

<b>DEPUTE HEADTEACHER</b>			
Reference No.	G140.01	Type	Generic
Service	Education and Children's Services		
Job Family	N/A	Grade	

<b>Purpose</b>
As a member of the leadership team, the role of the Depute Headteacher is, within their area of responsibility, to develop, improve and manage the department/school to the benefit of the pupils, their parents and the community the school serves, through pursuing the objectives and implementing policies set by the Headteacher and Fife Council Education Children's' service, under the overall direction of the Executive Director of Education and Children's services.

<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	<b>E</b>	<b>D</b>
Supporting the Headteacher/Leadership team in sharing the vision, ethos and aims of the school, to inspire and motivate learners, staff and all members of the learning community and its partners to set high expectations for every learner.	<p>Commitment to the vision, values and core priorities of the Education and Children's Services Directorate. (Deliver Results - See 'How We Work Matters' Framework)</p> <p>Full General Teaching Council for Scotland (GTCS) registration</p> <p>For teaching specific subjects you must be fully registered with GTCS to teach those subjects</p> <p>Additional qualification(s) in aspects of teaching and learning</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>

## Role Profile

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Working with others to establish, sustain and enhance a culture of learning and a positive ethos in collaboration with the whole school community to ensure that every learner achieves their potential.	A knowledge and understanding of current educational thinking and developments in society, education, and teaching and learning  Involvement in developments to enhance the transition of learners at key stages of their learning (Focus on customers)	✓	✓
Promoting an inclusive community that values diversity and challenges discrimination.			
Building, maintaining and reviewing partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners.	Evidence of taking a positive solution-focussed approach to achieving improvement (Take ownership)  Evidence of success in building and facilitating partnerships with parents/carers, the wider community and external agencies	✓	✓
Working with the team to systematically gather and use assessment feedback and learner's progress data to evaluate and plan future learning.	Skills in using a range of evidence to monitor and evaluate developments in teaching and learning	✓	
Supporting others to take on leadership roles and engage in regular and rigorous self-evaluation, individually and collectively.	Creation and utilisation of opportunities for staff, learners, parents or partners to take on leadership roles across and beyond the school  Evidence of encouraging the development of leadership qualities in others		✓  ✓

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<p>Working in partnership with the Headteacher, staff, learners, parents and partners in the wider school community to implement and monitor the progress of school/departmental developments focussed on improving outcomes for all learners in the school community that are based on a critical knowledge and understanding of contemporary educational policy, development and research.</p>	<p>Partnership working with staff, learners, parents and partners in the wider school community to meet the needs of learners (Work together)</p> <p>Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community</p> <p>Contribution to cluster, local and national developments and discussions to support and enhance the development of others</p>	<p>✓</p> <p>✓</p>	<p></p> <p>✓</p>
<p>Working with the Headteacher/Leadership team to create opportunities for groups to work collaboratively to take forward improvement priorities, as well as monitor and review progress.</p>	<p>Leadership of collaborative groups focussed on school or departmental improvement priorities</p>	<p>✓</p>	<p></p>
<p>Contributing to cluster, local and national developments and discussions to support and enhance the development of others, cross-sector working at all levels and the policy making process.</p>	<p>Detailed knowledge and understanding of the relevant aspects of the Curriculum for Excellence 3-18</p>	<p>✓</p>	<p></p>
<p>Supporting the Headteacher/Leadership team in setting, and communicating clearly, high expectations of the quality of teaching and assessment at all stages in the school.</p>	<p>Ability to communicate effectively; to listen, to express ideas and feelings clearly, engage in professional dialogue and constructive feedback, making use of appropriate media in doing so</p> <p>A clear understanding of confidentiality and can apply that knowledge to all engagements, practices and procedures</p> <p>An awareness of local authority guidelines in respect of human resource management.</p>	<p>✓</p> <p>✓</p>	<p></p> <p></p> <p>✓</p>

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Working with teams to design coherent and progressive programmes, and establish and develop pedagogic practices to meet the learning and pastoral needs of all learners.	Delivery and development of high quality teaching and assessment within relevant sector(s)  Skills in contributing to or leading collaborative groups to support and enhance teaching and learning  Skills in engaging critically with current research, literature and policy in society and education to lead and develop the curriculum, pedagogy and assessment practices of individuals and teams	✓  ✓	✓
Supporting a culture of professional learning, including engaging in career-long professional learning as a 'leading learner', encouraging others to engage in career-long learning to enhance their practice and consistent use of PRD processes.	Engagement with literature, research and policy to support your own professional learning  Effective participation in approaches to self-evaluation to monitor and review aspects of teaching and learning  Knowledge and understanding of the relevant Professional Standards to support self-evaluation as part of your own and others continuous professional learning  A commitment to career-long professional learning, integrity and ethical practice  Skills in coaching and mentoring colleagues, and developing the coaching and mentoring skills of others	✓  ✓  ✓	✓

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Working with the Headteacher/Leadership team to making best strategic and operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement.	Efficient and effective use of resources to support the learning needs of all learners  An awareness of current developments in digital technologies and an ability to use and apply ICT knowledge and skills to enhance their role (Embrace technology and information)	✓	✓
Managing the safety and welfare of all within their area of responsibility, giving due regard to health and safety legislation.	Commitment to promoting and safeguarding the health, welfare and safety of pupils	✓	
Effectively managing resources and budget within their area of responsibility to ensure best value.	Ability to provide a regular and effective service	✓	
Undertaking all other duties as required for the role. Duties will be in line with the grade.			

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**Additional tasks or responsibilities** – this is a generic role, however this particular job may also require you to undertake the following:

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### DEPUTY HEADTEACHER (DEMONINATIONAL SCHOOL)

	For appointment to a denominational school all teachers are required to be approved as regards religious belief and character by representatives of the church. When seeking approval, a teacher must demonstrate how his/her personal “religious belief and character” enables him/her to undertake the duties of the particular teaching post within the context of a Catholic school. The reference for a Catholic teacher should be provided by the teacher’s parish priest who should be able to testify to the teacher’s personal “religious belief and character”	✓	

### Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required

Type of Protection of Vulnerable Groups (PVG) or other Disclosure check (choose only one).	PVG Children <input checked="" type="checkbox"/>	PVG Protected Adults <input type="checkbox"/>	PVG Both <input type="checkbox"/>	None <input type="checkbox"/>
	Basic Disclosure <input type="checkbox"/>	Standard Disclosure <input type="checkbox"/>	Enhanced Disclosure <input type="checkbox"/>	

**Additional Information** – the following information is included in appendices:

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- Skills Framework (if applicable)
- How we work matters

**Expected Behaviours** – It is essential that you display the following behaviours as they are expected of all our employees:

- Take Ownership
- Focus on Customers
- Work Together
- Embrace Technology & Information
- Deliver Results