



Adventist  
Education

*Educating for Eternity*



Love | Learning | Laughter

# Deputy Headteacher Candidate pack

February 2026

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# The Post

**School:** Harper Bell Seventh-day Adventist School

**Job title:** Headteacher

**Salary:** L4-8 (Group 2 School – point dependent on experience)

**Location:** Digbeth, Birmingham

**Start date:** April 13th 2026

**Closing date:** Wednesday 18<sup>th</sup> Feb midday

**Interview date:** Monday 23rd February 2026

Further details of the school can be found at <https://www.harperbellsdaschool.co.uk> All completed applications must be received by **Wednesday 18<sup>th</sup> February 2026 by midday**

Visits to the school are very much welcomed and encouraged and can be arranged through the school. Contact: Mrs Dorcas Dawati at [d.dawati@hbsda.bham.sch.uk](mailto:d.dawati@hbsda.bham.sch.uk)

## **Safeguarding and Additional Information**

Harper Bell Seventh-day Adventist School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We follow safer recruitment practices; the successful candidate will be subject to enhanced DBS clearance and all necessary preemployment checks. If any safeguarding concerns are identified, we reserve the right to withdraw your application.

A copy of the school's Safeguarding Policy, including Child Protection Policy can be found on our website: <https://www.harperbellsdaschool.co.uk/key-information/policies>

As part of our due diligence of all shortlisted candidates, and in line with KCSIE (Keeping children Safe in Education) and safer recruitment, we will:

- complete online searches. If anything is identified as part of these checks, they will be discussed with you at interview.
- require all applicants to provide proof of their eligibility to work in the UK with no restrictions, as we are unable to offer sponsorship/work visas.
- ask for verification of your qualifications.

References will be requested prior to interview. At least one reference must be from your current or most recent employer.

The appointment will also be subject to satisfactory medical clearance (confidential health questionnaire). In line with governing body policy, the role may also be subject to a probationary period.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. The post is not part of Birmingham City Council employment, and successful applicants will be directly employed by the school's governing body.

## **Equal Opportunities**

Harper Bell Seventh-day Adventist School is an equal opportunities employer. We welcome applications from all sections of the community. Appointment will be made on merit, and we are committed to promoting equality, diversity, and inclusion in line with our Christian ethos.

## School information

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Harper Bell Seventh-day Adventist School is a friendly and welcoming Seventh-day Adventist Christian school with a desire to serve the whole community. The school is fully inclusive and welcomes children and families of all faiths and none.



The school's vision is for all pupils to fulfil their God-given talents and to aspire to achieve a university education. Our vision acknowledges God as the source of all of our talents as described by Matthew 25:14-30 and that we must identify and nurture these talents in our children. We are unashamedly ambitious for our pupils, both academically and spiritually. We believe that education is a key determiner to social mobility (EEF), which is a crucial factor related to the demographic we serve. We provide teaching and learning opportunities for all children to acquire the knowledge, skills, attitudes, and the spiritual wisdom necessary to achieve beyond their aspirations and to recognise

themselves and each other as God's work in progress as we all strive to be more like Jesus.

Our school motto: "A more excellent way." It is based on the teachings of the Apostle Paul who said, "But earnestly desire the best gifts. And yet I show you a more excellent way." (1 Corinthians 12:31). This is manifested through our three core values: Love, Learning, Laughter

Seventh-day Adventists have no creed but the **Bible**; but we hold to certain well-defined points of faith, for which we feel prepared to give a reason "to everyone who asks" (1 Peter 3:15). Every member of the school community has the right to be treated fairly, and to also feel valued and respected. In keeping with Seventh-day Adventist educational principles, all activities of the school are Bible based, Christ-centred, service-oriented and kingdom directed. We are a caring, Christian community, whose values are built on mutual trust and respect for all, according to the teachings and practices of the Seventh-day Adventist church.

