Deputy Principal of Secondary Job Description

Job Title:	Deputy Principal - Secondary		
Department:	Education	**Section:**	FICS
Reports to:	Principal of Secondary		
Grade:	Falkland Islands Government Grade B	**Job Code:**	260DP1

Falkland Islands Community School covers Key Stages 3 and 4 and has approximately 220 students on roll. The school follows the National Curriculum for England, enhanced by local content, with GCSEs and iGCSEs being delivered through UK awarding bodies. The Falkland Island Community School is the only secondary school in the Falkland Islands and has a critical role in securing outcomes for all secondary aged students.

Overall Purpose of the Role:

To support the Principal to provide inspirational leadership and management of secondary provision at the Falkland Island Community School. To build upon, embed and sustain significant improvements in standards in recent years to ensure a sustainable future with good outcomes for all.

Key Role Activities:

To fulfil the duties of a secondary teacher in line with the job description. **In addition:**

Strategic direction and school development

- Be a positive, proactive and effective member of the Senior Leadership Team (SLT), work with the Principal to promote and deliver the vision and direction for the school
- Support the Principal to:
  - provide quality education throughout the secondary phase to support high levels of attainment and progress
  - review the outcomes and impact of strategies and initiatives in relation to: the quality of education; behaviour and attitudes; personal development; leadership and management and keeping children safe
  - ensure that the strategies and initiatives developed for the school enable students to have the very best life opportunities to meet their current and future needs
  - develop and implement all school policies to ensure that the school works towards a shared vision and policies are reflected in practice
  - develop, implement and evaluate the success of key school improvement documents (the SEF and the SIP)
- Lead a curriculum team to develop, implement, monitor and evaluate, action plans for sustained school improvement. In line with the budget process, present financial proposals which underwrite the curriculum team action plans

Relationships

- Build and develop positive relationships with all members of the school community and create positive public relations. Participate in out-of-hours activities and manage the contribution to traditional Falkland Islands activities
- Develop and extend sustainable cross-phase links with the primary phase for the benefit of students in Stanley & Camp

- Enable professional liaison links with other units of the Education Service, to effect collaborative working and maximise the strengths of the service

Systems and processes

- Ensure and enable staff to work within existing school systems
- Support the recruitment process with other key members of the SLT for teaching and non-teaching staff
- Support the induction of new members of staff
- Support the annual performance review cycle by line managing members of staff

Staff

- As a member of SLT and through the performance management structure, support teachers to enable them to meet the Teachers Standards
- Promote an ethos within which all staff are motivated and supported to develop their skills and knowledge
- As a member of the SLT, monitor and review the impact of teaching on learning and student progress through:
  - formal observations
  - enabling collaborative development opportunities e.g. peer observations
  - planning scrutiny
  - book / work scrutiny
  - marking and feedback scrutiny

  providing constructive developmental feedback as appropriate
- Coach and mentor staff to:
  - support their continuing professional development
  - maintain positive attitudes towards teaching and learning
  - be confident to use a range of teaching strategies to meet the needs of all students

  by identifying group and/or individual development needs and providing appropriate support
- Be an effective and positive role model in terms of teaching, behaviour and classroom management
- Maintain Safeguarding CPD and provide support to members of staff

Curriculum

- Support the Principal to develop and implement a broad and balanced curriculum which meets the needs of all students including the most able, those with SEND and those with English as an additional language
- Regularly review the effectiveness of the work given to students in meeting the aims of the curriculum
- Support the Principal to implement an effective system of assessment and monitoring of student performance, ensuring that data about student progress is analysed and effective use of this information is used to secure further progress
- Support the Principal to ensure that all children make optimal progress including where there are barriers to learning, through clear and consistent systems and provision for all, actively promoting inclusion
- Support relevant post holders to administer statutory and non-statutory assessment tasks in line with assessment and reporting arrangements in place

Student

- Support a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and maintaining good behaviour for learning

- Secure and sustain high aspirations for learning and progress of all students within the school, ensuring that all students achieve well whatever their starting points or circumstances
- Manage effectively the transition of students to and from the school, with particular emphasis of the transfer between Y6 to Y7 and KS3 to KS4
- Lead School Council
- Recognise the diversity of talent including that of the most able and multi-lingual students and enable teachers to meet the needs of all abilities
- Promote the spiritual, moral, social and cultural development of students; lead school assemblies

