Al-Noor Primary School (VA)

619-629 Green Lane, Goodmayes, Ilford, Essex, IG3 9RP
Tel: 020 8597 7576, Email: recruitment@al-noorprimary.co.uk, Website: al-noor.co.uk/va

JOB DESCRIPTION: DEPUTY HEADTEACHER

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

HOURS: Full-time

SALARY: Leadership group, scale points 6-10

START DATE: 1st September 2018

TO WHOM RESPONSIBLE: Headteacher and Governing Body
FOR WHOM RESPONSIBLE: Key Stage 2, Subject leaders, SENCO, PTFA and whole school leadership in areas set out below

1.   Purpose of Role

To lead and manage all areas of school performance, including safeguarding, pupil welfare, pupil achievement, curriculum, assessment, staff performance management and work in partnership with the headteacher and senior leaders to promote continued school improvement and the monitoring and promotion of the highest standards of teaching and pupil progress across the curriculum and across all classes and to track the progress of pupils, supporting teachers to identify and intervene effectively with those at risk of underachievement such that:

- All pupils meet their targets and make excellent progress, have access to the full school curriculum, are motivated to learn and develop self-esteem and confidence as learners.
- Vulnerable, disadvantaged and underachieving pupils and pupil groups make excellent progress to close the achievement and attainment gaps between themselves and their peers.
- All teachers are familiar with and apply the school's teaching and learning policy and use a range of strategies to meet the needs of all pupils, showing regard for different learning styles and the needs of SEN, G&T, fastest learners, vulnerable, disadvantaged, underperforming and EAL pupils, and this is evident in lesson planning and delivery.
- All teachers collaborate effectively with you and with one another so that all adults understand their roles and responsibilities and are used effectively to support pupils in their learning.
- All teachers are supported through mentoring, coaching and training to provide the highest quality of teaching.
- All school senior leaders have an understanding of the progress and attainment of pupils in each class, interventive provision and know what the priorities are for teaching, learning and assessment in relation to whole school development priorities, so that the Education Team understands its role in relation to pupils and knows about the progress and attainment of pupils in relation to similar pupils nationally.
- The school's improvement processes are robust and effective and lead to rapid improvements the quality of the curriculum, teaching, pupil achievement, safeguarding, pupil welfare, leadership and management.
- School leadership achieves the school's vision and establishing a joyous school climate imbibed with the school's faith ethos and values along with professionalism and a commitment to excellence, in particular in, teaching and learning.
- The school is always fully compliant with all school regulations governing independent schools including in SMSC and Safeguarding.
- Pupils have access to all parts of a well planned and well resourced, enjoyable and creative curriculum that is linked strongly to the school's PSCHE and 'Navigate' curricula.
- Parents know how they can support their child, feel involved as partners in the education process and feel welcomed into the school community.

2.   Shared areas of responsibility

Key responsibilities as a member of the Senior Leadership Team:
- To establish commitment to a shared **vision** for the school; lead by example to inspire and motivate staff, parents, trustees and pupils.

