



Marish Academy Trust – May 2025



Job Title	Deputy Headteacher
Salary Scale	Leadership Scale L8-L14
Responsible to	Executive Headteacher and Substantive Headteacher
Additional Responsibilities	You will be required to lead on a major area development from the school development plan
Line managed by:	Substantive Headteacher
Purpose of job	<p>The deputy headteacher, under the direction of the headteacher, will take a major role in:</p> <p>Play a significant role in the Trust self-evaluation and development planning processes; identifying key areas of strength and development based on evidence from day to day knowledge and practice as well as from the outcomes for children.</p> <p>Monitoring progress towards the achievement of the aims as outlined in the Trust's strategic plan and aspire development plan.</p> <p>Inspire and influence others - within and beyond the Trust community - to believe in the fundamental importance of education to change young people's lives and to promote the value of education.</p> <p>To be a member of the Trustwide Leadership team and make a significant contribution to the strategic development and direction of the Academy Trust.</p> <p>Establishing policies and managing staff and resources to achieve these aims and objectives</p> <p>Managing staff and resources to achieve these aims and objectives.</p> <p>To deputise for the headteacher in their absence, as directed by the governing body</p> <p>The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD) in the event of the Headteacher's absence.</p>
Duties and Responsibilities	<p>The deputy headteacher will:</p> <p>Uphold public trust in the Trust's leadership and maintain high standards of ethics, behaviour and professional conduct</p> <p>Build positive and respectful relationships across the Trust community</p> <p>Serve in the best interests of the Trust's pupils</p>
Culture and behaviour	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <p>Lead by example - with integrity, creativity, resilience, and clarity - drawing on upon your own scholarship, expertise and skills, and that of other colleagues, in</p>

	<p>order to motivate others and to create a shared culture and positive climate.</p> <p>Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</p> <p>Ensure a culture of staff professionalism</p> <p>Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in the Trust.</p> <p>Use consistent and fair approaches to managing behaviour, in line with the Trust's behaviour policy.</p>
Teaching, Curriculum and assessment	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <p>Know and understand the characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all children.</p> <p>Ensure curriculum coverage, continuity, and progression for all pupils to ensure equality of opportunity;</p> <p>Support the Trust with monitoring the impact of the curriculum for all pupils, making changes to the provision as appropriate;</p> <p>Ensure the planning, delivery, and assessment of SEND pupils is consistent, fulfils statutory duties regarding the SEND code of practice.</p>
Leadership	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <p>Establish and sustain the Trust's ethos and strategic direction together with the governing board and through consultation with the Trust's community</p> <p>Establish and oversee systems, processes and policies so the Trust can operate effectively</p> <p>Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care</p> <p>Lead staff with due attention to workload</p> <p>Ensure rigorous approaches to identifying, managing and mitigating risk</p> <p>Allocate financial resources appropriately, efficiently and effectively</p> <p>Identify problems and barriers to the Trust's effectiveness, and develop strategies for improvement that are realistic, timely and suited to the Trust's context</p> <p>Make sure improvement strategies are effectively implemented</p>
Professional development	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <p>To help create an ethos within which all staff are motivated and supported to develop their skills and knowledge</p> <p>Ensure staff have access to appropriate, high standard professional development opportunities.</p> <p>Co-ordinate and implement a major aspect of improvement work across the Trust and lead CPD meetings, INSET and leadership training.</p> <p>Keep up to date with developments in education</p> <p>Seek training and continuing professional development to meet needs</p>

	To identify emerging talents, coaching current and aspiring leaders
Governance, accountability and working in partnership	<p>Under the direction of the headteacher, the deputy headteacher will:</p> <p>Understand and welcome the role of effective governance, including accepting responsibility</p> <p>Ensure that staff understand their professional responsibilities and are held to account</p> <p>Ensure the Trust effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</p> <p>Collaborate with other schools and organisations, in a climate of mutual support and challenge, to champion best practice and secure excellent achievements for all pupils</p>

NOTE The job description may be reviewed annually and may be amended at any time after consultation with you. Please find attached a copy of our standards for all senior leaders for your reference.

Standards for Senior leaders at Marish Academy Trust (Middle leaders to aspire to these)

1. All senior leaders will work as a team to shape the future by:

- Ensuring the vision for the Academy Trust is clearly articulated, shared, understood and acted upon effectively by all
- Working within the Trust community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement across the Trust
- Demonstrating the vision and values in everyday work and practice.
- Motivating and working with others to create a shared culture and positive climate
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensuring that strategic planning takes account of the diversity, values and experience of the Trust and community at large.

2. All senior leaders will support the leadership of teaching and learning by:

- Ensuring a consistent and continuous Trust-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Maintaining learning at the centre of strategic planning and resource management.
- Enabling the Academy Leadership team (ALT) and the trust wide Senior Leadership team (TWSLT) of to develop creative, responsive and effective approaches to learning and teaching.
- Promoting a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrating and articulating high expectations and setting stretching targets for the whole Trust community.
- Enabling TWSLT to work together to design and implement strategies which secure high standards of behaviour and attendance.
- Facilitating TWSLT's collaboration on designing, organising and implementing a diverse, flexible and creative curriculum and also to ensure that an effective assessment framework is implemented.
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Checking that the ALT and TWSLT regularly monitors evaluates and reviews classroom practice and promotes improvement strategies continually.
- Challenging underperformance at all levels an effective corrective action and follow-up.

3. All senior leaders will develop themselves and lead others by:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Supporting the establishment of a collaborative learning culture within the Trust and actively engaging with other Trust schools and beyond to build effective learning communities.
- Ensuring that ALT and TWSLT develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
- Securing effective planning, allocation, support and evaluation of work undertaken by teams and individuals, they line manage, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Working with others to develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow an appropriate work/life balance.

4. All senior leaders will support those responsible for managing the organisation by:

- Supporting the creation of an organisational structure which reflects the Trust's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Checking that clear, evidence-based improvement plans and policies for the development of The Trust and its facilities are designed, implemented and regularly reviewed.
- Reminding the leadership team that as far as possible, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives

- Taking an appropriate role within the leadership team, according to their professional responsibility in the effective and efficient management of the Trust's financial and human resources to achieve the Trust's educational goals and priorities
- Working with ALT and TWSLT to recruit, retain and deploy staff appropriately and contribute towards the management of their workload to achieve the vision and goals of the Trust.
- Works with ALT and TWSLT to ensure the implementation of successful performance management processes with all staff
- Working with ALT and TWSLT to ensure the school environment efficiently and effectively organised to ensure that it meets the needs of the curriculum and health and safety regulations
- Taking part in holding the leadership to account for ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Using and integrating a range of technologies effectively and efficiently to manage the Trust and the schools.

5. **All senior leaders will work together to secure accountability by:**

- Fulfilling commitments arising from own contractual accountability.
- Working with others to develop and nurture a Trust- wide ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Checking with ALT and TWSLT that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Developing and presenting a coherent, understandable and accurate account of the trust and each school's performance to a range of audiences including governors, parents and carers.
- Reflecting continually on personal contribution to Trust/school achievements and taking account of feedback from others.

6. **All senior leaders will support and strengthen the community by working together to:**

- Build a Trust/school culture and curriculum which takes account of the richness and diversity of the Trust's communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the trust to enhance and enrich each school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools within the Trust and beyond and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.