



## JOB DESCRIPTION

### DEPUTY HEAD (ACHIEVEMENT)

The Deputy Head (Achievement) will lead and manage the day-to-day curricular, assessment and reporting functions of Huddersfield Grammar School. S/he will provide professional leadership and guidance for excellent practice across each of these areas, and across all phases of the school, to enable the effective development of the school, its staff and pupils.

#### THE POST ENTAILS:

- Leading the Senior Leadership Team (Academic) in the assessment, tracking and monitoring of pupils' academic progress across all phases of the school
- Developing and managing target-setting strategies to enhance the curricular and pastoral performance of pupils, in conjunction with the Heads of School
- Overseeing all aspects of formal reporting to parents across all phases of the school
- Leadership of the Heads of Early Years, Pre-Prep and Prep, and the Heads of Department (Senior School only), in the development of the whole-school curriculum
- Production of the school timetable and oversight of school-wide logistics
- Contributing to the effective performance of the Senior Leadership Team (Academic)
- Contributing to school-wide strategic planning
- Liaising with parents and outside agencies, as appropriate, to develop positive relationships within and outside of the school community
- Participating in the induction of new teaching staff by introducing policies and practices
- Attending regular senior leadership team meetings, including: Senior Leadership Team (Academic), meetings with the Headmaster, other whole-school Deputy Heads, and with the Heads of Prep, Pre-Prep and Early Years
- Liaising with the Headmaster and the Senior Leadership Team (Academic) in the assessment of external applicants for admission to the school
- Representing the Headmaster and the Senior Leadership Team to the staff room and accepting shared responsibility for decisions taken by either
- Ensuring that the Headmaster remains well informed about current issues involving parents, pupils and colleagues
- Contributing to the induction programme for new colleagues and, where necessary, to their recruitment to the school

## **SPECIFIC AREAS OF RESPONSIBILITY**

### Curriculum

- Oversee the evolution of a whole-school curriculum model that is innovative, embeds 21<sup>st</sup> century skills and progresses in difficulty, content and challenge to fully prepare students to excel at GCSE level and beyond
- Ensure that schemes of work, at all phases of the school, employ a shared approach to pedagogy, are fully planned, implemented and annually reviewed in accordance with the latest changes to the National Curriculum
- Manage the Heads of School in ensuring that pupils' basic skills for learning (linguistic; mathematical; scientific; technological; human and social; physical; aesthetic and creative) and study skills are at a particularly high level in most/all areas of learning, and are effectively applied by pupils to other areas
- Lead and evolve an extra-curricular activities programme in which pupils achieve a good or better measure of success and demonstrate group/individual achievements in sport, the performing arts and other clubs and societies that are considerable for their age
- Coordinate GCSE options arrangements in the Senior School

### Assessment and Reporting

- Oversee baseline and half-termly data collection, analysis of value added/residuals, sharing and using of data, with an emphasis on establishing and maintaining high rates of progress throughout the school
- Oversee rigorous, half-termly data analysis and ensure that the results and key trends are shared with staff promptly, to enable them to implement timely and appropriate interventions
- Support the Headmaster in establishing new assessment criteria/grading in KS3 that is trackable, benchmarked against national expectations and aspires to excellence at GCSE level
- Liaise with the Examinations Officer to ensure the smooth running of both internal and external examinations

### Self-evaluation

- Support the Headmaster and the SLT (Academic) by playing a leading role in SMART self-evaluation activity that includes formative and measureable target-setting and so clearly enhances teacher practice, with an emphasis on:
  - driving excellent pupil progress in the short-, medium- and long-term, with increasingly challenging material and pupils' success in meeting targets evident in work scrutiny, observations and through half-termly data capture;
  - eliminating significant differences in the rates of academic progress between groups of pupils or areas of learning;
  - highly productive pupil engagement and participation in lessons from all groups of pupils, both individually and collaboratively;
  - the fulfilment of professional review objectives through the 'Let's Talk' model.

Any other duties relating to the job as required from time to time by the Headmaster.

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**