



Chipping Sodbury School

Respect, integrity, aspiration and responsibility



Temporary Deputy Headteacher Recruitment Pack





Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. We were excited to welcome two new primary schools in the last few months and from October 2025 another secondary school. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Matthew Evans

Chief Executive Officer

The Athelstan Trust





Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich, fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

- Internal career opportunities
- Personalised professional development and training
- Employee Assistance Programme
- Flexible working opportunities and a genuine commitment to family and work/life balance
- Nationally negotiated cost of living pay
- Automatic enrolment to the teacher or local government pension schemes
- Generous holiday allowance for support staff
- Recognition of local government continuous service
- Cycle to Work Scheme
- Discounts at local leisure centres





Dear Applicant,

Thank you for your interest in this post. I am delighted to introduce you to Chipping Sodbury School and do hope that you will find this application pack along with our website helpful. I know that this information will convey to you the immense sense of pride that we hold for our school and our community.

Chipping Sodbury School is an institution built on strong core values. Developing Aspiration, Respect, Responsibility and Integrity are at the heart of all that we do both for our students and our colleagues. It is these values which have developed so many young people and staff over the years and provided them with the opportunities to grow into successful individuals within the local community and beyond. They are at the forefront of our mission to aim for brilliance in all we do.

The origin of the school dates back to the Middle Ages when it was set up as an Endowed School to provide free education for the townspeople. It has gone through many transformations since then which have involved it becoming a Grammar School, a Comprehensive School in 1970, a Cooperative School in 2013 and now a partner school within The Athelstan Trust. Whilst there have been changes over the years, the history remains central to the school's values and ethos. The Endowed Foundation still provides support for students and is an important part of the school.

We believe in providing students with the very best opportunities through achieving the strongest educational outcomes as well as ensuring we develop their character and sense of self. To do this we have the highest of expectations in all that we do for our young people. High expectations of their potential, high expectations of their engagement in lessons and the wider school, high expectations of behaviour and conduct and crucially high expectations of ourselves as educators- working together to ensure we provide the very best experiences for our young people. We are committed to challenging and engaging lessons, ensuring that our staff body is provided with high quality CPD that is evidence informed and that we celebrate staff for their hard work. Our approach to behaviour prioritises relationships, supporting our students in making the right choices through having clear, consistent expectations and an emphasis placed on kindness and respect in all our interactions.

We are passionate about collaboration both across the Trust and beyond. The school has strong links with the local primary schools and we have long standing partnerships with local secondary schools, often working with one another to ensure the needs of our local communities are met. As part of the Trust, our staff are afforded opportunities to work with and even deliver sessions to colleagues across the Trust which is hugely beneficial to their own development.





Our school is located on the edge of the Cotswolds, close to both Bristol and Bath and has great access via the M4 motorway which provides strong options for commuting for staff. This has resulted in Chipping Sodbury being able to recruit some of the best professionals from across the region. It also provides great opportunities for student learning outside of the classroom. Experiences such as theatre visits, outdoor education, musical experiences and exploration of the arts is central to the wider curriculum.

In April 2021, Chipping Sodbury School joined The Athelstan Trust. A great deal of research and deliberation had gone into this strategic decision. Governors and school leaders were committed to join a multi-academy trust whereby values aligned and there is a culture of genuine collaboration with a focus on school improvement and mutual support. We have been delighted with this move which has already reaped many benefits, including broadening professional development opportunities for staff and securing a wide range of enrichment openings for students. You will find further information about The Athelstan Trust [here](#).

Thank you for your time in exploring this role at our fantastic school. I look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'Rob Skipp'.

Rob Skipp
Headteacher
Chipping Sodbury School





TEMPORARY DEPUTY HEADTEACHER

About the post:

We are seeking to appoint an enthusiastic, self-motivated and forward-thinking Deputy Headteacher to temporarily join this dedicated, diligent and supportive team. The successful candidate will be committed to school improvement with significant experience of whole school leadership. They will be effective in developing strategies which challenge, interest and support all of our students and will have the drive and determination to contribute to the school's mission of aiming for brilliance in all we do.

This is a temporary post following the departure of our Deputy Head - Behaviour and Attendance and we will be looking to appoint a permanent Deputy Headteacher from January 2027. As such, we are open to adapting the temporary role in response to the strengths and passions of the successful candidate. The published job description for this temporary post is generic and will be fine-tuned in liaison with the successful candidate. It is important that your application specifies which aspect of the life of the school you wish to lead and drive forwards; however a key role for any school leader will be to work in collaboration with colleagues to lead, support and develop and to be flexible in the roles and responsibilities they take on. The role is advertised as full-time but requests for a part-time position will be considered.

You will be joining a school that is proudly inclusive with a strong reputation in the local community for really knowing our students and placing relationships and belonging at the heart of our approach to their success.