- To support and promote the school's **ethos**, vision, aims and core values in order to promote an environment that focuses on the welfare, progress and sustained improvement of the school and pupil outcomes and tarbiyyah, as well as effective teaching and learning and high standards of behaviour.
- To act as a **positive role model** to staff, to provide an excellent example to the staff body of professionalism, enthusiasm, professional excellence and commitment to high standards, the school's ethos and the implementation of school policies and procedures, maintaining high professional standards.
- To **communicate** effectively with staff members, using high levels of **emotional intelligence** and care, with sincere regard for staff well being.
- To establish supportive and advisory **relationships** with professional colleagues, that promote collaboration, effective team work, professionalism, high standards, achievement, unity and harmony.
- To establish positive relationships with pupils and pursuing your own **personal, religious and spiritual development** to act as a fine **role model** for them.
- To establish excellent relationships with **parents**, communicating with high levels of understanding and emotional intelligence to engage them for the betterment of pupil outcomes and achievement.
- To ensure that parents and pupils are well informed about school achievements and opportunities to excel in and outside the school, and ensure that **channels of communication** are used effectively within the school.
- To **provide information**, objective advice and support to the governing body to enable it to meet its responsibilities.
- To establish good working relationships with the board of trustees, the local authority and other agencies.
- To develop and lead on opportunities for the school to enhance its work and image in the **community and wider society**, with particular regard to the school's commitment to playing a positive role in local society for communities for the common good and through teaching excellent citizenship to pupils.
- To contribute to the strategic direction and development of the school, including updating the school's Self-Evaluation and Information Form and the development, implementation and monitoring of school **improvement plans** based on **school self-evaluation** and underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.
- To **monitor** the quality of teaching and learning across the school, including the analysis of performance **data**.
- To promote high standards of achievement academically, morally, spiritually, emotionally, behaviourally and professionally.
- To share corporate responsibility for the **safeguarding**, **wellbeing** and **discipline** of all children by implementing agreed school policies, **liaising** with the Safeguarding DP, Deputy Headteacher, SENDCo, Needs Panel and outside agencies as and when necessary.
- To ensure **high standards** of teaching and learning, behaviour, attendance and punctuality from pupils.
- To support the **induction and training** of newly qualified teachers, unqualified teachers, supply teachers, support staff and student teachers as required.
- To take an active role in the recruitment of staff, as required.
- To identify the **Continuing Professional Development** needs of staff members and lead INSET as appropriate.
- To establish priorities for **expenditure** and monitor the effectiveness of spending and usage and the care of school **resources**, ensuring budgets are maintained with financial efficiency.
- To work with and **report** to all stakeholders including staff members, parents/carers, as appropriate, or when requested.
- To **model** and ensure the understanding and implementation of all **school policies** across the school and be involved in their periodic review and development.
- To pursue your **own Continuing Professional Development** through courses, further and higher qualifications, research, collaboration, discussion and other means, in education, teaching and learning and in educational and school management.
- To receive and respond to **feedback** and provide it, constructively and positively.
- To conduct yourself in a **professional manner** at all times when dealing with all members of the school community and any visitors to the school, including external agencies.
- To lead whole school **assemblies** from time to time.
- To **cover** lessons from time to time.

- To **teach** classes if requested, to secure effective learning, through the use of and providing high standards of achievement and behaviour, using effective planning and assessment.
- To attend and participate in parents' **evenings**, the school's annual parent meeting, school trips and **events** and pupil performances.
- To participate in all staff training sessions and attend team and staff **meetings**.
- To set a good **example** in terms of role modelling, dress, punctuality and attendance.
- To take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Headteacher or Deputy Headteacher.
- To take on additional responsibilities this may arise from time to time.

3.   Shared Duties

1. Monitoring and Evaluation
- To work with senior leaders in effectively monitoring school systems and procedures. For example through the conduct of lesson observations, pupil work scrutiny, planning scrutiny, data analyses, subject report analyses and learning walks across the school.
- To analyse data gleaned from monitoring activities by middle and senior leaders to evaluate school provision in relevant areas and make recommendations to the headteacher and/or senior leadership team for appropriate responses, including but not limited to: intervention, target setting, training, amendments and improvements or the appropriate re-deployment or purchase of resources.
- To keep records and/or minutes of all decisions made and actions taken and ensure documentation for all areas of leadership is sound and up-to-date at all times.
- To scrutinise pupil work, marking, lessons, displays, planning and assessment in the monitoring and evaluation of the quality of teaching and learning across the school, particularly in Qur'an, Arabic, Islamic Studies and the EYFS;
- To effectively deploy staff and resources to achieve the highest standards;

2. School Improvement
- To contribute towards the cycle of school improvement and school effectiveness and support staff to achieve the priorities set.
- To support the annual survey of pupil, parental/carer and staff views to support effective school self-evaluation.
- To participate in school self-evaluation by using a range of evidence to evaluate: the effectiveness of provision (through monitoring & evaluation of school standards), the degree of achievement against school aims and vision, the degree to which school regulations and Ofsted requirements are met and areas of strengths and weaknesses.
- To contribute to the identification of priorities for the development and the construction of the school improvement plan reflecting school self-evaluation.
- To implement plans and review and evaluate the implementation of the priorities identified in the school developmental plan in collaboration with the Senior Leadership Team.
- To implement, promote, develop and evaluate the school's policies in collaboration with the headteacher.
- To monitor the quality of pupil support, parent-partnership initiatives and develop other initiatives to develop the personal, social, health, spiritual, behavioural, moral and emotional well-being of pupils.
- To monitor academic standards including the analysis of performance data.
- To identify and pursue accreditation opportunities for the school.
- To contribute to staff training and INSET.
- To contribute to the tarbiyya of staff at the school through role modelling, leading circles of learning, or leading worship.