Harper Bell Seventh-day Adventist school is a smaller than average primary school. In July 2022 the school had its first Section 48 inspection, which looks at how the school's Christian distinctiveness impacts the outcomes for pupils. We are delighted to receive an outstanding judgement. The school has an explicit and aspirational vision which permeates and drives forward its Christian and inclusive service to its pupils and their families. As one pupil said, "it doesn't matter what race or religion you are, all are welcome at Harper Bell." (Section 48 Inspection report)

**Section 48 Inspection:** The school's first ever Section 48 inspection was in July 2022 when the school was awarded an overall judgement of 'Excellent' in all areas. The report can be located on the school's website at: <https://www.harperbellsdaschool.co.uk/key-information/ofsted-report-data>

Originally a fee paying independent, Seventh-day Adventist school until 2011 opportunity was sought to open the school to more families and the wider community. It is now a voluntary-aided school under Birmingham Local Authority. Harper Bell is the only Seventh-day Adventist local authority school in the UK. Pupils attend Harper Bell from various postcodes around the West Midlands. The current Interim Executive Board has been in place since December 2025.



Located nearby the school, is Camp Hill Seventh-day Adventist Church, where termly, collective worship services are held. We endeavour to be a community which shares life together: laughter and joy, sadness and tears, celebrating achievements, fostering togetherness and giving and receiving the love of God.

Our Christian ethos underpins all our policies, for example, our Behaviour policy is founded on Biblically based values. Behavioural issues are dealt with by promoting reconciliation and forgiveness. In weekly assemblies, pupils are celebrated for demonstrating these values in their behaviour.

Our distinctive Christian vision underpins our aspiration to provide the highest educational standards possible to realise the potential of all our children. The school has a clear Christian mission, which is rooted in our mission statement: "To help each child to receive a balanced intellectual, spiritual, social, cultural, emotional, and physical education. This is in harmony with our denominational standards and ideals. With God as the source of all moral value and truth we aspire to prepare our pupils for life." This inspires us to live out our Christian values and to strive for excellence in all that we do whilst celebrating life in all its fullness. (***Personal Development – Good ‘...the school promotes pupils’ personal development well.’ Ofsted, February 2025***)

We value ***all God’s children*** and are determined to provide an education for the children entrusted to us that enables them to appreciate it as a blessing and a life-long treasure; out of the ***richness*** and ***challenge, enjoyment***, wonder and surprise that we aim to offer.

In developing children’s understanding of service, the school teaches how we should act towards one another through scriptures such as Galatians 5:22-23. These passages are regularly revisited in collective worship. Our values are presented as how we should behave towards one another, and also as gifts given by God so that we can serve one another. In this way principled Christian values of love, forgiveness, friendship, kindness, patience etc, are presented as a way of life.

Leaders actively seek to promote belonging, positive mental health and wellbeing of everyone through lessons in class as well as through nurturing, mentoring, counselling, Early Help, etc.

The school believes in ‘*a more excellent way*’ for all of our pupils’ which is reflected in our school values. The strong sense of community within the school nurtures our children and results in above average academic attainment. This helps to give our pupils a sense of stability and belonging.

The school operates its own before and after school club. In addition, after-school activity clubs are provided and offer a range of activities.

The school upholds and seeks to instil in children a life of service and excellence – service to each other and service to the wider community. This is rooted firmly in scripture, in particular, 1 Corinthians 12:31 and 1 Peter 4:10. As a result we work closely with Hall Green Early Help (safeguarding) to ensure families receive essential services, especially those with no recourse to public funding. The school also has its own foodbank working with the national charity, FareShare.

The school's vision encourages pupils (and staff) to reflect upon their own responses to local, national and global events and the way in which they can serve the greater good through the gifts they have been given by God. This is reinforced through the school's curriculum and collective worship. From this, individual children have been inspired to engage with local and international concerns by fundraising for a range of charities, eg, ADRA, Children in Need, Hello Yellow, Young Minds and our school foodbank. These acts are celebrated at the school. The school regularly engages in fund raising for a range of charities towards which the local community shows incredible generosity.

We provide teaching and learning opportunities for all children to acquire the knowledge, skills, attitudes, and the spiritual wisdom necessary to achieve beyond their aspirations and to recognise themselves and each other as God's work in progress as we all strive to be more like Jesus.

The leadership team have worked hard to stabilise the staffing and to ensure that the curriculum is broad and balanced, and that there are plenty of enrichment opportunities on offer to every pupil during their time at the school. However, we continue to strive towards excellence and recognise that there is always improvements to be made to ensure that all pupils leave the school having achieved their full potential.

## Love | Learning | Laughter

### Christian ethos

Christian values are at the centre of everything we do at Harper Bell. Pupils will develop an understanding of Christian history, faith and the values which will impact positively on their life choices. All activities of the school are Bible based, Christ-centred, service-oriented and kingdom directed. Our Christian values demonstrate inclusiveness to all, shown through the dispositions of love, acceptance and forgiveness. Our Christian values are aligned to our British Values.

