



The Federation of St Bede's & St Bernadette Catholic Schools

Federation Headteacher: Ewa Ostrynska

St Bede's Catholic Infant & Nursery School

Telephone: 0208 674 7292

Email: office@st-bedes.lambeth.sch.uk

Website: www.st-bedes.lambeth.sch.uk

St Bernadette Catholic Junior School

Telephone: 0208 673 2061

Email: office@stbernadette.co.uk

Website: www.stbernadette.co.uk

FEDERATION DEPUTY HEADTEACHER APPOINTMENT

Job title: Federation Deputy Headteacher

Job purpose: To play a major role under the direction of the Headteacher in leading and managing the Federation in consultation with the governing board, in order to provide a Catholic Christian educational community in which all pupils are enabled to achieve their highest potential.

Responsible to: The Deputy Headteacher of the Federation is directly responsible to the Federation Headteacher and is an employee of the Governing Board. The postholder is required to carry out professional duties as detailed in the current version of the School's Teachers' Pay and Conditions Document, and in Canon Law, the Trust Deed and Instrument of Government of the Federation. The contract of employment will be the current Contract of Employment for a Headteacher in line with that issued by the Catholic Education Service.

Salary

A range of five points on the leadership pay spine from point 13 to point 17.

Line of responsibility

The Deputy Headteacher is directly responsible to the Headteacher.

Line management

S/he shall line manage designated staff as determined by the Headteacher.

Job content

Strategic purpose

S/he shall assist the Headteacher and make a significant contribution in the whole school development planning, review and evaluation. S/he shall work as a member of the school's leadership team and provide support in determining the overall strategic direction of the school, making a significant contribution to the development and implementation of policies, ensuring these are applied in accordance with the Federation's aims and objectives.

S/he shall deputise for the Headteacher in all aspects of her/his role in the absence of the Headteacher.

S/he shall guide all staff, pupils, parents and all involved in the life and work of the Federation to understand and share its vision, mission and aims as a Catholic educational community.

S/he shall maintain a positive Catholic ethos, which recognises the dignity of each individual and is reflected in the day-to-day life of the Federation.

S/he shall actively direct the development of the Christian worship and witness of the Federation so that these meet the needs of pupils and staff and effectively present the joys and challenges of the Gospel.

S/he shall assist the Headteacher in relation to all matters of continuing professional development, appraisal, self-evaluation, induction and initial teacher training to ensure these effectively support the strategic priorities of both schools and motivate staff to deliver the highest standards in education provision. S/he shall assist the Headteacher and governors in formulating an appropriate curriculum for the Federation, so that pupils are given a broad, balanced curriculum that reflects the schools' ethos.

S/he shall assist the Headteacher in promoting safer recruitment and in securing appropriate child protection and safeguarding policies.

S/he shall take overall responsibility and lead high quality Key Stage 2 provision shall ensure children's learning is appropriately developed, supported and resourced. S/he will ensure that this provision is consistent with and appropriately matched with the remainder of the primary stage provision, liaising closely with the Assistant Headteacher.

S/he shall ensure that the delivery of teaching and learning is set in the context of the Federation's development priorities and ensure that individual progress is effectively monitored, supported, evaluated and reviewed.

S/he shall assist on bringing an evidence culture to bear across the Federation using key data analysis to stretch outcomes across both schools and support the strategic aims.

Core responsibilities

- S/he shall develop and implement a balanced and exciting curriculum, supported by appropriate policies relating to curriculum, teaching and learning, assessment, recording and reporting including the provision of religious education, throughout the Federation.
- S/he shall direct key staff in their contribution to the design and implementation of the Federation's curriculum with particular emphasis on Key stage 2 delivery.
- S/he shall support the Headteacher in leading, motivating, challenging and developing all staff to reflect the school's agenda for continual improvement.
- S/he shall have direct responsibility for agreed aspects of assessment and reporting, including the level of teacher performance, and monitoring of student progress and pupil performance.
- S/he shall lead on quality of teaching and learning across the Federation, as the leading classroom practitioner, to inspire and motivate teaching colleagues, setting rigorous targets to raise standards in pupil achievement. S/he shall support and manage cover for absent staff where required.
- S/he shall take federation lead on specific issues / subjects / policies as decided in conjunction with Federation Headteacher and Federation Assistant Headteacher

