

# **Diocese of Leeds**



## **St Patrick's Catholic Primary School**

### **DEPUTY HEADTEACHER JOB DESCRIPTION**

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### **ST PATRICK'S CATHOLIC PRIMARY SCHOOL, DIOCESE OF LEEDS**



#### **INTRODUCTION**

St Patrick's Catholic Primary School has been designated a voluntary aided school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Leeds. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

The core purpose of the leaders of any school is to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic Faith recognising a joint responsibility across all schools. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Church in education. The governing body and the Diocese acknowledge the importance of the role of the Catholic headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

In a Catholic school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as made in the image and likeness of God. The headteacher shares responsibility for the mission of the school and the wider diocesan educational system and as such is therefore called to work in collaboration with parents, priests, parishioners, diocesan officers and colleague headteachers and agencies such as CAFOD, Family Life and Youth Ministry as and when appropriate. In a Catholic school, the role of the headteacher is one of leadership of a learning community rooted in faith. The leadership must take Christ as its inspiration. The management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. Headteachers lead, by example, the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. In a Catholic school the leader fulfils his or her responsibilities in accordance with the Instrument of Government/ Articles of Association. He/she supports the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The leader accounts to the governing body, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

The discharge of the role of Catholic leader requires a significant theological insight and vision of the development of this Catholic school.

## NATIONAL STANDARDS OF EXCELLENCE FOR LEADERS



The National Standards of Excellence for Headteachers (2014) define high standards which are applicable to all headteacher and deputy headteacher roles within a self-improving school system. These standards are designed to inspire public confidence, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession. Leaders occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of leaders determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

National Standards of Excellence for Headteachers,  
DfE Jan 2015

This appointment is with the governing body of the school under the terms of the Catholic Education Service contract to be signed. The governing body will appoint a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects. The appointment is subject to the current conditions of service for deputy headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the deputy headteacher shall consult, when appropriate: the Diocese, the Local Authority, the staff of the school, the parents of its pupils, the parishes served by the school and other local Catholic schools where necessary. The role of Deputy Head Teacher is as outlined in the national standards for Head teacher.

### **Excellent Deputy Headteachers: qualities and knowledge**

Deputy Headteachers:

1. Work within the school and with the parish to hold and articulate clear values and moral purpose, which takes account of the school's Catholic mission focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. Promotes positive relationships and attitudes towards their pupils, staff, parents, governors and members of the local community recognising their individual worth as made in the image and likeness of God.
3. Inspired by Christ, lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles influenced by the Gospel message and Church teaching, centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## **Excellent deputy Headteachers: pupils and staff**



Deputy Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes that reflect the distinctive characteristics of Catholic education.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. Ensure high quality provision for the academic, spiritual, moral, social, emotional and cultural well-being of all pupils and families.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are required to treat all people fairly, equitably, and with dignity and respect. Inspire, encourage and support staff to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice, emphasising the distinctive nature of Catholic Education.

## **Excellent Headteachers: systems and process**

Leaders:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity reflecting the school's Gospel values.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community to promote Gospel values which unite society in a commitment to social justice and the common good.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance, rooted in faithful stewardship of Gospel values, actively supporting the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **Excellent Headteachers: the self-improving school system**



Leaders:

1. Lead outward-facing schools which work with other schools and organisations - in a climate of mutual challenge – where each pupil is championed to ensure they secure their unique potential and achieve excellence
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of Catholic education in young people's lives and to promote the value of education.

## **Child Protection**

Leaders:

1. Ensure that the child protection policies and procedures adopted by the trust board are fully implemented and followed by all staff
2. Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively

## **Specific Responsibilities**

The specific responsibilities of the Deputy Headteacher at St Patrick's Catholic Primary School are:

1. To undertake activities as prescribed by the Head Teacher
2. To deputise for and act as the Head teacher in their absence.