The Seventh-day Adventist church believes that every child is unique, made in the image of God and deserves the very best education, and therefore we believe that education should be provided for pupils that allows:

#### **Educating for Wisdom, Knowledge and Skills**

Seventh-day Adventist schools seek to provide excellent academic education and enable every individual to know **how** to apply those skills.

#### **Educating for Hope and Aspiration**

In Seventh-day Adventist schools, education goes beyond the classroom and affects every part of our pupils' lives. Through ongoing pastoral support for young people and their families, Seventh-day Adventist schools aim to encourage confidence, generosity and compassion, and to equip every individual to engage effectively with those around them and the wider world.

## **Educating for Community and Living Well Together**

Seventh-day Adventist schools are places where collaboration, teamwork and respect for each other are valued and prioritised within the school life. A Seventh-day Adventist school is a safe environment where people respect and care for each other, behave well and share the belief that together we can achieve more.

We believe that education is a significant and vital part of the role of the Seventh-day Adventist church to share the tangible love of Jesus with everyone. Our aim is to develop the God-given potential of all pupils through a Christ-centred experiential curriculum, real world learning, quality instruction, and a grace-filled environment, creating leaders who will remain rooted in their love for Jesus and His church.

Ultimately, we are **Educating for Eternity!**

## **Information about BUC of SDA Education Dept**

The Seventh-day Adventist church runs the largest protestant school system in the world. Harper Bell is one of a family of six schools and one higher education college run by the Seventh-day Adventist church in the UK. The BUC Education Department is responsible for ensuring that all SDA schools deliver high quality education within the biblical worldview framework of SDA education established around the world.

**Our mission:** To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.

**Our purpose:** Adventist schools seek to provide high quality education that will offer a wide range of opportunities and experiences, whilst encouraging pupils to learn, grow, and explore their world encircled by the safe boundaries of caring teachers, curated curriculum within the Christian framework, and relevant activities for each developmental stage. Our teachers seek to integrate the biblical worldview into each aspect of the learning process, using a wide range of classes and activities to guide pupils as they develop important skills for success in school and in life.

**Strategic aims:** Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, contribute to a diverse society and respect the environment. Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.

Our schools are at the heart of the communities that they serve, collaborating with the home, church, other schools, stakeholders and organisations in the area to best support their community.

Our schools provide a broad and balanced curriculum whilst ensuring staff have a good work/life balance and are fulfilled in their roles. All activities of our schools seek to be Bible based, Christ-centred, service-oriented and kingdom directed. Leadership, service, and mission opportunities are integrated into the curriculum and/or enrichment activities, building character and equipping pupils with important life skills. Through our Christian vision, our curriculum fosters confidence for all.

Working in partnership with parents and carers, we promote pupils' intellectual development as evidenced through external and internal indicators that demonstrate the vast majority of pupils make

good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly.

**Accountability – AAA Inspection:** All SDA schools have a responsibility to ensure they deliver quality education, and integral to this responsibility is the need for a strong internal quality management process. External accreditation does not replace this expectation; however, it provides an important objective measurement of an institution's success.

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) is the recognised accrediting body commissioned by the Seventh-day Adventist Church to carry out the accrediting process for Adventist educational institutions around the world. It operates out of the General Conference Department of Education in Silver Spring, Maryland, USA, and in cooperation with its regional Commissions on Accreditation; for the UK this is the Trans-European Division of Seventh-day Adventists (TED).

The right of each institution to pursue its educational mission under the guidance of its governing board must not interfere with the institution's obligation to provide quality education within the context of the beliefs, mission, educational philosophy, and practices of the Seventh-day Adventist Church.