- S/he shall, in consultation with Headteacher, ensure the efficient and effective deployment of staff and financial resources to meet specific objectives which reflect the school's development priorities and within its available budget.
- S/he shall oversee matters of pupil conduct, behaviour and discipline, supporting staff in the implementation of appropriate policies to promote consistent practice.
- S/he will help ensure that the Federation's pastoral care and discipline policy and practice reflect the love, justice and mercy of God. S/he will help all staff to develop their understanding of the Federation as part of the Church, and to maintain and strengthen links with local parishes. S/he will help maintain and develop positive relationships with the Diocese, the LA and external agencies.
- S/he shall ensure support in the use of data on pupil progress to inform and improve teaching and learning through rigorous monitoring and evaluation.
- S/he shall support the induction arrangements for newly qualified staff and for staff new to the school. S/he shall support any initial teacher training student support strategies and placements and for support to any support staff undertaking training or associated trainee placements at the school.
- S/he shall work within the leadership team on the development and monitoring of a comprehensive range of extra-curricular activities, which extend the education provision across the Federation and provide opportunities for developing effective relationships with parents and the wider community.
- S/he shall maintain effective working relationships with the local authority (LA), external agencies and service providers contracted to the school, and promote positive links with the school's wider community.
- S/he will take full responsibility for the day-to-day management and operation of St. Bernadette Junior School.
- S/he will undertake the professional duties of the Headteacher, in the event of their absence from the school.

PRIMARY SCHOOL DEPUTY HEADTEACHER: PERSON SPECIFICATION

Essential	Desirable	Evidence
Qualifications and experience		
<ul style="list-style-type: none"> • First degree. • Practising Catholic • Qualified teacher status. • Catholic Certificate in Religious Studies, Catholic Teachers' Certificate or knowledge and understanding to an equivalent level • In service training, including areas of particular relevance to the leadership of Catholics Federations / Schools • Understanding of the distinctive nature and purpose of a Catholic Federation / School. • Commitment to Catholic education. • A continued commitment to own professional development. • Teaching experience within the designated age range. • Experience of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children. 	<ul style="list-style-type: none"> • NPQH. • Relevant further degree. • Further relevant professional studies. • Experience of more than one school/academy. • As an assistant / deputy of the same school/academy 	<p>Application form</p> <p>Certificates</p> <p>References</p>
Leading strategically		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Models of effective leadership and organisational structures. • New technologies and their potential impact. • Strategic planning processes, tools and techniques. • Ways of achieving stakeholder and 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Developments in education at local, national and global levels. 	<p>Application form</p> <p>Certificates</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<p>community engagement.</p> <ul style="list-style-type: none"> • Leading change, creativity and innovation. <p>Skills:</p> <ul style="list-style-type: none"> • Think strategically, analytically and creatively. • Build capacity and achieve sustainability. • Deal with complexity and uncertainty. • Build a vision and communicate clear purpose and sense of direction. • Anticipate, lead and manage change. • Use research to support and challenge practice. • Inspire, challenge, motivate and empower others to attain challenging outcomes. • Celebrate achievement and acknowledge excellence. 	<p>Skills:</p> <ul style="list-style-type: none"> • Model the vision and values of the school. • Work strategically with the governing board. • Demonstrate political acumen. 	