We aim to inspire every member of our school community to aim for brilliance, fostering an inclusive culture where aspiration, responsibility, respect and integrity enable all to become the very best they can be. We deliver this vision by being committed to having high expectations; of student potential; of student engagement in learning and the school community; of behaviour and treatment of others; and of ourselves as educators, committed to providing the very best, inspirational opportunities for our students.

You will work with a wide variety of vibrant and energetic staff who are committed to their own development. As a result of this, staff actively engage in and take responsibility for continuing their own professional learning and regularly lead or are involved in research projects and staff professional learning. This focus on development of staff has led to many taking on additional responsibilities within Chipping Sodbury School or moving on to promotions at other institutions; this is something we really value. As a school, we passionately believe in learning for all and are committed to not only developing our students,

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but all who work within our community and therefore, you will be supported with your professional development. The Athelstan Trust actively seek to enable school leaders to access engagement in NPQ courses and 'in house' courses. As an employee of the Athelstan Trust you will also gain access to the National College online portal providing a wealth of online CPD opportunities.

Closing date for applications: Thursday 18th June 2026 at 9.00am

Interviews: Tuesday 23rd and Wednesday 24th June 2026

Your application should aim to cover the following principles:

- Your vision for developing your chosen field of school leadership (eg curriculum, teaching and learning, student progress, student support) across the Chipping Sodbury School community. Please ensure you are explicit in stating which aspect of the life of the school you are keen to drive forwards.
- Evidence of your direct impact on school improvement with clear examples of your experience.
- Your reasons for applying for the job.





JOB DESCRIPTION

POST: TEMPORARY DEPUTY HEADTEACHER

LEVEL OF PAY: LEADERSHIP SCALE: L16-L20

RESPONSIBLE TO: Headteacher

STRATEGIC JOB PURPOSE

- To be responsible for the strategic leadership and management of an agreed area of the school under the direction of the Headteacher. (Areas of responsibility to be agreed following appointment).
- To work as part of the team to lead, motivate, challenge and develop staff.
- To work as part of the Senior Team to manage the school effectively and efficiently.
- To deputise for the Headteacher as required.

This job description should be read alongside the range of professional duties of teachers as set out in the School Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the Teacher Regulation Agency.

MAIN DUTIES

Leadership and Management

- Work with the Senior Team to provide a vision and leadership of the school.
- Assist the Headteacher in the implementation of the School Improvement Plan and effective evaluative procedures.
- Support the Headteacher in deploying and managing all staff across the school.
- Support the Headteacher in accounting for financial and material resources.
- Contribute to the operational management of the school and ensure it functions efficiently and effectively.
- Be a highly visible presence around the school and a strong role-model for expectations and standards to students and staff.
- Attend Local Governing Body meetings and present reports as required.
- Make a significant contribution to the school's self-evaluation process.
- Assume any other responsibilities as may be reasonably required by the Headteacher.
- Ensure that the outcomes of self-review and external evaluations drive developments within specific areas of responsibility.





Quality of Education

- Be an excellent classroom practitioner.
- Work in collaboration with leaders at all levels to drive forwards standards for all students.
- Ensure a consistent and relentless school wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resources management.
- Establish creative, responsive and effective approaches to teaching and learning.
- Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow up.
- Demonstrate personal enthusiasm for and commitment to the learning process.
- Demonstrate the principles and practice of effective teaching and learning.
- Access, analyse and interpret information relevant within the agreed specific area of responsibility.
- Through staff performance acknowledge excellence and challenge poor performance across the school.

Developing Staff and Others

- Support the development of collaborative approaches to learning within the school and beyond.
- Support the induction of staff new to the school and those being trained within the school.
- Support the professional development of teaching, support and operational staff.
- Participate as required in the selection and appointment of teaching and support staff.
- Take responsibility and accountability for identified areas of leadership, including the quality of education across the school.

Managing the Organisation

- Attend assemblies, Parents' Evenings and other events, and lead them when required.
- Working with the Headteacher, undertake key activities related to professional, personnel and HR issues.
- Support a consistent approach to standards of behaviour, attendance and punctuality across the school.
- Be a proactive and effective member of the Senior Team.

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- Ensure the day-to-day effective organisation and running of the school, including the deployment of staff as appropriate.

Strengthening Community

- Promote the positive involvement of parents/carers in school life.
- Regularly collaborate with colleagues from other schools within and beyond The Athelstan Trust.
- Strengthen partnership and community working.
- Promote positive relationships and work with colleagues in other schools and external agencies.

General Duties

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To work within the guidelines of the Safer Working Practices for Staff and Students.
- To ensure the wellbeing and safety of students and staff at all times.
- To maintain confidentiality and professionalism at all times in respect of school related matters and to prevent the disclosure of confidential and sensitive information.
- To lead and coordinate a duty team.
- To undertake any other duties of a similar level and responsibility, as required and with discussion with the Headteacher.

This job description will be subject to an annual review and negotiation as part of the school's appraisal process following discussion between the post-holder and the Headteacher.