3. Teacher Training & CPD
- To support the provision and leadership of INSET and staff meetings.
- To maintain a good knowledge of current thinking in primary education and to demonstrate excellent practice as a teacher.
- To ensure, in collaboration with and under the direction of the headteacher, that teaching and learning of a high quality is promoted and maintained.
- To provide effective coaching to teachers as and when requested or required.
- To model ideal practice to staff members in all areas.

- To contribute to the induction of new staff members at the school.

4. **Quality of Teaching**
   - To ensure the highest standards through timely, collaborative, accurate and supportive teaching interventions such as coaching and mentoring, observations, feedback, joint planning, team teaching, discussion, and modeling.
   - Inducting and supporting trainee teachers, newly qualified and less experienced staff and/or supply teachers.
   - To identify professional development needs and opportunities for teachers and teaching Assistants and provide professional development for staff for example, through coaching and leading INSET or recommending CPD, CPD providers and higher education courses to the Headteacher for particular staff members.

5. **Performance Management**
   - To conduct staff appraisals and the performance management of teachers and support staff.
   - To identify the professional developmental needs of staff members to inform staff training and INSET.
   - To help build a costed annual CPD programme for staff, by evaluating staff Performance Management objectives, quality of teaching across the school and staff training feedback, as well as by helping to source best value, high quality CPD.

6. **Resources**
   - To support the headteacher in the effective recruitment of staff members, including sitting on interview and short-listing panels, and in the deployment of staff and in the arrangement of staff cover.
   - To assist the headteacher and subject leaders in the planning, purchasing, implementation, and in the accounting for, school resources.

7. **Complaints**
   - To investigate complaints as delegated by the headteacher and submit detailed reports and conclusions.
   - To liaise with parents as needed in the conduct of investigations and in implementing the findings of complaints and the investigation of behavioural incidents.

8. **Curriculum Leadership**
   - To help design and implement the curriculum plan for the school in conjunction with the headteacher and subject leaders, including subjects such as Islamic Studies, Qur'an and Arabic and ensure it is coherent and reflects the school's vision, ethos, aims and values.
   - To ensure all planning is in place and of a good quality.
   - To promote SMSC, school improvement plan priorities, spiritual, emotional and moral development and character development (through PSHCE, SEAL, tarbiyyah and the school's 'Navigate' curriculum).
   - To identify new opportunities to improve the curriculum taking into account the national and local context.
   - To identify new opportunities for curriculum enrichment, cross-curricular links and collaborative work in and outside of the school, to embed into the school curriculum.
   - To support the effective implementation of the new National Curriculum and contribute to providing resources and training to help teachers deliver it.
   - To work with subject leaders and pupils to monitor, evaluate and review the school's curriculum so that it provides a creative curriculum that prepares learners for the future.
   - To annually review the assembly, trip and curriculum enrichment schedules in association with senior leaders and ensure staff members adhere to them.
   - To manage the planning and delivery of the curriculum across the school, including developing any new and creative schemes of work and medium term plans and that the curriculum delivered across the school is broad, exciting and stimulating.
   - To support subject leaders in developing their subject provision, in particular in relation to raising standards;
   - To ensure parents, pupils, staff and trustees are well informed about the curriculum.

9. **Communication**
   - To forward half termly reports of pupil progress and identified groups and details of intervention to the senior leadership team for English and Mathematics and termly for all other subject areas.

- To establish and maintain effective communication with teaching and support staff.
- To meet regularly with each teacher to support teaching and learning and share information.
- To promote the health and well-being of all pupils and report any concerns to the relevant personnel (e.g. SENCO, Deputy Headteacher, Designated Staff Member for Safeguarding).
- To actively participate in weekly leadership team meetings sharing assessment data and analyses on achievement and attainment for each class and for groups within classes
- To contribute to teachers' performance management through submission of a short report and evidences for the performance management review of each.
- To answer parental queries and contact parents to address any welfare or attendance concerns the school might have for any pupil.
- To foster parental confidence in the school through effective parental engagement and communication practises and styles.

