



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL

Deputy Headteacher

Candidate Information Pack

University of Cambridge Primary School

Permanent · Senior Leadership Team · January 2027 start

Welcome from the Headteacher

Thank you for your interest in becoming our Deputy Headteacher.

I loved school as a child, and I still love learning now. That's what we want for every child here: not just to succeed academically, but to find genuine joy in the process of discovery. We ask one question before any decision: what is best for this child? It guides how we teach, how we support, and how we lead.

As a key member of our Senior Leadership Team, you will take day-to-day responsibility for the operational and educational life of the school, working alongside me and our Senior Leaders to hold that question at the centre of everything we do. Our curriculum and our practice are shaped by research, not fashion — we draw on work like the Cambridge Primary Review, and we use Lesson Study, a model of teacher development rooted in careful observation, shared planning and collective refinement, to continuously improve what we do. Teaching here is never a solo endeavour, and neither is leading it.

I am looking for a Deputy who shares that seriousness of purpose: someone highly organised and credible with children and adults alike, unafraid to challenge up or down, and genuinely committed to compassionate citizenship alongside academic standards. This is a non-teaching post, giving you real capacity to lead across the whole school rather than a single class or phase. You would join a unique school with strong support around you.

I hope you'll come and see us. I'd be glad to show you around.

Rob Drane

Headteacher

About our school

University of Cambridge Primary School is a large, three-form entry Free School in the Eddington development in the north-west of Cambridge — the first primary school of its kind in the country. We opened in 2015, growing from the recommendations of the Cambridge Primary Review (2010), with a founding commitment to reach high standards within the school and to build networks of educational possibility locally, nationally and internationally.

Our school is founded on three principles: inclusion, ambition and innovation. We believe in the power of collaboration, through strong relationships and clear communication, and in every child's capacity to learn. We believe that children need a kind, caring approach with clear boundaries and high expectations, and we challenge and support them in equal measure to become independent, confident learners. Alongside knowledge and skills, we develop in children the values of empathy, respect, trust, courage and gratitude.

We work in close research partnership with the University of Cambridge's Faculty of Education — training new teachers, hosting researchers, and contributing to national conversations about what excellent education looks like. In all we do, we are guided by Professor Maxine Greene's idea of 'social imagination': to release the imagination and celebrate the art of the possible.

About the role

The Deputy Headteacher takes professional responsibility and accountability, on a day-to-day basis, for the work and management of the school, and deputises for the Headteacher as required. Working closely with the Headteacher, you will help set and quality-assure the standard of education and inclusive practice across the school, and provide clear, confident leadership to senior colleagues.

This is a non-teaching role. Line management arrangements will be agreed with the successful candidate as the Senior Leadership Team beds into its new shape, and there is real scope to shape the role.

The full job description and person specification are set out on the following pages. In summary, we are looking for an experienced, values-driven senior leader with the credibility, judgement and warmth to lead across the whole school.

Key terms

Salary	Leadership Pay Scale L8–L12
Hours	Full-time, non-teaching
Contract	Permanent
Start date	January 2027
Reporting to	Headteacher; member of the Senior Leadership Team

Benefits

Wellbeing

- University Visit Card: free entry to Cambridge colleges, access to Eddington accommodation and the U bus service
- Discounted membership at the University Sports Centre
- A dedicated well-being day each year, plus 1:1 and group well-being sessions, a workload strategy and a calendar of team-building events
- Cycle to Work scheme
- A free, confidential Employee Assistance Programme covering legal, financial and mental health support

Professional development

- Research project collaborations with researchers from the Faculty of Education, including the PEDAL Centre and T-SEDA action research
 - Access to the Faculty of Education Library, University of Cambridge
 - A trained Coaching and Mentoring Programme
 - Our Lesson Study Programme, working alongside peers and Faculty of Education researchers
 - Three additional research INSET days each year
 - Opportunities to publish in the teacher journal and in books
 - Links to subject associations, such as the Mathematical Association and UKLA
 - 50% reduction on Chartered College of Teaching membership, with opportunities to get involved in the school's College Hub Network
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Job description

Role: Deputy Headteacher | Responsible to: Headteacher | Scale: Leadership Scale (L8–L12)

Purpose: to drive bold, innovative and research-informed education for all children by taking responsibility and accountability for education matters and the efficient day-to-day management of the school, deputising for the Headteacher as required.

Job context: the Deputy Headteacher is a key member of the school's Senior Leadership Team, working alongside the phase leadership team and the School Business Leader. Individually accountable, the SLT works as a team led by the Headteacher to ensure the highest standards of professionalism and quality of inclusive teaching and learning for all children. In the Headteacher's absence, the Deputy Headteacher has authority to make decisions in agreed areas of responsibility. The postholder ensures their teams are high-performing through effective quality assurance, informing governors and the Headteacher of strengths, weaknesses and actions to improve; takes the accountability and moral duty to educate children very seriously; and always acts in the best interests of children, as defined by the school's values and policies.

Safeguarding

- Ensure safeguarding, health and safety and educational policies are understood and followed to the highest standard, as a member of the safeguarding team.
- Inspire and promote the school's cultural ethos through influence on individuals and teams.

