



ASCENSION ISLAND GOVERNMENT

JOB DESCRIPTION

JOB TITLE: Deputy Head Teacher (Leading the Primary Sector), Two Boats School

TEAM: Education

REPORTS TO: Head Teacher, Two Boats School

JOB PURPOSE:

1. To support the Headteacher with the overall management and leadership of the School, assuming day to day responsibility for the Primary Sector. In addition, the Deputy Headteacher will play a lead role in the strategic development of the school.
2. To monitor the School's primary curriculum and ensure its compliance with the requirements of the UK national Curriculum.
3. To assume the role of DSL for the whole school.
4. As a key member of the senior leadership team Act as a "sounding board" to the Head Teacher, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Head Teacher.

MAIN DUTIES AND RESPONSIBILITIES

Specific Responsibilities:

The Deputy Headteacher will teach classes (reduced teaching timetable) to model good practice, develop relationships, support training and development and ensure 'quality first teaching' is embedded across the school.

- To lead on teaching and learning throughout the school, overseeing the curriculum.
- To lead a system and culture of continual improvement and high standards in teaching through coaching, team-teaching, and demonstrating excellence.
- To lead on all matters pertaining to statutory assessment and testing.
- To lead on internal assessment and tracking systems for the Primary sector.
- To take a major role in monitoring and evaluating school provision related to raising standards and achievement.
- To take a leading role in the pastoral care of all children in the school including behaviour management, child protection and safeguarding. This role will include being the Designated Safeguarding Lead
- To support the Head Teacher in the day-to-day management of the school.

Learning and teaching

- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework using evidence-led approaches.
- Ensure that learning is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within their phases. Provide and promote models of

excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.

- Establish creative, responsive and effective approaches to teaching and learning and ensure a culture and ethos of challenge and support where all students can have a voice, achieve success and become highly engaged in their own learning.
- Design, develop and implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individuals and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across the key stages they lead. This will include agreeing and articulating high expectations and setting aspirational targets.
- Monitor the effectiveness of teaching and learning including teachers and support staff

Leadership and Management:

- Support the headteacher and other leaders in the effective day-to-day management of the school and school community including recruiting and inducting staff, leading assemblies and staff meetings and responding to the views, needs and requests of children, staff, parents, governors and visitors.
- Work with the Leadership Team, staff and governors in the development, implementation and review of school improvement plans, including regular monitoring and evaluation of standards and quality of provision.
- Work with staff to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement and behaviour
- Work with the Senior Leaders in the school's achievement reviews and target setting processes by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of the key stages.
- Support the induction and deployment of new staff, voluntary help, work experience students, trainee teachers/ students and parents/ carers working in classrooms and throughout the school. They will be required to ensure all safeguarding requirements are met and that their work in school supports the learning and well-being of all children

Strengthening Community

- Promote and model good relationships with parents and carers, which are based on mutual respect to support and improve students' learning and achievement.
- Contribute to the development of the school as a hub of the community; strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority.
- Contribute to policies and practices which promote equality of opportunity. Support staff well-being and work-life balance and help to ensure access to opportunities for growth, achievement and success for all.

Additional Specific Responsibilities

- Any other reasonable duties that the headteacher may from time to time ask the post holder to perform.



Deputy Head Teacher (Primary):

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS. • Evidence of continuous professional development. • Evidence of further training in leadership and management. 	<ul style="list-style-type: none"> • Leadership qualifications.
Safeguarding	<ul style="list-style-type: none"> • Commitment to the protection and safeguarding of children. • Up to date knowledge of relevant safeguarding legislation and the ability to promote a culture of safeguarding across the school community. • Safeguarding qualifications (DSL Level 3) 	<ul style="list-style-type: none"> • Experience of varied behaviour policies and strategies.
Experience	<ul style="list-style-type: none"> • At least 5 years successful classroom experience within the primary age range or at least a 3-year successful track record of supporting and leading other schools as a consultant. • Proven record of exemplary teaching which has ensured good/outstanding progress and achievement for students across the full ability range. • Proven record of successful curriculum / subject leadership leading directly to an increase in standards of attainment. • Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement. • Experience of monitoring and evaluating curriculum delivery. • Additional Teaching and Learning Responsibilities e.g. Key Stage leadership/Assistant Head/Existing Deputy Headteacher. 	<ul style="list-style-type: none"> • Some experience and/or understanding of the provision of nurture support.
Strategic leadership	<ul style="list-style-type: none"> • Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these. • Ability to articulate and share the vision of Two Boats School. 	<ul style="list-style-type: none"> • Experience of undertaking effective performance management. • An understanding of financial and resource management.

	<ul style="list-style-type: none"> • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. • Understanding and commitment to promoting and safeguarding the welfare of all students. • Ability to delegate where appropriate and to support others in undertaking responsibilities. • Commitment to support the ethos and values at Two Boats School. • Commitment to equal opportunities. 	<ul style="list-style-type: none"> • Experience of managing underperformance.
Teaching and Learning	<ul style="list-style-type: none"> • Clear understanding of what good quality teaching and learning looks like and strategies to develop this • Secure understanding of the requirements of the UK national curriculum • Knowledge and understanding of a range of successful teaching and learning strategies to meet the needs of all students • Secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring of teaching and learning • Clear understanding of the characteristics of successful behaviour management 	<ul style="list-style-type: none"> • Experience in identifying and supporting vulnerable groups effectively.
Knowledge and Skills	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences; e.g. staff, students, governors, parents. • Knowledge of ways in which links with external agencies can be used to extend learning opportunities for students. • Excellent personal organisational skills. • Ability to prioritise workload and work to specific deadlines. 	<ul style="list-style-type: none"> • Ability to use data management systems.
Personal Attributes	<ul style="list-style-type: none"> • Understanding of and commitment to nurture and inclusion, and their impact upon learning. • High expectations for all students. • Ability to inspire, challenge, motivate and empower others. • Belief in and ability to foster a fair, open and supportive culture. • Self-motivation and a commitment to continued professional development. • A 'can do attitude' and an ability to solve issues as and when they arise. 	<ul style="list-style-type: none"> • Experience of working with other stakeholders and/or members of the community e.g. Friends/PTA association.