10. **Health and Safety**
- To ensure all health and safety checks are carried out
- To ensure all records are maintained and kept up to date ensuring full legal compliance
- To monitor the school premises and identify areas for improvement
- To keep the school in line with developments is relevant governmental guidance and directives.

11. **Safeguarding & pupil welfare**
- To deputise for the designated member of staff for safeguarding.
- To ensure Safeguarding training is always up-to-date through annual update training.
- To ensure level 2 training approved by the local authority is completed and repeated at least every two years.
- To stay up to date with all developments in Safeguarding through research, collaboration, discussion and reading.
- To ensure pupils at risk of harm, or deemed to be 'in need' as defined by the Safeguarding policy, are dealt with appropriately in accordance with rigorous Safeguarding procedures.
- To maintain records accurately and review them termly.
- To lead on the school's provision for eSafety and bullying, including cyber bullying.
- To ensure pupils who have 'additional needs' as defined in the school's Safeguarding policy, demonstrating problems in two or more areas of their development, that have not resolved despite school interventions over a period of half a term (or what is appropriate) and SENDCO and staff observations indicate that the problems require help from external agencies, are referred to external agencies, working with the SENDCO and Headteacher, using CAF referrals for Early Help or Early Intervention as appropriate.

4. **Specific Areas of Leadership**

4.1 SENDCo
- To perform the role of school SENDCo leading and managing effective provision for pupils who have SEND.
- To ensure such provision is designed carefully to ensure pupils make at least good progress in their area of talent and their opportunities and experiences in such areas are expanded to promote their development.
- To ensure such provision is implemented effectively and the policy implemented carefully.
- To ensure policies are meaningful and of a high quality and are regularly reviewed and kept up-to-date with relevant legislation, governmental guidance and school procedures and practise.
- To ensure that the review of SEN statements is done in a timely fashion and is led and managed well.
- To analyse data, observe SEND pupils and meet with teachers regularly, to track the progress of pupils and provide guidance and support to teachers.
- To monitor the tracking of pupil progress against IEP targets.
- To ensure the SEN register is kept up-to-date in sufficient detail and filed regularly.

4.2 Behaviour Management & Anti-Bullying
- To carefully and fairly investigate all major incident of misbehaviour and apply appropriate sanctions, liaising with the class teacher, parents and staff members appropriately and consulting the headteacher in all cases where exclusion may be warranted.

- To support and maintain high standards of order and discipline within the school, managing sanctions, and evaluating the effectiveness of the school's behaviour management policy as Behaviour Management Co-ordinator.
- To maintain a log of all major behavioural incidents, monitoring and analysing the log regularly for patterns, reporting to the headteacher and making recommendations for responding to findings for individual pupils, for classes or for whole school issues.
- To sit on the weekly 'Needs Panel' and lead on school interventions on children with behavioural problems, issuing IBPs after careful observations and discussions with staff, liaising with staff and parents in their introduction, implementation and tracking.
- To meeting with teachers regularly to scrutinise their class minor behavioural incident log to analyse emerging patterns and trends and introduce interventions to ensure no behavioural problems are going undetected by leadership and its needs unmet. Records need to be maintained of all discussions.
- To ensure high standards of behaviour are maintained at prayer times and spirituality is promoted.
- To oversee lunchtime supervision and its logistics.
- To perform the role of Anti Bullying Coordinator and lead the implementation of school's Anti-Bullying policy and procedures.
- To keep the school in line with developments in relevant governmental guidance and directives.

4.3 Mentoring & Coaching
- To act as lead tutor for all student teachers and Newly Qualified teachers at the school.
- To acts as mentor for all unqualified teachers and teachers working towards QTS.
- To establish supportive and advisory relationships with trainee teachers and NQTs, and effectively promote their professional development.
- To coordinate all work placements at the school ensuring robust and effective recruitment, deployment and mentoring.