Essential	Desirable	Evidence
Leading teaching and learning		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Methods to ensure the latest specified teaching standards are harnessed and maintained by all teaching staff. • Curriculum design and management. • Principles of quality learning, teaching and assessment including school review and self-evaluation. • Use of external support and expertise. • Behaviour and attendance management. • New technologies to support learning and teaching. • Strategies for improving outcomes and achieving excellence for all. • Tools for data collection and analysis. <p>Skills:</p> <ul style="list-style-type: none"> • Design, develop and deliver the curriculum. • Demonstrate equality and diversity in teaching and learning. • Achieve the best possible learning outcomes for all. • Use developmental models for teaching and learning. • Engage parents in pupil's teaching and learning. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Ways of applying effective practice and research evidence to improve outcomes. • Political impact of external, community or family factors on learning. <p>Skills:</p> <ul style="list-style-type: none"> • Understand whole school culture of best practice in teaching and learning. • Understand flexible and comprehensive learning opportunities for all students. • Capitalise on appropriate sources of external support and expertise. • Evaluate, review and develop systems and structures. 	<p>Application form</p> <p>Certificates</p> <p>References</p> <p>Interviews</p>

<ul style="list-style-type: none"> • Manage and use performance data. • Deploy technology to support teaching and learning. • Develop and use effective assessment and moderation systems. 		
Leading the organisation		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Employment market, effective recruitment, deployment and management of staff. • Technology to enhance organisational effectiveness. • Strategies to maximise contributions from the workforce. • Accountability frameworks. <p>Skills:</p> <ul style="list-style-type: none"> • Seek expertise and advice from within and outside the school. • Delegate, collaborate and distribute leadership. • Manage others within an accountability framework. • Create an environment which enables people to perform at their best and underpins effective employee relations. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks. <input type="checkbox"/> Development of and access to school buildings and facilities. <input type="checkbox"/> Strategic financial planning, budget management and principles of best value. <input type="checkbox"/> Organisational development, planning and implementing change. <input type="checkbox"/> Project management techniques. <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage the school's financial, human and physical resources. <input type="checkbox"/> Establish structures and systems so operational decisions are based on informed discussion. <input type="checkbox"/> Develop and sustain a 	<p>Application form</p> <p>Certificates</p> <p>References</p> <p>Interviews</p>

	<p>safe, secure and healthy school environment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a working environment which takes account of workload and work-life balance. <input type="checkbox"/> Manage industrial relations. 	
Leading people		
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Significance of interpersonal relationships, including impact on teacher performance and pupil learning. • Performance management, continuous professional development and sustained school improvement. • Building motivation, including the importance of celebrating achievement. • Own performance, ways of obtaining feedback and how to improve. <p>Skills:</p> <ul style="list-style-type: none"> • Develop self-awareness, self-management and self-confidence and use effectively. • Listen, reflect and communicate effectively. • Give feedback and provide support to improve performance. • Hold people to account and challenge under performance. • Develop a culture of learning and continuous professional development. • Receive and act on feedback to build on strengths and improve personal performance. • High standards of personal and professional conduct. 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building and sustaining a learning community within a diverse workforce. <input type="checkbox"/> Support and development systems for individuals and teams. <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a culture which encourages ideas and contributions from others. <input type="checkbox"/> Negotiate and manage conflict, providing appropriate support. <input type="checkbox"/> Foster an open, fair and equitable culture. <input type="checkbox"/> Motivate, develop, empower and sustain individuals and teams. 	<p>Application form</p> <p>Certificates</p> <p>References</p> <p>Interviews</p>

Leading in the community

Knowledge and understanding of:

- Multi-agency work (including the team around the student), benefits and risks of multi-agency working.
- Collaboration and partnership working (including school, home, community and business partnerships).
- Wider curriculum beyond the school and opportunities it provides.

Skills:

- Establish and engage in partnerships, including working with multi-agency teams.
- Consult, engage and communicate with staff, pupils, parents and carers to enhance pupil's learning.
- Engage in cross phase working and transition issues.

Knowledge and understanding of:

- Extended service provision, commissioning and contracting.
- The diversity of professional cultures and ways of working.
- Diversity and community cohesion issues.
- Strengths, capabilities and objectives of other schools, services and agencies.

Skills:

- Collaborate and work within and across the community.
- Engage the community in systematic evaluation of the school's work and act on outcomes.
- Take a leadership role within and across the community.
- Engage in school-to-school collaboration and contribute to leadership in the wider education system.
- Contribute to achievement of community cohesion.
- Broker and commission services.

Application form

Letter of application

References

Interviews