# Job description: Deputy Headteacher

**Responsible to:** Headteacher

**Compliance:** Enhanced DBS check required. Role subject to safer recruitment measures.

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## Key Responsibilities

### 1. Teaching, Curriculum and Learning

- Promote excellence in teaching and learning with a relentless focus on pupil progress and outcomes
- Lead the design, sequencing and implementation of a broad, balanced and inclusive curriculum that meets national requirements and reflects the needs of the community
- Ensure high expectations for all pupils academically, socially, emotionally and spiritually
- Monitor, evaluate and improve the quality of teaching through coaching, feedback and robust quality assurance
- Secure consistently good or better teaching across the school

### 2. Organisational Management and Operations

- Lead the day-to-day operational running of the school to ensure smooth, efficient and effective systems
- Oversee timetabling, staffing deployment, logistics and site management to maximise learning time
- Ensure high standards of health and safety, compliance and risk management
- Develop, implement and review policies and improvement plans using evidence-informed practice
- Ensure compliance with all statutory requirements including GDPR, Health and Safety, Equalities and safeguarding legislation

### 3. Staff Development and Wellbeing

- Recruit, develop and retain high-quality staff through effective appraisal, performance management and professional development
- Lead mentoring and induction for Early Career Teachers and new staff
- Provide coaching and instructional leadership to teachers and middle leaders
- Design and deliver a high-quality CPD programme that builds expertise and improves classroom practice
- Foster a culture of collaboration, accountability and staff wellbeing

### 4. Assessment and Accountability

- Establish ambitious standards for pupil achievement and progress across all groups
- Lead whole-school assessment systems, data analysis and pupil progress processes
- Identify gaps quickly and implement targeted intervention strategies
- Monitor the impact of provision and adjust plans to secure improvement

- Provide clear, accurate and timely reports to the Headteacher, Governing Body, BUC and other stakeholders

## **5. Safeguarding and Child Protection**

- Act as Designated Safeguarding Lead and ensure the highest standards of child protection practice
- Lead safeguarding systems, policies, training and culture across the school
- Maintain effective pastoral care and provision for mental health and wellbeing
- Work closely with external agencies to support vulnerable pupils and families
- Promote a safe, transparent culture where concerns are raised and addressed confidently

## **6. Engagement with Parents and Community**

- Build strong, positive relationships with parents, carers and families
- Work collaboratively with local churches, schools and community partners
- Promote the school as a trusted and central part of the local community
- Support pupils' personal development through enrichment, service and partnership opportunities

## **7. Strategic Leadership**

- Deputise for the Headteacher and provide confident, visible leadership in their absence
- Contribute to the school's strategic direction, self-evaluation and improvement planning
- Work with the Governing Body and senior leaders to implement a shared vision for excellence
- Align operational priorities with long-term goals focused on high standards and whole-child development
- Lead and model a culture of continuous improvement, innovation and inclusion

## **8. School Culture, Ethos and Values**

- Champion a culture of high expectations, respect, integrity and inclusion
- Promote and model the school's Christian ethos and values in daily practice
- Support the coordination of collective worship and spiritual development
- Contribute to a nurturing environment where every child feels safe, known and valued
- Uphold the philosophy of educating the whole child through academic, social and spiritual growth

## **Additional Responsibilities**

- Promote equality, diversity and inclusion in line with the Equalities Act 2010
- Support a strong whistleblowing and safeguarding culture
- Attend mandatory training and maintain professional knowledge
- Prepare the school for Ofsted and denominational inspections
- Undertake other duties appropriate to the level of the post

## Review and Flexibility

This job description is subject to regular review. Responsibilities may evolve in response to school priorities, inspection frameworks or legislative change, following appropriate consultation.

## Person specification: Deputy Headteacher

Category	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"><li>Qualified Teacher Status</li><li>A degree (at least upper second class) or equivalent from a recognised university</li><li>Evidence of commitment to continual professional development including recent participation in a range of relevant in-service training.</li></ul>	<ul style="list-style-type: none"><li>NPSL</li></ul>
2. Experience	<ul style="list-style-type: none"><li>Proven track record of successful Senior Leadership in a primary school as a Middle or Senior Leader</li><li>Experience of providing high standards of pastoral care</li><li>Experience of successful curriculum development that meets the current requirements of Ofsted.</li><li>Safeguarding systems and processes</li></ul>	<ul style="list-style-type: none"><li>Teaching and/or school leadership experience in the voluntary-aided sector</li></ul>
3. Professional Development	<ul style="list-style-type: none"><li>Ability to identify own learning needs and to support others in identifying their learning needs</li><li>Experience of working with other schools/organisations /agencies</li><li>Experience of leading / co-ordinating professional development opportunities</li></ul>	