Teaching and Learning

- Hold overall responsibility and accountability for the curriculum team ensuring continuity, consistency, balance, match and progression; lead meetings and delegate to team members
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.
- Effectively monitor, assess and record attainment. Use the data to identify student progress and achievement and to report to SLT
- Liaise with the SENCO in order to develop appropriate approaches to SEND

General

- To be a point of contact when a class teacher requires support or advice
- Keep up to date with developments in education, and have a good knowledge of education systems nationally and globally
- Seek training and continuing professional development to meet own needs, develop their professional knowledge, understanding and skills
- Participate in, and take the lead in some staff meetings, consultations and open evenings and other school-based activities which may take place outside of the teaching day including extracurricular activities
- Deputise for the School Principal as necessary
- To undertake any other reasonable duties that may be determined by the School Principal commensurate with a post of responsibility.

The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.

Criminal Record Checks:

This post is regarded as a 'sensitive' post. All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s). Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers. Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.

The Falkland Islands Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment practices, and potential employees will be required to undergo pre-employment checks. Posts are subject to satisfactory checks and references.

Person Specification:	Deputy Principal of Secondary		
Criteria	**Essential**	**Desirable**	**Assessment Method**
Knowledge, Skills and Experience:			
Evidence of successful school leadership in a whole school context: at least 3 years school leadership and management experience (e.g. deputy principal / head, assistant head, other senior leader e.g. TLR1)	✓		A / I / R
At least 8 years post qualification secondary teaching experience; able to model excellent teaching	✓		A
Experience teaching across at least two key stages		✓	A
Experience of school evaluation processes	✓		A / I
Knowledge of current educational pedagogy, particularly of the National Curriculum for England and assessment schemes	✓		A / I
Experience of supporting a diverse range of learning needs and developing appropriate teaching materials to support personalised learning	✓		A / I
Able to review and evaluate impact of teaching and learning and plan actions for continued improvement	✓		I
Competence using IT for data analysis; ability to analyse multiple data sources to inform next steps	✓		A / I
Ability to lead high quality CPD focused on school improvement and raising standards by methods such as modelling practice, coaching, mentoring and delivering in-service training	✓		I / R
Ability to hold others accountable for performance and conduct; able to give constructive feedback to colleagues	✓		I
Effective communication and interpersonal skills	✓		I / R
Experience of financial and resource prioritisation and planning		✓	A
Experience of preparing children for and administering statutory and non-statutory assessments, including GCSEs	✓		I / R
Personal Attributes:			
Demonstrates alignment with FIG's core values: **Diverse, Professional, Resilient & Resourceful** and the values of the Falkland Islands Schools: **Respect, Resilience and Curiosity**	✓		A / I / R
Can motivate and lead staff; able to delegate and negotiate	✓		I / R

Criteria	Essential	Desirable	Assessment Method
Can make and act upon decisions to deliver outcomes	✓		I / R
Career performance to date demonstrates reflective practice	✓		A / R
Commitment to safeguarding, equal opportunities and inclusion	✓		A / R
Commitment to confidentiality and respectful of others' views	✓		R
Calm and resilient approach, can work effectively under pressure	✓		I
Positive and optimistic attitude, self-motivated and resourceful	✓		I / R
Willing to undertake duties outside the normal school hours including extra-curricular activities	✓		I
To be flexible in responding to logistical issues	✓		I / R
Work positively and effectively with all stakeholders to support school aims	✓		I / R
Cognisant of the requirements of living and working in a small community	✓		I
Education and Qualifications:			
To be a graduate teacher with Qualified Teacher Status (recognisable in UK)	✓		A
Evidence of attendance at, and capturing impact from, recent & relevant CPD/INSET	✓		A
Hold current certificate of training in Safeguarding and Child Protection of an appropriate level to deputise for the Designated Safeguarding Lead (DSL) person in school	✓		A / I
NPQML &/or NPQH		✓	A
Current First Aid qualification & clean driving licence		✓	A
Note to Applicants: *Please ensure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form.*			

Method of assessment:
A - Application Form
I - Selection Interview
R - Reference

Line manager's signature: _____

Date: _____

Post holder's signature: _____

Date: _____