

Deputy Headteacher

Job Description for the current post-holder.

Subject to change depending on the skills and expertise of the successful candidate.

Job Purpose
- To work under the direction of the Headteacher and with the Senior Leadership Team to provide professional leadership and management for the academy, to deliver great outcomes for students and staff; formulating the aims and objectives of the school, establishing the policies through which they will be achieved, and managing staff and resources. - Provide dynamic, strategic leadership to drive up educational standards, ensure exemplary behaviour and pastoral care, and deputise for the Headteacher in their absence. The specific portfolio for the role will be determined by the Headteacher on an annual basis.
Accountable to
The Headteacher
Responsible for
- Demanding ambitious standards for all students, overcoming disadvantage and advancing equality, and instilling a strong sense of accountability in staff for the impact of their work on students' outcomes. - Line management of allocated middle/senior leaders and support staff as applicable to the role. - Delivery of allocated sections of the Plan for School Improvement. - Deputising for the Headteacher when required.
Accountabilities (in addition to those required of a qualified teacher)
LEADERSHIP - Deputise for the Headteacher as required, working in collaboration with the second Deputy Headteacher. - Support the Headteacher in providing a clear direction for the development of the school. - Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's Plan for School Improvement and SEF. - Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the academy's vision, values and objectives. - Attend SLT meetings. - Plan, organise and chair other meetings as appropriate. - Establish good relationships, encourage good working practices and support and lead teachers and support staff. - Support the Headteacher in the implementation of the school's appraisal policy. - Liaise with the Trustee Board, when appropriate, to facilitate their strategic oversight of the academy. - Encourage creativity, innovation and the use of new technologies to achieve academic excellence. - Support the Headteacher in the appointment, deployment and development of staff to make the most effective use of their skills and expertise, ensuring all staff have a clear understanding of their roles and responsibilities. - Act as a 'critical friend', providing effective professional challenge and support to the Headteacher. - Provide information and advice to the Headteacher and Trustee Board, and support proper accountability procedures throughout the academy.

Examples of specific accountability, as divided between the two Deputies, might include:

Teaching, Learning, Curriculum and Inclusion

- Establish and sustain high-quality, evidence-informed teaching, learning and behaviour for learning across all key stages.
- Exemplify, in their own practice, the skills of teaching and learning typified by lead professionals in order to serve as a consistently good role model for others.
- Ensure that good practice is shared throughout the academy, shaping and implementing rigorous quality-assurance to enable the maintenance and development of high standards of teaching and learning, behaviour and inclusive practice.
- Track student progress and implement robust intervention strategies.
- Maintain a strong visible presence across the school.
- Produce termly monitoring reports for the SLT and FTB on teaching across the school in order to identify whole school and individual training needs.
- Lead or collaborate on the development of a broad, balanced, and ambitious secondary curriculum that meets the needs of all pupils, including SEND and disadvantaged groups.
- Ensure high-quality inclusive practice within the classroom, and deliver great outcomes for students with SEND through the SEND strategy.

Pastoral Care, Behaviour and Safeguarding

- Foster and strengthen a safe, calm, and purposeful learning environment built on high expectations, inclusivity, and clear routines.
- Oversee the school's behaviour and rewards policies: to maximise belonging, develop students' character and positive attitudes, and maximise intrinsic motivation.
- As DSL or Deputy DSL, ensure safeguarding systems are robust, compliant with KCSIE, and keep students safe.
- Monitor and implement strategies to maximise pupil attendance and promote positive mental health and resilience across the student body.
- Oversee attendance strategy, to maximise student attendance, belonging and thriving.

Staff Management and Staff Wellbeing

- Lead the appraisal and performance management processes for middle leaders and teaching staff, holding them to account for pupil outcomes.
- Identify staff training needs and design high-impact continuing professional development. Ensure all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. Develop subject teachers through appropriate CPD so that high quality teaching is the norm throughout the school frameworks and INSET programmes.
- Lead our staff wellbeing strategy across teaching and support staff, working with the Academy Business Manager.
- Line-manage allocated curriculum areas, ensuring:
 - You keep up to date with developments in subject areas and education in general to ensure that best practice is adopted within curriculum areas you line-manage.
 - The delivery and development of the curriculum is effective in meeting the needs of all students.
- Ensure that ECTs develop into great teachers and that the new staff induction programme is effective.

Operational and Resource Management

- Oversee aspects of the daily operational running of the academy, ensuring effective supervision and smooth routines.
- Take leadership responsibility for the construction and maintenance of the whole-school academic timetable, working with the timetabler to ensure staff are deployed effectively and efficiently across the academy.
- Manage delegated budgets and material resources efficiently to ensure maximum educational value.
- Build strong, collaborative relationships with parents, trustees, external support agencies, and the local community.

Wider Leadership Responsibilities

- Contribute to the broader life of the school by supporting and leading curricular and extra-curricular activities.
- Ensure the implementation of the Behaviour for Learning Policy in line with the academy policy so that effective learning can take place.
- Maintain an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Support the Headteacher in monitoring the quality of teaching and students' achievements, including the analysis of performance data, classroom observations, learning walks, work sampling and moderation.
- Lead by example as a teacher, manager and leader.
- Support subject teachers in the development and implementation of curricular and cross-curricular initiatives.
- Co-ordinate the work of Lead Practitioners, advisors and consultants.
- Oversee the school link with Astra Teaching School Hub.