4.4 IT Coordinator
- To ensure ICT resources are correctly maintained and utilised.
- To set up usernames and email addresses for all staff.
- To maintain the school email system.
- To ensure the school software systems are kept up to date with the latest virus software and other updates.
- To assist the IT administrator with the maintenance of the ICT system in school.
- To provide staff training as necessary on the use of ICT at the school.
- To maintain and update the school website and social media in conjunction with other staff/trustees.

4.5 Teaching Assistants
- To manage the effective practise, expertise and skill of support teaching staff.
- To offer courses, INSET, training, advice, support and coaching to maximise their contribution to pupil learning and progress and the quality of teaching.
- To undertake the Performance Management and appraisal of support teaching staff.
- To ensure the effective use and deployment of support teaching staff.

4.6 Teaching Cover
- To assign cover for absent teachers in an efficient and fair manner in line with the School Teachers' Pay and Conditions document and school policies.
- To carry out all duties of a school teacher as set out in the current School Teachers' Pay and Conditions document, the Professional Teachers Standards and school policies when providing cover for teachers.
- In particular to maintain the school's high standards and ensure excellent teaching and excellent pupil progress and achievement across the year for all pupils, paying careful regard to school targets and parental engagement and the implementation of the school's Teaching and Learning, Curriculum and Assessment policies.

4.7 Assessment & Pupil Achievement
- To manage assessment data at the school including the review and management of assessment software and processes.
- To assist the headteacher in the design of the assessment policy and resources.

- To coordinate the administration of annual end of yr tests and statutory tests and assessments by statutory guidelines.
- To support the further development of formative and summative assessment practises and the school's assessment framework to allow term to term and year to year pupil tracking and comparisons of assessment data.
- To regularly analyse assessment data to track pupil progress carefully and identify pupils at risk of underachievement and under-attainment and ensure they receive the best interventive support.
- To lead on, supervise and monitor interventions and have regular progress review meetings and professional dialogue with teachers based on children's progress and learning.
- To support staff and parents/carers and liaise with outside agencies as appropriate.
- To identify trends in assessment data to inform future planning for the medium and longer term.
- To support staff in the use of assessment information to inform teaching and learning.
- To share findings from data analyses with teachers, teaching assistants and senior staff.
- To support teachers to identify groups of learners in classes, assign challenging targets and design and deliver effective interventions to "narrow the gap" and ensure excellent progress and achievement for all groups of learners including Gifted and Talented and SEND pupils, against school, local and national standards.

4.8 G&T
- To lead the provision for Gifted and Talented pupils and the fastest learners in the school.
- To create a programme of projects of further challenge to stretch Gifted and Talented pupils and the fastest learners.
- To support teachers in identification of Gifted and Talented Learners.
- To track the progress of Gifted and Talented pupils and the fastest learners.
- To monitor the quality of teaching and provision for Gifted and Talented pupils and the fastest learners.
- To create opportunities outside of the school to further challenge Gifted and Talented pupils and the fastest learners.

4.9 Quality Assurance
- To participate in arrangements for annual appraisal and performance management and work towards meeting agreed performance management objectives.
- To participate in arrangements for the moderation of judgments on standards at the school for example in the quality of teaching and particular lessons, the quality of work in books and the quality of writing produced by pupils.
- To report in writing and face to face to the headteacher at prescribed periods and as needed on a daily basis on all areas within role.
- To carry out periodic monitoring activities across the school to evaluate its effectiveness e.g. the quality of teaching and pupil progress and attainment.
- To use the information from monitoring activities to plan and deliver interventions to raise standards further.
- To report to the governing body as requested or required of key areas of role.
- To sit on the governing body for the school at all regular meetings.
- To be available in all scheduled school holidays to work at the school to promote the School Improvement Plan or any aspect of the role or school need (except for a protected leave of 4 weeks in any school year).

Note
In order to deliver services effectively, a degree of flexibility is needed; you may be required to perform work, undertake tasks or take on responsibilities not specified above but is commensurate with the level of the post. In addition you might have to take on additional tasks to fulfil the purpose of your roles as the main duties and responsibilities of the post are set out above but each individual task to be undertaken has not been identified. Such duties will fall within the scope of the post.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time or in response to changing regulations. Any major changes will involve discussion and consultation with you.

