**Role Profile: Deputy Head**

**Purpose**

The Deputy Head is a key member of the Senior Leadership Team, the Designated Safeguarding Lead (DSL) for Prince’s Gardens Preparatory School and is responsible to the Head for all pastoral and operational matters, whilst playing a pivotal role in the academic vision and direction of the School.

We are seeking highly qualified and enthusiastic applicants with proven records of success in teaching and in middle or senior management. The successful candidate will have the ability to see the big picture and be able to think strategically as we continue to grow our exciting and innovative school.

**Key Accountabilities**

**Main purpose**

Reporting to the Head, the Deputy Head is a member of the Senior Leadership Team (SLT), assisting the Head in the leadership and management of the school, and taking full charge when the Head is absent. He/she is responsible to the Head, and carries out the role, detailed below, as delegated by the Head.

Areas of responsibility which attach to the position are set out below although the list is not exhaustive and the Deputy Head may be expected to assume additional responsibilities as reasonably requested by the Head.

**Key responsibilities**

* Responsible to the Head for all pastoral and operational matters, while playing a key role in the academic vision and direction of the school, keeping them informed of any significant issues relating to the behaviour, performance or progress of the school, its staff and pupils. After the Head, the Deputy Head is the most senior person in the school’s management structure.
* Ensure that the highest standards of behaviour, learning and academic attainment prevail across the school, and in maintaining and extending the school’s reputation for outstanding pastoral care and excellent destination senior schools.
* Work with the SLT and MLT to establish key strategic goals for the school, which are delivered through the SIP and school strategic plan
* Responsible for the Pastoral Leadership Team to ensure the effective development and delivery of the school’s pastoral provision.
* Line management of Head of PE and Games, Head of Music, Head of Inclusion and Learning Support, Heads of Section (Lower and Upper)
* Safeguarding, DSL, qualifications, training, audit and compliance
* Pastoral Care, behaviour/anti-bullying policies, tone of expectations, liaise with parents and staff, records of pastoral issues (rewards/ sanctions) current and up to date
* Curriculum in partnership with the Head of Innovation and teaching responsibility
* Staffing – leadership, management, performance management, recruitment
* School Organisation, cover, events, calendar
* Organisation of Parent Education, with respect to Pastoral Care and Safeguarding

**Core Responsibilities**

* ISI Inspection Preparation
* Managing and developing people skills and growth
* Supporting and organising internal and external events
* Developing curriculum for pathway to excellent education and destination school results
* Identify and develop key strategy for the School Improvement Plan and delivery
* Responsibility for the school Self Evaluation Form in line with role responsibilities
* School Leavers Programme

**Safeguarding Responsibilities**

The job holder’s responsibility for promoting and safeguarding the welfare of children and young persons for who s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School’s Safeguarding Policy Statement at all times. If in the course of carrying out the duties of the role, the Job holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the School’s Designated Safety Lead or to the Head Teacher.

**Key Stakeholders:**

**Internal – All school staff, pupils**

**Cognita – Colleagues across Cognita schools and teaching and learning networks**

**External – Key external relationships, suppliers and parents**

**Person Specification**

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Skills** | Strong interpersonal skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner.  Able to establish credibility with all staff and be supportive, approachable and posiitve  Able to establish positive relationships with parents and staff.  High expectations and a commitment to raising standards of attainment for all pupils.  Examples of professional resilience, and positivity.  Able to embrace change and help others to manage the change process.  Good organisational and personal management skills.  Able to work effectively as part of teams at all levels. | Strategic leadership and management skills.  Ability to analyse, interpret and act on formative and summative data  Ability to work under pressure and deal with a  multitude of tasks and priorities successfully  Ability to communicate effectively and engage  positively with colleagues  Show initiative and creativity in problem solving and  systems, and encourage initiative in others  Have the ability to see the big picture and be able to  think strategically  Sense of humour and flexible attitude  Appreciate skills and qualities in others and be  committed to staff development |
| **Qualifications** | Qualified Teacher status.  Evidence of recent professional development impacting on quality of teaching and pupil outcomes. | NCSL Leading from the Middle or equivalent leadership qualification with evidence of impact on teaching and learning.  Further qualifications within education and leadership. |
| **Experience** | Evidence of high level of expertise in teaching and learning.  A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils notably SEN and EAL.  Active involvement in the development of school policies as a member of a school leadership team.  Experience of a range of summative and formative assessment procedures.  Experience of leading and managing a team within a school. | Experience of teaching across a broad range of age ranges.  Excellent knowledge of the London senior school market and expectations, curriculum and admissions expectations.  Be a confident and comfortable public speaker, in  meetings and larger groups |

**Signed: …………………………………………. Name (print): …………………………………..**

**Date: ……………………………………………..**