

Preparing for Ofsted: an inspection checklist for deputy headteachers and assistant heads

Area	What to check	Complete?
Behaviour and safety	I understand my role in supporting and promoting the school's behaviour management policy and can explain it to the inspection team.	
	During the inspection I have made alternative plans to deal with disciplinary issues that I might be unable to handle because of conflicting priorities.	
Data	I have intimate knowledge of the school's data and can explain it to inspectors in relation to vulnerable groups, year groups and classes.	
	I understand RAISEonline and how this reflects the school's performance.	
	I understand the school's performance in relation to local and national data.	
Environment	I regularly walk around the school to ensure that the environment is stimulating, and that notice boards and displays are up-to-date and effectively presented.	
	On the eve of the inspection I will carry out a brief check of the school's learning environment for currency, accuracy and effect.	
Inclusion	I know how pupils with SEN and EAL are performing relative to both their peers and national figures, and can explain it to the inspection team.	
	I know how the school is using the Pupil Premium, which pupils it supports and how it has impacted on their achievement.	
	I understand how Progression Guidance is used to set targets for pupils with SEN.	
	There are case studies of SEN and looked-after children that are ready and available for the inspection team.	
Inspection	I am aware of the relevant inspection documentation and know how it will be used to shape the inspection.	
	Where appropriate, I am aware of the relevant subject documentation (and use it to support my work and that of my colleagues).	
	There is a plan in place that will ensure I am available during the inspection for joint lesson observations and discussions with the inspection team.	
	I know what to do if the headteacher is not available when the inspection provider makes contact with the school. I know how to ensure that a summary of the school's self-evaluation is available to the lead inspector before the inspection.	
	There are documents setting out my responsibilities and giving the location of information etc in the event of the headteacher being absent during the inspection. This is known by stakeholders, including governors.	
Teaching and learning	I can demonstrate that I regularly observe lessons, sometimes jointly with the headteacher. I provide written feedback and use the information to set and support targets for improvement.	
	I can explain where the strengths and weaknesses lie in teaching across the school. I can show that I play an active	

Preparing for Ofsted: an inspection checklist for deputy headteachers and assistant heads

	role in coaching and monitoring for improvement.	
	I have a clear understanding of how teaching assistants are deployed, the pupils they support and the impact they have on the school's quality of teaching.	
	I understand the Teachers' Standards and use them when monitoring lessons and when planning support for my colleagues.	
Performance management	I understand how the school's CPD is planned and delivered and know how this impacts on raising achievement across the school.	
	I have a key role in the school's performance management systems and can explain how appraisal is used to set targets for school improvement and for the professional development of colleagues.	
Subject monitoring	If I have a subject responsibility I have an excellent understanding of the standards and progress that pupils achieve in each year and against national standards at the end of each key stage.	
	I monitor the delivery of my subject and know what its strengths and weaknesses are. I know how well teachers provide feedback to pupils and how successfully this leads to improvement.	
Strategic leadership	I work successfully with the headteacher and governors to secure teachers' accountability for the progress of their pupils, including those with SEN, EAL and from other vulnerable groups.	
	I make a contribution to the school's self-evaluation. I understand and can discuss the school's strengths and weaknesses and explain the actions the school is taking to improve.	
	I am involved in setting, implementing and monitoring the school's improvement plan and can explain how the priorities it sets out were determined and how their impact will be measured.	