Deputy Headteacher - Curriculum, Data & Assessment

<table>
<thead>
<tr>
<th>Salary / grade range</th>
<th>L18 – L22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Co-op Academy Swinton</td>
</tr>
<tr>
<td>Reports to</td>
<td>Headteacher</td>
</tr>
</tbody>
</table>

**Purpose of role:** The Deputy Headteacher will be responsible for the leadership and management of data, assessment and curriculum. This includes: baseline and target setting, the academy systems for tracking progress and attainment, the management of assessment at all levels, reporting and analysis of assessment data and oversight of interventions that ensure that all students meet or exceed targets. He/she will also be responsible for curriculum planning and development, construction of the timetable and all associated administration, together with oversight of relevant management information systems. As a member of the senior leadership team he/she will also be responsible for the overall leadership and management of the academy, and ensuring all staff work according to the academy values to secure the highest possible standards and outcomes for all our students.

**Key Accountabilities (and specific duties / responsibilities):**

- Leadership and management of curriculum development, planning and provision
- Construction of the timetable in order to reflect curriculum need
- Conduct staffing needs analyses throughout the year to ensure provision is in place
- Leadership and management of all student progress data (target setting, tracking, analysis and reporting)
- Leadership of the assessment and moderation process across the curriculum
- Lead on Pupil Premium, development, planning/provision.
- Work effectively as a member of the Senior Leadership Team to ensure excellent leadership and management of the academy
- To promote the overall ethos and values of the academy
- Line management of key departments and a Year group
- Take an active role in recruitment of new staff as the need arises
- Be a visible, proactive presence around the academy, promoting positive behaviour and ensuring the smooth day to day running of the academy
- Leadership of all aspects of staff training related to curriculum development, target setting, tracking, monitoring, analysis and evaluation of pupil progress
- Line manage the Data and Exams Manager and associated workstream
- Oversight of whole school cover
- Devise alternative timetable for Rewards day and other similar school events
• Devise whole school homework timetable and corrections rota
• Lead on Capitation
• To be responsible for the writing and delivery of relevant sections of the Academy Improvement
• Plan and self-evaluation processes
• Leadership of school development and subject development plans

Outcomes and activities

Data
Leadership of student tracking, data analysis and reporting, including;
• The management of a clear, robust tracking system at all levels, from the individual student to the whole academy, ensuring that all students make outstanding progress at well above national averages
• To ensure that the academy’s target setting is suitably ambitious and clearly understood by all Stakeholders
• Provide accessible and useful information/dashboards for teachers/subject leaders/senior leaders/governors and the Trust as appropriate
• Through training and other forms of communication, develop the system so that all teachers fully understand it and are able to use data formatively to improve the quality of their teaching and students’ learning
• To ensure that parents and students understand this system, so that parents can support students in their learning and students are able to know and express what they need to do in order to make progress
• A detailed understanding of national inspection frameworks in relation to progress and attainment
• A detailed understanding of national performance measures and how curriculum and assessment impact on these outcomes
• To work closely with the Senior Leadership Team to ensure that the data and assessment systems are compatible with and support our broader aims across the academy
• To develop the MIS system as required, ensuring it is accurate, up to date, simple to use and easy to understand (SIMS/SISRA)

Curriculum
Lead the formulation and analysis of the curriculum and the consequent production of the timetable, including;
• To continually monitor the curriculum to ensure it is relevant to students’ needs, meets appropriate national accreditation and delivers outstanding progress and attainment
• To make recommendations to SLT and Governors on the development of the curriculum including an analysis of required resources and staffing
• To ensure that the construction of the timetable and its communication to all relevant individuals is managed efficiently and on time
• The management and oversight of the timetable and all associated processes and procedures throughout the Year
The development of the curriculum across the academy and the interconnected webs that it presents
Advising colleagues on a coordinated approach to curriculum sequencing and design in their areas
Keeping abreast of national curriculum and qualifications developments and requirements
Support to the Academy Improvement Process including;
To be responsible for the writing and delivery of relevant sections of the Academy Improvement
   o Plan and self-evaluation processes
   o Hold Middle Leaders to account for progress and achievement of all students

This job description is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake any other reasonable duties commensurate with the level of responsibility/salary of this post.

<table>
<thead>
<tr>
<th>Personal Attributes Required (based on job description):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributes</td>
</tr>
<tr>
<td>Qualifications</td>
</tr>
<tr>
<td>Qualified Teacher Status</td>
</tr>
<tr>
<td>Permitted to work in the UK</td>
</tr>
<tr>
<td>Evidence of accredited CPD related to leadership</td>
</tr>
<tr>
<td>Experience</td>
</tr>
<tr>
<td>Working at senior leadership level</td>
</tr>
<tr>
<td>Having led a team in the development and implementation of a data tracking system at a whole school level which had a sustained and demonstrable impact on pupil progress:</td>
</tr>
<tr>
<td>Timetable construction</td>
</tr>
<tr>
<td>Leading a team on the reform of curricular provision, to further raise standards &amp; broaden experiences of all learners</td>
</tr>
<tr>
<td>Lead a team on developing the curriculum to make the most of local context and cross-curricular dimensions whilst ensuring coherence between subjects.</td>
</tr>
</tbody>
</table>
- Having significantly contributed to the work of an SLT which has resulted in the success of the wider school
- Delivering staff training and undertaking professional development of other teachers
- SIMS/SISRA or other equivalent school database
- IT software packages which support all aspects of student monitoring and timetable construction, including Microsoft Excel/Google Suite etc
- The line management of others / holding others to account
- A role model for teaching and learning
- Using data to inform their teaching and that of wider teams
- Interpreting data, using it to diagnose weaknesses that need addressing and then helping teachers tailor their teaching accordingly
- Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attainment
- Delivering a vision for assessment that supports outstanding teaching and learning
- Developing and implementing innovative and effective data tracking and presenting this in an accessible way
- Using national data trends to inform school systems
- Understanding what outstanding teaching looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it
- Conducting lesson observations and providing constructive feedback as a tool for improvement
- Supporting others in the specific areas of data, curriculum development and assessment

**Skills, Ability, Knowledge**

- An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile
- Versatility and flexibility of own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach
• Strong interpersonal, written and oral communication skills

• Strong organisational skills:
  o The ability to delegate
  o The use of effective time management
  o The ability to prioritise

• Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities

• Genuine passion and belief in the potential of every student

• The ability to demonstrate unconditional positive regard towards young people

• Strategic thinking and the potential to adopt an entrepreneurial approach to the role

• An educational vision aligned with the academy’s high aspirations and high expectations of themselves and others

• Confident and effective presentational skills during public speaking

• Deliver excellent assemblies and Open Evenings/Parents’ Events

• Skilful management and maintenance of working relationships with parents and other stakeholders

• Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance

• Up-to-date knowledge of curriculum and qualification changes at national level and detailed understanding of performance measures

---

**Personal Qualities**

- Vision
- Passion
- Courage
- Emotional Intelligence
- Judgement
- Resilience
- Solution Focused
- Optimism
• Persuasion
• Enthusiasm & Energy

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the ‘Ways of Being Co-op’.