STRATEGIC PLANNING

- Inspire and influence others – both within and beyond school - to understand and embrace the fundamental importance of education in young people's lives.
- Serve as a member of the Senior Leadership Team and assist with whole school strategic planning as required.
- Ensure that the vision for the school is shared, understood and acted upon by all through your everyday practice.
- Encourage creativity, innovation and the use of new technologies to achieve excellence.
- Produce and implement clear, evidence-based improvement plans and policies for the further development of the school, as required.
- Ensure that such policies take account of national and local circumstances and initiatives.
- Be responsible for sections of the School Evaluation Form and School Improvement Plan as directed by the Headteacher.

MANAGEMENT OF SELF AND OTHERS

- Line manage and carry out the annual appraisal of the colleagues you directly line manage.
- Treat all people fairly, equitably and with dignity and respect, thereby supporting a positive culture in line with the aims of the school.
- To build a collaborative learning culture within and beyond the school, actively engaging with other local schools to develop learning communities.
- To set high expectations for self and others and take appropriate action when performance is unsatisfactory.
- To regularly review own practice, set personal targets and take responsibility for own personal and professional development.
- To promote an ethos in which success is celebrated, personal responsibility is expected and feedback from others is valued.
- Maintain a firm, supportive, visible presence across the school.

STRENGTHENING COMMUNITY

- Help build a culture and curriculum that takes account of the growing diversity of the school's community.
- Promote positive strategies for challenging prejudices and dealing with discriminatory behaviour, if observed.
- Ensure students' learning is linked into and integrated within the wider community.
- Maintain an effective partnership with parents and carers in order to support and improve students' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school so as to enrich learning and promote the worth of the school to the local community.
- Present an account of the school's performance to a range of audiences, including the Trustee Board, parents and carers.
- Contribute to the wider development of education by sharing good practice, working in partnership with other schools and promoting initiatives, especially with the Astra Teaching School Hub.

General requirements

All academy staff are expected to:

- Work towards and support the academy vision and the current academy objectives outlined in the Plan for School Improvement.
- Attend academy events and activities as required by the Headteacher.
- Represent the academy at external meetings and other events as required.
- Contribute to the academy's programme of extra-curricular activities.
- Support and contribute to the academy's responsibility for safeguarding students.
- Work within the academy's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Promote equality and opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to policies as set out in the academy's Staff Handbook.
- Undertake other reasonable duties related to the job purpose required from time to time.

Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, these should be amended accordingly. The job description will, in any case, be subject to periodic amendment including at the time of the review if it reveals significant changes in the post holder's role within the academy.

In addition to the above responsibilities, the Deputy Headteacher is expected to teach up to 5 hours per week.

Review and Amendment

This job description should be seen as enabling rather than restrictive, and will be subject to regular review.

The Misbourne is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

The post holder is deemed to be in a position of trust and maintenance of satisfactory DBS and DFE clearance is essential.

Headteacher:

Signature:

Name:

Date:

Post Holder

Signature:

Name:

Date:

Person Specification - Deputy Headteacher

Evidence Key

A = Application

I = Interview

T – Task

R = Reference

Criteria	Essential Desirable	Assessed at A,I,T,R
Qualifications & Training		
Qualified teacher status	E	A
Evidence of sustained professional development relevant to senior leadership	E	A,I
Postgraduate qualification or NPQSL / NPQH	D	A
Advanced Safeguarding / Designated Safeguarding Lead (DSL) training	D	A
Strategic Leadership & Management Experience		
Successful experience as a Deputy or an Assistant Headteacher or significant Senior Leader in a secondary school	E	A,R
Proven track record of leading whole-school initiatives that directly improved pupil outcomes	E	A,I,T,R
Experience in holding staff accountable and effectively managing performance	E	A,I,R
Successful experience of using data strategically to monitor, evaluate, and drive school improvement	E	A,I,T
Experience of working effectively with parents, carers, governors, and external agencies	E	A,I,R
Experience of leading or managing pastoral, safeguarding, or SEND strategies across a whole school, effecting evidenced improvement in standards	D	A,I,T
Professional Knowledge & Understanding		
Deep knowledge of current educational research, pedagogy, curriculum design, and assessment frameworks	E	A,I,T
Comprehensive understanding of statutory safeguarding guidance (KCSIE) and child protection procedures	E	A,I,T,R
Thorough working knowledge of the Ofsted inspection framework and school self-evaluation	E	A,I,T
Understanding of strategies to remove barriers to learning for disadvantaged pupils (e.g., Pupil Premium) and SEND students	E	A,I,T
Knowledge of school operational systems, timetabling, or resource/budget management	D	A,I
Leadership Skills & Abilities		
Ability to inspire, motivate, and empower staff while maintaining high standards of accountability	E	A,I,T,R
Strategic planning and implementation skills—ability to turn vision into actionable, measurable improvement plans	E	A,I,T
Outstanding classroom practitioner capable of modelling exemplary teaching and learning	E	A,I,T,R
Excellent oral and written communication skills with diverse audiences (students, staff, parents, governors)	E	A,I,T
Ability to analyse complex data sets to identify trends and implement rapid, targeted interventions	E	A,I,T
Personal Qualities & Values		
Unwavering belief in the potential of every child in a non-selective, inclusive community	E	A,I
High emotional intelligence, resilience, and composure under pressure	E	A,I,R

Personal and professional integrity, with a commitment to maintaining confidentiality	E	A,I
Reflective practitioner committed to continuous self-improvement and research-based practice	E	A,I,R
Strong organisational skills with the ability to prioritise strategically in a dynamic environment	E	A,I,T,R
Commitment to self-improvement and training, and the willingness to take on any aspect of school improvement as needed	E	A,I,R
Strong team player who harnesses the power of collaboration in school improvement	E	A,I,R

Updated 21.7.26