT and ITT staff within the School.
- To implement the Trust Assessment cycle and ensure that all assessments are administered per the cycle and reported in a timely manner.
- To lead on outcomes in all subject areas through delegated leadership.

### Learning and Teaching

- Leading Learning and Teaching, developing and enhancing the teaching practice of others.
- Work with the Executive Principal to raise the quality of Teaching and Learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.
- Develop whole staff, phase teams and individuals to enhance performance.
- Undertake coaching and mentoring.
- Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
- Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
- Plan, delegate and evaluate work carried out by team(s) and individuals at all levels.
- Create, maintain and enhance effective relationships.
- Recruit and select teaching and support staff, in conjunction with the senior leadership team.
- To take on the role of class teacher from time to time as directed by the Executive Principal.

### Securing Accountability

- Work with the Executive Principal to ensure the Trust's accountability to a wide range of groups, particularly parents, carers, Governors and the Department for Education; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole Trust community.



- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Develop and present a coherent, understandable and accurate account of performance to a range of audiences including Governors, parents and carers.
- Reflect on personal contribution to achievements and take account of feedback from others.
- Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key learning strategies.
- Provide guidance on a choice of teaching and learning methods/strategies.
- Coach and mentor colleagues requiring support, guidance and development.
- Role model and demonstrate exemplary practice in all areas of school life.
- Act as a consultant for other colleagues in all areas of the school improvement and best practice.
- Undertake shared planning, team teaching etc.
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

### Resource Management

- Work with the Executive Principal to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the Senior Leadership Teams to ensure the schools and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.

### Developing Self and Working with Others

- Work with the Executive Principal to build a professional learning community which enables others to achieve
- Support staff, within your team and within the whole Trust, in achieving high standards through effective continuing professional development
- Be committed to your own professional development, review own practice and set personal targets
- Implement successful performance management processes with allocated team of staff.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the Trust and actively engage others to build effective learning communities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and others.

### Strengthening Community

- Work with the Executive Principal and wider hub teams to engage with the internal and external school community to secure equity and entitlement.
- Promote the value and ethos of the Trust within the community and engage with local stakeholders to ensure all of the community thrive in lifelong learning

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### General

- > Carry out pupil supervision duties before or after the day and at break and lunchtimes.
- > Participate in relevant Trust Improvement Team meetings.
- > To participate in a programme of self/professional development to ensure skills, knowledge and understanding are added to and kept up to date.
- > Undertake other such duties as may from time to time be reasonably required.
- > To carry out any other general office duties consistent with the grade of the post that may be required from time to time.
- > Be a leader of Safeguarding from a strategic level to foster, embed and sustain a culture of vigilance
- > Promote and maintain a culture of high expectations for self and others and take appropriate action when necessary
- > To be a strong role model, committed to raising standards of achievement, generating an atmosphere of focus, drive and high expectations.
- > To be a member of the Trust Senior Leadership Team, taking an active role in developing the shared goals of the school, building on existing strengths and working with the Executive Head Teacher and alongside the Trust's other Head Teachers, in order to develop a clear sense of purpose and direction in order to move each of the schools forward.
- > In partnership with colleagues, to organise and maintain timetables and rotas regarding school procedures to ensure the effective use of time, personnel and resources. Including overseeing that rotas and timetables are prepared in readiness for each new term/new year and in delivering assemblies as a member of the assembly rota. This also relates to communal areas/hall display boards co-ordination
- > To support the schools with the use of effective timetables is in place for all sessions and staff across all Key Stages
- > Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- > Ensure adequate provision to enable an appropriate work/life balance for all
- > Promote and develop a safer working practice culture to ensure staff and pupils are supported and safe
- > Collaborate with other schools in order to share expertise and bring positive benefits to our schools
- > Work as part of a 'cross school' leadership team to share best practice
- > To carry out ad-hoc duties as designated by the Executive Principal

### Securing Accountability

- > Work with the Executive Principal to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high quality education, and promoting collective responsibility within the whole school community
- > Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies

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### Person Specification

#### Our Purpose:

The schools in the Woodland Academy Trust exist to provide a rich and balanced educational environment which caters for the whole person- academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally.

This is not confined to a traditional class-based education; instead we provide a hub for children, parents, carers, staff and wider stakeholders to see each school as the heart of a healthy community. We raise aspirations and expectations for all, codified in our Trust mission statement.

