

# Job Description

**Post Title:** Deputy Headteacher  
**School:** Beaver Road Primary School  
**Pay Range:** L12 – L16  
**Line Manager:** Headteacher and Governing Board



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## Main Purpose Of The Job:

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document*, including the conditions of employment for school leaders and the school's own policy
  - Under the overall direction of the Headteacher, play a lead role:
    - in the identified school priorities and the monitoring of these through the development of practice and policies through which they are to be achieved
    - in the development and oversight of the curriculum, including all aspects of assessment and the monitoring of pupil progress, while driving the school's pastoral and inclusive ethos
    - in ensuring the school is accountable to its community and partners by proactively managing staff and school resources, reporting on their impact and effectiveness to key stakeholders
  - Carry out the professional duties of a teacher as required, in line with Teachers' Standards
  - Take full responsibility for the school in the absence of the Headteacher
  - Undertake all professional duties as reasonably delegated by the Headteacher, demonstrating initiative and a commitment to achieving outstanding outcomes
  - Ensure all delegated duties and strategic initiatives are implemented to the highest standard and always in strict accordance with school policies and procedures
  - Work such hours as are necessary to fulfill the responsibilities of the role and meet the school's needs, in line with the expectations of the leadership pay scales
  - Promote and safeguard the welfare of pupils within the school, taking responsibility for child protection issues as appropriate
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## Duties And Responsibilities

### Shaping The Future:

- In partnership with the Headteacher and Governors, establish and implement an ambitious vision and ethos for the future of the school
- Play a leading role in school improvement and the self-evaluation planning process
- In partnership with the Headteacher, manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others, using personal initiative to drive forward key school priorities
- In partnership with the Headteacher, implement and manage change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken into account

### Leading Teaching And Learning:

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the Headteacher to raise standards through staff performance management
- Lead the development and delivery of training and support for staff
- Lead the development and review of all aspects of the curriculum including planning, assessment for learning, recording and reporting

- Work with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented fully
- With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including pupil progress and lesson observations to ensure consistency and quality
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure, through leading by example, the active involvement of pupils and staff in their own learning

### **Developing Self And Others:**

- Support the development of collaborative approaches to learning within the school and beyond
- Organise and support the induction of staff new to the school and those being trained within the school
- Act as an induction mentor for ECTs and have responsibility for trainees on teaching practice and those undertaking work experience, as appropriate
- Participate, as required, in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management
- Ensure comprehensive support and a positive working environment for all colleagues, taking a lead role in staff well-being
- Lead the annual appraisal process for all identified support and teaching staff

### **Managing The Organisation:**

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the Headteacher, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate, e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the Senior Leadership Team
- Ensure the day-to-day effective organisation and running of the school, including the deployment of staff as appropriate, by using your initiative to solve problems and improve systems
- Oversee the effective management of daily school operations and extended services, including the deployment of staff for supervision of lunchtimes, enrichment activities and school clubs
- Line-manage designated leaders, including subject and year group leads, to ensure accountability and drive continuous improvement within their teams
- To undertake any professional duties, reasonably delegated by the Headteacher

**Securing Accountability:**

- Lead and support the staff and governing board in fulfilling their responsibilities with regard to the school's performance and standards
- Support the Headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of pupils within the school

**Strengthening Community:**

- Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents and carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

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## **Shared Key Areas Of Responsibility For Deputy Headteachers**

**Teaching And Learning**

Under the direction of the Headteacher:

- Lead the strategic development of the school's curriculum, working with and holding subject leaders accountable for the consistency, sequencing and delivery of an ambitious curriculum. This includes monitoring its implementation and evaluating its impact on pupil outcomes to ensure it meets the needs of all pupils
- Drive the continuous improvement of teaching pedagogy across the school, drawing on up-to-date research to guarantee every pupil is effectively prepared for their next phase of learning. This includes strategically planning and implementing relevant Continuing Professional Development for all staff
- Manage data analysis, using both formative and summative assessment to track pupil progress, inform school-wide decisions and report on pupil performance to key stakeholders
- Ensure the school's assessment policy is consistently applied, and its practices remain current and research-informed, to provide meaningful data and support high-quality teaching
- Develop and lead a broad range of enrichment opportunities and pupil leadership roles that extend learning beyond the curriculum, empowering children to take responsibility and contribute actively to the school's ongoing development

**Inclusion And Pupil Support:**

Under the direction of the Headteacher:

- Work in close partnership with the Special Educational Needs Coordinator (SENDCo) to design, implement, and rigorously evaluate a robust, whole-school inclusion strategy, ensuring statutory compliance and a strong emphasis on high-quality, adaptive teaching for all pupils
- Champion and strategically oversee support for key pupil groups, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) learners, and pupils receiving Pupil Premium funding (PP). This includes monitoring the efficacy and impact of targeted interventions, ensuring they are evidence-based and accelerate progress

- Lead high-impact initiatives to ensure the school's provision swiftly and effectively removes barriers to learning. This will enable all pupils to access the full curriculum, achieve their academic potential, and be well prepared for the next stage of their learning
- Ensure the school's inclusive ethos is embedded across all policies and practices, actively promoting equality and diversity, and ensuring full compliance with the school's Equality Policy and Objectives
- Promote pupil voice by creating and leading opportunities that empower children to contribute to school life, while also embedding a strong focus on Rights Respecting values, Personal, Social and Emotional Development throughout the curriculum and school ethos

### **Pastoral And Safeguarding**

Under the direction of the Headteacher:

