

JOB DESCRIPTION

Job Title: Depute Headteacher		Ref No:	JE Ref:
Department: Education and Learning		Band: DHT/HT Job Sized Scale	Location:
Responsible To:	Headteacher		
Responsible For:	After consultation between the Headteacher and the post holder, the latter will have responsibility for undertaking any other duties consistent with the general purpose and specific responsibilities of the post.		
Job Purpose:	Depute Headteachers, within their areas of responsibility, lead and collaborate with team(s) to establish, enhance and ensure high quality learning experiences and outcomes for all learners. In the context of Depute Headteachers, “team” is used widely and refers to colleagues that Depute Headteachers have line management responsibility for, as well as those who they may work with in and across departments or project teams.		
Main Responsibilities:	To assist and where necessary, deputise for the Headteacher in the conduct of the school’s affairs; the list of duties for which the Depute may be called upon to undertake are as defined in Appendix B of A Teaching Profession for the 21st Century. In conducting the role of Depute Headteacher, the professional actions defined in the Standard for Middle Leadership (December 2021) in Scotland must be fulfilled.		
Job Activites:	Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement: • Foster an ethos to support self-evaluation and plan specific opportunities for this to take place. • Enable staff individually and collectively to engage in regular and rigorous self-evaluation. • Use established systems to monitor progress of the team’s improvement agenda. • Critically engage with literature, research and policy, in relation to all of the above. Develop coherent approaches to professional learning which build and sustain teachers’ practice: • Work within school policies with regard to staffing and personnel issues. • Establish and use strategies to identify individual and team professional learning needs to support the school’s improvement agenda. • Create coherent opportunities for collaborative development activities. • Evaluate the impact of professional learning on teachers’ practice and understanding, in relation to outcomes for learners. • Critically engage with literature, research and policy in relation to all of the above.		

Lead and work collaboratively to enhance teaching which leads to high quality learning experiences:

- Support the improvement of teaching and learning and set consistently high expectations for all in the school community.
- Work with teams to design coherent and progressive programmes which address learning needs.
- Establish and develop pedagogic practices to meet the learning and pastoral needs of all learners.
- Use collaborative processes to monitor and review pedagogic practice, working across the team.
- Systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning.
- Critically engage with literature, research and policy in relation to all of the above.

Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners:

- Establish and use processes for the regular review of learners in order to identify learners' needs.
- Establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes.
- Build partnerships with parents and carers to support the learner's needs.
- Work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners.
- Critically engage with literature, research and policy in relation to the above.

Manage allocated resources proactively and effectively to meet learning and development priorities:

- Identify priorities within their area and allocate resources to achieve these.
- Set expectations and ensure resources are allocated and used in fair and effective ways.
- Establish and use systems to monitor the use of resources within their areas of responsibility.
- Critically engage with literature, research and policy texts.

Performance Management

The job activities listed are not exhaustive and may be added to or amended consistent with the job purpose.

- To manage your own performance in accordance with the General Teaching Council for Scotland's (GTCS) Professional Standards.
- To engage with the requirements of the Professional Review and Development (PRD) requirements for teachers.
- To manage your own performance and staff (where appropriate) in compliance with all Codes, Regulations and procedures including the GTCS Code of Conduct and Health and Safety requirements.
- To manage risk, promote risk awareness and prioritise work in light of the risk analysis.
- To actively commit to the Council's equality and diversity vision statement and associated policies that promote fairness and equality and celebrate diversity, in dealing with colleagues, clients and service users.
- To take all reasonable measures to limit carbon emissions and reduce energy/ resource consumption when undertaking work activities.

Prepared by:

Date:

Jan 2012 //HR