The aims of our Trust are:

- to provide a secure, caring community where each child is valued and learning can thrive.
- to create a series of stimulating learning environments where individuals can work and play together in a spirit of co-operation.
- to provide a broad, balanced and relevant curriculum to ensure that all pupils gain the skills and knowledge to help them grow in confidence and prepare for the future.
- to encourage children to do their best at all times by setting challenging but realistic goals.
- to develop individual strengths alongside the celebration of the strengths of others.
- to promote spiritual, moral, social and cultural awareness and understanding.
- to develop a positive attitude towards personal health and physical fitness.
- to foster responsibility towards the environment and the community in which we live.

Competency matrix:

| Qualifications  |  |
|---|--|
| Essential   | Desirable  |
| <ul style="list-style-type: none"> <li>○ Educated to degree level or equivalent</li> <li>○ Qualified teacher status</li> <li>○ Middle Leadership Accreditation</li> <li>○ Safeguarding training to level 3</li> <li>○ Safer Recruitment Accreditation</li> </ul>  | <ul style="list-style-type: none"> <li>○ Educated to Masters level or above</li> <li>○ ILE/SLE or NLE accreditation</li> <li>○ SENDCo</li> <li>○ CPD in all relevant areas</li> <li>○ Further training in all relevant areas</li> <li>○ Be working towards NPQH</li> </ul>   |
| Experience and abilities  |  |
| <ul style="list-style-type: none"> <li>○ At least 3 years' recent and relevant senior leadership experience in an academy.</li> <li>○ Record of outstanding classroom practice with at least 5 years teaching experience from KS1-KS2.</li> <li>○ Experience of leading a successful initiative across the entire primary school age-range.</li> <li>○ Leading team managers and performance managing staff.</li> <li>○ Coaching/Mentoring experienced teachers.</li> <li>○ Evidence of successful curriculum leadership and involvement in school improvement planning.</li> <li>○ Successful budget monitoring and management</li> <li>○ Proven track record of raising standards and meeting challenging targets.</li> <li>○ A clear understanding of the essential strategies for improving the quality of learning and teaching in primary schools.</li> </ul> | <ul style="list-style-type: none"> <li>○ Knowledge of the Children's Social Care</li> <li>○ Knowledge of provision mapping</li> <li>○ Headship experience</li> <li>○ Experience of running 2 or more schools simultaneously.</li> <li>○ Mentoring student teachers and/or NQTs.</li> <li>○ Teaching within EYFS as well as KS1 and KS2.</li> <li>○ Experience of planning and delivering whole school assemblies.</li> <li>○ Lead Teacher or work to support the development of other teachers.</li> <li>○ SENDCo/ Inclusion Experience</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ Ability to analyse, interpret and respond to school performance data, identify areas for improvement and plan an appropriate course of action for improvement.</li> <li>○ Excellent understanding of curriculum and pedagogical issues, including recent developments within the primary phase.</li> <li>○ Understanding of statutory and non-statutory primary frameworks.</li> <li>○ Thorough understanding of and commitment to equality of opportunity.</li> <li>○ Knowledge of safeguarding and child protection issues.</li> <li>○ Ability to lead, motivate and inspire others and to promote a positive school ethos.</li> <li>○ Ability to delegate and negotiate when necessary and resolve conflict.</li> <li>○ Effective behaviour management skills; able to coach others to develop their skills in this area.</li> <li>○ Act positively to improve the quality of pupils' learning.</li> <li>○ Demonstrate strong coaching/mentoring skills for a range of colleagues.</li> <li>○ Ability to lead school based training &amp; parent information meetings.</li> <li>○ Ability to accurately grade lessons, identify targets and support teacher development.</li> <li>○ Ability to hold others to account for their performance and to deliver clear messages to ensure at least good pupil progress.</li> <li>○ Experience of raising pupil attendance across key stages</li> </ul> |                  |
| Personal / Other Relevant Attributes   |                  |
| <b>Essential</b>   | <b>Desirable</b> |
| <ul style="list-style-type: none"> <li>○ Commitment to the provision and improvement of quality service provision</li> <li>○ Demonstrate vigour and persistence to achieve goals and targets</li> <li>○ Ability to work under pressure and meet deadlines</li> <li>○ Set consistently high expectations of self and others</li> <li>○ Ability to build on the experience, advice and contributions of others</li> <li>○ Ability to be flexible and adaptable if required</li> <li>○ A commitment to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges and developing new skills.</li> <li>○ Resilient and determined to achieve goals and targets</li> <li>○ Social awareness and empathy for others</li> <li>○ High emotional intelligence</li> <li>○ Commitment to the highest standards of child protection</li> </ul>   |                  |