- Act as a Designated Safeguarding Lead, holding full responsibility for child protection and safeguarding procedures, whilst ensuring a nurturing and secure environment for all pupils by providing expert guidance to staff and liaising with external agencies
- Lead the school's attendance strategy, continually implementing policy and initiatives and using data analysis to proactively reduce persistent absenteeism and promote excellent attendance. This requires a strong presence and direct work with pupils, parents, and all staff, including other leaders, to support the school community.
- Oversee all aspects of pupil welfare, leading on areas of inclusion and behaviour across the school. As behaviour lead, ensure the school's policy remains in line with the school's vision and values, is kept under review and is consistently and fairly applied
- Manage pupil transitions, supporting new arrivals and pupils as they move between year groups. This involves proactively building strong partnerships with other local schools to ensure a seamless and confident move for pupils as they transition to high school
- Take on the role of Educational Visits Coordinator, ensuring all off-site visits are planned, approved and executed in accordance with statutory guidance and school policy

# Person Specification

This person specification is based on the attached job description and details the essential and desirable criteria required for the post of Deputy Headteacher, at Beaver Road Primary School.

## Qualifications & Training

### Essential

- Qualified Teacher Status (QTS) and a degree
- Recent, significant, and successful experience as a senior leader (e.g. Assistant or Deputy Headteacher)
- Evidence of recent and relevant professional development in school leadership and management
- Designated Safeguarding Lead (DSL) training and a commitment to maintaining this expertise
- Knowledge of current legislation and best practices related to safeguarding, inclusion, and education

### Desirable

- A relevant leadership qualification, such as the National Professional Qualification for Senior Leadership and/or Headship (NPQSL/NPQH)
- Further post-graduate study

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## Professional Knowledge & Experience

### Essential

- Outstanding classroom practice working with children aged between 3-11 years
- An unshakeable belief in and a commitment to having high expectations for all pupils and their achievement and opportunities
- A secure and up-to-date understanding of the National Curriculum, Phonics, Early Years Foundation Stage (EYFS) framework, and all national assessment and reporting requirements
- Proven experience in successfully leading and managing whole-school initiatives that have demonstrably improved pupil outcomes
- Extensive experience with curriculum development, including its sequencing, delivery, and evaluation
- Expertise in using data analysis to monitor pupil progress, identify areas for improvement, and report on performance to stakeholders
- A strong understanding of effective teaching pedagogy and the ability to lead by example, providing high-quality classroom teaching
- Significant involvement in school self-evaluation and development planning, including a strong understanding of quality assurance and monitoring processes
- Experience in staff performance management, including coaching, mentoring, and conducting appraisals
- Proven ability to devise, implement, and monitor the effectiveness of school-wide policies
- Demonstrable experience of and a deep understanding of working with and reporting to stakeholders and governing bodies
- Experience in managing school operations, including HR processes, staff deployment, and managing school resources
- A secure and current understanding of relevant legislation and guidance in relation to Safeguarding, SEND, Health and Safety, British Values, Inclusion, and Equal Opportunities

## Desirable

- Experience leading or managing specific pupil groups, such as those with special educational needs and disabilities (SEND), English as an Additional Language (EAL) learners, and Pupil Premium pupils
  - Experience as an Educational Visits Coordinator
  - Experience in developing and implementing strategies to improve school attendance
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## Skills & Abilities

### Essential

- **Leadership and Management:** The ability to lead, motivate, and manage staff and pupils with a clear, ambitious vision. You'll need excellent organisational skills to oversee day-to-day operations and a strategic mindset to plan for the future
  - **Communication:** Outstanding verbal and written communication skills to effectively report to stakeholders, lead meetings, and build strong relationships with parents, staff, pupils, and external agencies
  - **Interpersonal Skills:** The ability to work collaboratively with a diverse range of people, demonstrating empathy, resilience, and a commitment to inclusion, alongside proven ability to effectively mediate and manage conflict among staff, pupils, and parents
  - **Innovation and Problem Solving:** The ability to generate creative and effective solutions to complex educational challenges and lead innovative practice
  - **Analytical Skills:** The ability to analyse complex data to inform decision-making, evaluate school performance, and develop targeted strategies for improvement
  - **Strategic Thinking:** The ability to translate strategic goals into actionable plans and monitor their impact
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## Personal Attributes

### Essential

- **Integrity:** A strong moral compass with an unwavering commitment to the well-being and safeguarding of pupils
  - **Resilience & Initiative:** The capacity to take full responsibility for the school in the absence of the Headteacher, demonstrating proactivity and a problem-solving mindset
  - **High Expectations:** A passionate belief in the potential of every pupil and a relentless drive to secure the best possible outcomes for all
  - **Commitment to Learning:** A reflective practitioner who is committed to their own professional growth and the development of others
  - **Conduct:** High levels of professionalism and confidentiality in all aspects of the role, alongside excellent organisational skills and the ability to use own initiative
  - **Diligent:** A track record of being highly committed, conscientious, and hard-working, demonstrating a strong work ethic in all professional duties
  - **Equitable:** A commitment to promoting an inclusive school community where every pupil feels valued and supported
  - **Collaborative:** Extensive experience and deep desire to forge partnerships with the school community and beyond, including parents, local schools, and external agencies
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## Confidential References & Reports

### Essential

- Positive recommendations from all referees, including the current employer
- An excellent record of attendance and punctuality

**The applicant will be required to safeguard and promote the welfare of children and young people**

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### Additional clarification of requirements of the post include:

<b>Safeguarding</b>
Displays a commitment to the protection and safeguarding of children and young people. Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people.
<b>Promoting Equality and Diversity</b>
Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage. Listen to contributions made to service development without prejudice.
<b>Care</b>
Listen and respond to children people needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children.
<b>Developing Self and Others</b>
Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.