Vision and mission

- Be an influential change-maker as a respected professional: highly organised, academically credible, an excellent educator, a skilled coach, bold and unafraid to challenge up or down.
- Instil confidence in others through clear communication and a lived commitment to an 'ethic of everybody'.

Education

- Take an active lead in determining school policies and guidance, and in promoting and influencing discourse about education.
- Provide vision and leadership so that effective systems are in place for workload allocation and management, induction and ongoing professional learning, including appraisal and the wellbeing of all colleagues.
- Be responsible and accountable for high standards of behaviour, attainment, progress and motivation across the school.

People: leadership and developing others

- Promote a culture of collaboration, unafraid to challenge people while always willing to support.
- Distribute leadership through the team, ensuring individual accountabilities are clearly defined, understood and subject to robust review and support.
- Coach senior colleagues to develop reflexive practice, and hold colleagues to account for their work, taking swift action to address underperformance so that no child falls behind.

Inclusion

- Enable a Learning Without Limits culture in line with the school's ethos, vision and mission, working closely with the Inclusion Team to secure good or better progress for children with SEND and other additional needs.
- Support the Inclusion Team in embedding an 'ethic of everybody' across the school.

Organisation and communication

- Take responsibility for the daily functioning of the school in educational matters, working closely with the School Business Leader, who leads the financial and operational functioning of the school.
 - Work in partnership with other school leaders and the Headteacher, challenging ideas of one another and holding each other to account in a spirit of collaboration.
 - Support the communication strategy with parents and other stakeholders, in partnership with the Headteacher.
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Outcomes

- Set high, ambitious and bold educational expectations for all children, grounded in an analytical understanding of how children learn.
- Develop and present a coherent, accurate account of the school's performance to governors, parents and the wider team.
- Work with the governing body and Headteacher as appropriate, providing the information needed to govern effectively.

Financial management

- Maintain a secure working knowledge of the Academy Trust Handbook and follow all financial policies, actively guarding against fraud and financial impropriety.
- Manage any designated budget as required, ensuring value for money through the monitoring and control of expenditure.

Qualities of engagement

The Deputy Headteacher is expected to demonstrate the following qualities of engagement, consistent with senior leaders across the school.

- **Organisation and Communication:** communicates complex information with influence and skill; sets clear, challenging goals; delegates effectively; is confident having difficult conversations.
 - **Innovation:** champions and influences change; uses research to inform practice; finds effective solutions to complex issues with proper regard for risk and ethics.
 - **Professional Expertise:** leads the application of appraisal and professional standards within teams; is an expert in their field and a role model for others.
 - **Inclusive Relationships:** builds strong relationships across the school community; reaches out to potentially marginalised members of the community; maintains the school's position without excluding individuals or groups.
 - **Developing Self and Others:** creates an environment of continuous learning; challenges others to achieve their full potential; seeks out opportunities to extend their own skills and knowledge.
 - **Leadership:** inspires confidence through authentic, considered and compassionate leadership; respects the work-life balance of colleagues; represents the school in a way that enhances its reputation.
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Person specification

The selection panel will use the criteria below to shortlist; please demonstrate how you meet them. Key: A = Application, I = Interview, R = References.

Criteria	E	D	Assessed
A. Qualifications			
Qualified Teacher Status	✓		A
Degree (desirable: a higher degree, e.g. MA)	✓	✓	A
Evidence of relevant continuing professional development, e.g. leadership training or NPQ qualifications		✓	A
B. Professional qualities			
Committed to the development and maintenance of good relationships with children, the team, parents, governors and the community	✓		A, I
Positive, enthusiastic outlook, embracing opportunities and innovation	✓		A, I
Decisive, consistent and focused on solutions	✓		A, I
Commitment and dedication to social justice, equality and excellence	✓		A, I
Flexible, adaptable and creative, embracing of change and able to evolve with it	✓		A, I
Committed to an inclusive school vision of excellence and equity that sets high standards for all	✓		A, I
C. Key competencies			
Organisation and Communication: communicates complex information with influence and skill; manages and motivates others to achieve set goals	✓		A, I
Innovation: improves practice and enhances performance through versatile, research-informed solutions	✓		A, I
Professional Expertise: co-ordinates the application of educational and professional standards; acts as a role model	✓		A, I
Inclusive Relationships: builds and maintains the relationships the role requires, within and beyond the school	✓		A, I
Developing Self and Others: leads an environment of continuous learning and development for self and team	✓		A, I
Leadership: leads wider-school responsibilities, creating an environment in which the team performs at its best	✓		A, I

How to apply

To apply, please complete our application form and a supporting statement (no more than two sides of A4) setting out how you meet the person specification via **MyNewTerm**, our recruitment portal, by **12 noon on Tuesday 13 October 2026**.

Shortlisting will take place on **Wednesday 14 October 2026**, with interviews in the week commencing **Monday 19 October 2026**. We warmly welcome informal conversations and visits to the school before you apply; there will also be a tour held on **Tuesday 29th September** between 4:30 and 5:30pm for interested candidates.

University of Cambridge Primary School is committed to safeguarding and promoting the welfare of children and expects all colleagues to share this commitment. This post is subject to an enhanced DBS check, online searches and satisfactory pre-employment checks. We are an equal opportunities employer and welcome applications from all sections of the community.