4. Strategic Leadership	<ul style="list-style-type: none"> <li>• Evidence of successfully translating whole-school vision and priorities into measurable improvement in teaching, curriculum and pupil outcomes</li> <li>• Proven ability to inspire, motivate and hold staff to account while building trust and collective responsibility</li> <li>• Experience of leading and implementing whole-school improvement plans and securing demonstrable impact</li> <li>• Ability to analyse performance data rigorously, identify priorities, set ambitious targets and evaluate progress towards challenging goals</li> <li>• Strong knowledge of what constitutes high-quality primary provision and the strategies required to raise standards for all pupils, including disadvantaged and vulnerable groups</li> <li>• Experience of leading change, establishing effective systems and embedding consistency across a school</li> <li>• Demonstrable commitment to safeguarding with experience of leading safeguarding practice and culture across a setting</li> <li>• Ability to build and sustain positive relationships with pupils, staff, families, governors and external partners</li> <li>• Ability to articulate and promote the school's vision, values and Christian ethos through daily leadership and decision making</li> <li>• Experience of deputising for a Headteacher or leading significant areas of whole-school responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading rapid school improvement or supporting a school through inspection or monitoring</li> <li>• Experience of leading cross-school or partnership work</li> <li>• Experience contributing to strategic planning at governing body or trust level</li> <li>• NPQSL or equivalent leadership qualification</li> </ul>
5. Curriculum and Teaching	<p><b>Category</b></p> <p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Proven track record of improving teaching and learning across a phase or whole school, leading to measurable gains in pupil progress and attainment</li> <li>• Strong knowledge of evidence-informed pedagogy and effective teaching strategies that meet the needs of all pupils, including disadvantaged pupils and those with SEND</li> <li>• Experience of designing, sequencing and leading an ambitious, knowledge-rich and inclusive primary curriculum</li> <li>• Secure understanding of formative and summative assessment, moderation and pupil progress systems and how these drive improvement</li> <li>• Experience of monitoring, evaluating and improving teaching through lesson visits, work scrutiny, coaching and developmental feedback</li> <li>• Ability to identify underperformance quickly and implement targeted intervention and support strategies</li> <li>• Strong understanding of the characteristics of an effective learning environment, including behaviour, engagement and routines that maximise learning time</li> <li>• Experience of leading staff development, coaching or instructional leadership to improve classroom practice</li> <li>• Consistently high-quality classroom practice with credibility as an excellent teacher and role model</li> <li>• Up to date knowledge of current national expectations, Ofsted frameworks and external accountability measures</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Experience leading curriculum innovation or whole-school curriculum review</li> <li>• Experience leading assessment systems or whole-school data processes</li> <li>• Experience supporting Early Career Teachers or leading subject/phase leaders</li> <li>• Experience of preparing for or contributing to Ofsted or monitoring visits</li> </ul>

6. Managing Staff	<ul style="list-style-type: none"> <li>Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>Demonstrable experience of working with governors/trustees to enable them to fulfil their responsibilities</li> <li>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising</li> <li>Successful involvement in staff recruitment, appointment /induction</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities</li> </ul>
7. Accountability	<ul style="list-style-type: none"> <li>Ability to communicate school performance effectively, orally and in writing to a range of audiences</li> <li>Ability to provide clear information and advice to staff and governors</li> <li>Awareness of DfE performance measures applicable to the school</li> <li>Experience of leading a school through an Ofsted/ISI inspection</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading sessions to inform parents and carers on aspects of school performance</li> <li>Experience of Section 48 inspections and/or denominational inspections</li> </ul>
8. Personal Attributes	<ul style="list-style-type: none"> <li>Ability to diagnose and intervene wisely when solving problems</li> <li>Ability to remain positive and enthusiastic when working under pressure</li> <li>Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others</li> <li>Empathy with pupils/parents</li> <li>Excellent communication and negotiation skills</li> <li>Excellent presentational skills</li> <li>Stamina and resilience</li> <li>Proactive and solution focused</li> </ul>	<ul style="list-style-type: none"> <li>Ability to manage public relations effectively including high profile contexts</li> </ul>
9. Ethos Commitment	<ul style="list-style-type: none"> <li>To actively support and develop the school's vision and Christian ethos</li> <li>Supportive of developing and promoting the school's role in the churches and wider community</li> </ul>	<ul style="list-style-type: none"> <li>Experience of effective senior leadership in a Seventh-day Adventist school</li> </ul>

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