SPECIAL NOTES OR CONDITIONS

The Athelstan Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure and Barring Service check along with standard pre-employment safeguarding checks. As the role includes working with children, it is exempt from the Rehabilitation of Offenders Act 1974. Applicants must, therefore, disclose all spent and unspent convictions. The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the school's Child Protection and Behaviour policies.

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There is an expectation of collaboration and resource sharing with other colleagues across the Trust.

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PERSON SPECIFICATION
TEMPORARY DEPUTY HEADTEACHER

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Good honours degree • Teaching qualification 	<ul style="list-style-type: none"> • Further qualification in education and/or management • Working towards or possesses NPQH 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • A driven individual who will not settle for mediocrity and who will raise standards across the school • Experience of more than one secondary academy/school • Assistant Headteacher experience or experience of working at a strategic level within an academy or school • Proven track record of raising educational standards • Clear track record of working at a strategic level with a school/academy to bring about school/academy improvement 	<ul style="list-style-type: none"> • Curriculum and/or pastoral experience at senior leader level • Recent experience of working across a range of secondary academy/school settings • Experience of supporting another school • Deputy Headship experience 	<ul style="list-style-type: none"> • Application form • Selection process • References
Shaping the Future	<ul style="list-style-type: none"> • Clear vision and ability to develop aspects of school strategy • Experience of making strategic decisions • Commitment to the development of the school ethos including high standards of behaviour, teaching and learning 	<ul style="list-style-type: none"> • Responsibility for strategic planning at SLT level 	<ul style="list-style-type: none"> • Application form • Selection process • References





Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> Dedicated, committed, high profile leader who will hold others to account in relation to policy and professional standards 		
Teaching & Learning	<ul style="list-style-type: none"> Commitment to school-wide focus on student achievement Demonstration of high expectation, including leading by example as a teacher Outstanding teacher, able to lead by example in this area Experience of leading training of teaching and learning 	<ul style="list-style-type: none"> Consistently excellent examination outcomes 	<ul style="list-style-type: none"> Application form Selection process References
Developing Self and Working with Others	<ul style="list-style-type: none"> Ability to set appropriate and challenging targets Skills in coaching and improving performance of others Evidence of effective staff training Ability to make and take decisions Understanding when to consult or seek advice, responsive to feedback Consistent focus on results and outcomes Ability to establish clear, uncompromising professional relationships/boundaries 	<ul style="list-style-type: none"> Experience of mentoring staff The ability to report to, inform and engage governors regarding key aspects of the school's work 	<ul style="list-style-type: none"> Application form Selection process References
Managing the Organisation	<ul style="list-style-type: none"> Commitment to build and manage high performing teams Production and implementation of improvement plans and policies 	<ul style="list-style-type: none"> Experience of success in improving the performance of student achievement outcomes through tracking, monitoring and creative intervention 	<ul style="list-style-type: none"> Application form Selection process References





Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> • Experience of successfully implementing educational change • Commitment to partnership between governors, staff, parents and students • Clear knowledge and understanding of the implications of current educational developments relevant to specific areas of responsibility • Ability to lead the school in the absence of the Headteacher 	<ul style="list-style-type: none"> • Experience of appraisal process • Experience of target setting, data analysis and measuring impact • Understanding of the principles and mechanisms of academy management • Knowledge of child protection procedures 	
Securing Accountability	<ul style="list-style-type: none"> • Appreciation of the need to delegate responsibility with accountability • Ability to hold others to account (examples) • Ability to identify underperformance in staff in the relentless pursuit of improved standards across the school 	<ul style="list-style-type: none"> • Experience of initiating and completing the capability and/or disciplinary process with underperforming staff 	<ul style="list-style-type: none"> • Application form • Selection process • References
Strengthening Community	<ul style="list-style-type: none"> • Responsive to the nature of the school's communities, partners and stakeholders • Experience of working with the wider school community • Excellent presentational/communication skills • Capable of establishing excellent relationships with parents, governors and other stakeholders 	<ul style="list-style-type: none"> • Evidence of effective community work • Experience of collaborative activities across several schools 	<ul style="list-style-type: none"> • Application form • Selection process • References
Personal Qualities and Attributes	<ul style="list-style-type: none"> • The ability to inspire and innovate through excellent written and verbal communication skills 		<ul style="list-style-type: none"> • Application form • Selection process





Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> • Interpersonal awareness • Ability to prioritise • Ability to work under pressure, think creatively and to anticipate and solve problems • Resilient and energetic • High professional standards • Dynamic, positive and constructive • Good sense of humour • Sense of proportion • Sound judgement • Honesty and trustworthiness • Willingness to learn from mistakes • An excellent public speaker • A love of working with young people • A commitment to comprehensive and inclusive education • Empathy and excellent listening skills • Provide a good role model for students • Natural flair for communicating with young people • The capacity and desire for headship 		<ul style="list-style-type: none"> • References