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PERSON SPECIFICATION: DEPUTY HEADTEACHER

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1. Qualifications, Training & Experience
- QTS and National Professional Qualification for Senior Leadership.
- Preferable: Masters level qualification or higher in a field related to education management
- A minimum of 5 years teaching experience and 2 years at senior leadership in schools graded at least 'good' in inspections.
- Additionally, prior experience of: coaching, assessment, analysing data, school improvement, Health and Safety procedures, Behaviour management, use of ICT, curriculum development, quality assurance and moderation.
- Preferable: having worked previously in a number of schools of a diverse range.

2. Personal Values and Example
- Observant Muslim, following main-stream Islamic teaching, striving for spiritual and religious self improvement.
- Shares the vision and values of the school and the Foundation.
- Provides an excellent example for staff members and pupils in terms of your personal integrity, honesty, character and conduct both in and outside of the school, including online.
- Committed to the Safeguarding of children and the pursuit of excellent child outcomes.
- Demonstrates high standards of loyalty, discretion, emotional intelligence and professionalism.

3. Personal Attributes
The candidate demonstrates the professional attributes in the National Professional Standards for Teachers and those below:

- You support the school's aims and values with vigour.
- You lead a department and team well and are innovative, ambitious, energetic and enthusiastic.
- You carry out your duties in a professional manner at all times and have a strong work ethic.
- You have excellent written and spoken communication skills.
- You have excellent personnel management skills and are supportive and understanding towards others.
- You have a pro-active approach to continually learning and developing yourself to improve your professional practice.
- You set a good example in terms of dress, punctuality and attendance.
- You are proactive in matters relating to health and safety
- You are committed to the safeguarding of children, the protection of their welfare and well being and to the pursuit of excellent child outcomes.
- You have the ability to self-evaluate your learning needs and actively seek learning opportunities
- You relate well to children and adults.
- You work constructively as part of a team, understanding team responsibilities and your own position within these and take instructions and feedback well.
- You are diplomatic, analytical, and possess sound judgment.
- You are reliable and have a track record of meeting all deadlines..
- You have excellent organisational skills.
- You are adaptable and have a problem-solving nature.
- You are a solutions-focused professional and enjoy problem-solving.
- You also share the professional attributes of school leaders, specifically:
  - Positive, enthusiastic outlook, embracing risk and innovation
  - Commitment and dedication to social justice, equality and excellence
  - Engagement in collaborative partnership working, within and beyond the school

- Integrity in relation to their own and the school's practice
- Courage and conviction to achieve the best outcomes
- Respect and empathy towards others
- Resilience, perseverance and optimism in the face of difficulties and challenges
- Decisive, consistent and focused on solutions
- Drive for improvement and challenging underperformance
- Capacity to be flexible, adaptable and creative

4. Knowledge, Understanding & Skills

It will be expected that the candidate has the capacity to deliver all of the following to variable degrees.

4.1 Leading Strategically

Knowledge and understanding of:
- regulations governing schools, in particular those governing independent schools
- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

Skills:
- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

4.2 Leading Teaching and Learning

Knowledge and understanding of:
- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all
- tools for data collection and analysis

Skills:
- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning
- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning opportunities for all pupils
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems

- evaluate, review and develop systems and structures

4.3 Leading the Organisation

Knowledge and understanding of:
- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- development of and access to school buildings and facilities
- strategic financial planning, budget management and principles of best value
- organisational development, planning and implementing change
- employment market, effective recruitment, deployment and management of staff
- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques

Skills:
- manage the school's financial, human and physical resources
- seek expertise and advice from within and outside the school
- establish structures and systems so operational decisions are based on informed discussion
- delegate, collaborate and distribute leadership
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance
- manage industrial relations

4.4 Leading People

Knowledge and understanding of:
- significance of interpersonal relationships, including impact on teacher performance and pupil learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support and development systems for individuals and teams

Skills:
- create a culture which encourages ideas and contributions from others
- develop self awareness, self-management and self confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

4.5 Leading in the Community

Knowledge and understanding of:
- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- extended service provision, commissioning and contracting

Skills:
- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community

- the diversity of professional cultures and ways of working

- diversity and community cohesion issues

- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides

- engage the community in systematic evaluation of the school's work and act on outcomes
- take a leadership role within and across the community
- consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion
- broker and commission services