



The Hereford Church
of England Academy

DEPUTY HEADTEACHER
(PASTORAL CARE)
Recruitment Pack

 Diocese of
Hereford
Multi-Academy Trust



Contents

Introduction from the Chief Executive Officer	3
Diocese of Hereford Multi-Academy Trust	4
Providing High Quality Education	5
Our Vision and Values	6
About The Hereford CofE Academy	7
Our New Deputy Headteacher	8
What the Trust can offer you	8
Job Description	9
Person Specification	12
How to join us	15



Introduction from the CEO



Thank you for your interest in coming to work for the Diocese of Hereford Multi-Academy Trust. We are a family of schools working collaboratively to achieve things that no single school can manage by itself. We have over 3000 children in twenty academies, in Herefordshire, Shropshire and Worcestershire. By June 2026, we will be joined by our first primary school from Telford & Wrekin. We are seeking skilled and talented people with a vocation to make a positive difference in our schools. Our schools are amazing places to work and provide a daily opportunity to transform the lives of children and young people from Nursery to Year 11.

We have a strong team of very experienced school leaders, teachers, and support staff who work closely together, whether they are leading in a small rural primary school or teaching in one of our larger primaries, or supporting learning in one of our two secondary schools. We have eighteen Church of England schools and two community schools. Our schools are in Ludlow and Hereford, Tenbury Wells and Bishop's Castle, Conover and Eastnor (and pretty much everywhere in between).

We are a Church of England Trust, and we are working to achieve the CE vision of education through a culture of grace and service. Family is important everywhere, but especially so in rural areas like ours, so we are a strong family that is strong for families. We work to ensure that every child flourishes and can live a life in all its fullness, through a great education, but we believe that to have flourishing children we need flourishing adults working in our schools. We offer an attractive package of training, support and professional development. Our schools are well-connected, wherever they are located within the Diocese of Hereford. We work with the Church of England

Foundation for Educational Leadership, Teach First, and Worcester University to develop teaching and leadership skills at all levels, from initial teacher training, early career training, to leadership skills, right through to senior and executive leadership qualifications. We believe in the power of up-to-date, research-led practice informing education development and pedagogy.

Every one of our twenty schools has received at least a "Good" leadership and management rating from OfSTED in recent years. We are specialists in Church of England school education, including SIAMs (Statutory Inspection of Anglican and Methodist Schools). We are closely connected with the wider diocesan family of 78 schools. The Church of England has been involved in education in state schools for over 200 years, rooted in the heart of communities. We are proud of that long tradition and benefit from strong governance structures at multiple levels, which enable our schools to stay at the cutting edge, without losing touch with tradition and their local communities.

Our community schools are not expected to become CE schools, and they operate their own vision and values systems which also sit well within our Trust. Although connected and collaborative, each of our schools is a unique learning community and has its own curriculum designed specifically for its own children and young people. Studying Ludlow Castle doesn't make much sense if you live in Eastnor!

Our Trust is a family of school staff and officers, who bring additional expertise, time, and experience to education, finance, safeguarding, estates management, land, buildings and compliance. We also have a quality assured team of school improvement advisors with specialist expertise at all phases, including early years.

I hope this recruitment pack encourages you to submit an application to come and join our team, and we hope to see you at interview.

Canon Andrew Teale
CEO

Diocese of Hereford Multi-Academy Trust

The Trust

We are a medium-sized Multi-Academy Trust, currently consisting of eighteen primary schools, two secondary schools, and has the privilege of educating over 3000 children.

Ours is a successful and growing Trust, and we are rapidly becoming the organisation of choice within our geographical area, for schools wishing to join a multi-academy trust. Our experience in assisting school leaders in improving schools has given us a valuable insight into what makes leaders special people, as well as what we need to do to support them in their quest to become leaders of good and outstanding schools for our children. We are taking the appropriate steps to grow, incrementally, within a programme that still ensures that our schools are supported by the Central Team in a bespoke and personalised manner.

The Trust is the primary option for any Church school within the Diocese of Hereford, and we are committed to the education of the whole child, in line with our values of *Grace, Service and Family*. Indeed, it is our Family of Schools that promotes an outstanding curriculum and pursuit of excellence.

Each of our schools retains its community-based identity; though there are minimum expectations of all of our professionals, the individual characteristics within settings are valued and encouraged.

The Best Start in Life

There is a "Line of Sight" throughout the Trust, from the Board to classroom and playground, that is laser-focussed upon a high-quality curriculum, strong outcomes, and individual and collective wellbeing. Our children have an entitlement to good lessons, extra-curricular opportunities, and a safe environment, enabling all to live life in all its fullness. Our Trust is able to draw on expertise within its system to ensure we share best practice and enable children to welcome each new day with confidence.

Outstanding Delivery of Our Aims

Within our family of schools, we know that there is outstanding practice to be shared and developed, and our internal directory of lead practitioners are committed to systemic improvement through directed, bespoke continuing professional development.

Diocese of Hereford Multi-Academy Trust

A Consistently High Quality Curriculum

Our leaders, teachers and improvement staff know the centrality of a broad and balanced curriculum, that develops progression and expertise at all ages; literacy and numeracy, creativity and technology, sporting and emotional maturity, are key aims of our curricula.

“The Basics”

Breadth of curriculum is vital, encouraging all to identify their primary interest, but we also know the importance of the core skills of reading, writing and mathematics; our staff are developed to ensure that our children can maximise their skills, knowledge and understanding in these areas.



Welcome to Teaching

The Trust has its own ECT lead, who works with the relevant professionals in each school to support, inspire and develop its ECTs, so that we retain and promote outstanding individuals within the family of schools.

Happy, Safe and Secure

Our dedicated Director of Safeguarding, supported by our amazing DSLs within schools, leads a team in ensuring that our children can flourish in a safe environment. Regular meetings, both face-to-face and virtual, facilitate up-to-date knowledge and understanding around safeguarding and inclusion. Staff within the Trust know their roles and responsibilities, and are supported by the appropriate technological systems to maximise proactive management and swift interventions.



Multi-Academy Trust

Our Vision & Values

The Church of England has been involved in education in the Diocese of Hereford for hundreds of years. Our schools are not 'faith schools'. They are highly inclusive and aim to provide a vibrant education, not only for Christian families, but for everyone from all faith backgrounds, including those of no faith.

Jesus excluded no-one from his ministry and focused on the most vulnerable in society. Ours is an education for everyone.

'Educating for life in all its fullness'

Educating for life in all its fullness is the goal of the Church of England's 'Deeply Christian, Serving the Common Good' vision for Education and is central to the vision for our diocese and our trust. At the heart of this shared vision is the search for wisdom that rings true both with the Bible and Christian understanding and with experienced educational practice in the twenty-first century.

Support for school leaders is all-too-often lacking in our education system and in our diocese. We work to provide bespoke support and sustenance to our school leaders, especially our Headteachers. We cherish our school leaders because we know that high-performing headteachers and school leaders build and sustain high-performing schools, which in turn enable our children to flourish.

We work in partnership with the Church of England's Foundation for Educational Leadership and together we aim to:

"Inspire a set of leadership practices that both exemplify Wisdom, Knowledge & Skills, Hope & Aspiration, Community & Living Well Together, and Dignity & Respect, and that also go to the heart of educational purpose. Called – inspiring the vocation of the education leader; Connected – enabling the flourishing of children, adults, teams and communities; Committed – sustaining long-term engagement in realising this vision for education."

Called Connected Committed CEFEL 2020



The Hereford CofE Academy

It is our great pleasure to welcome you to The Hereford Church of England Academy. Our motto is, 'Seek to do good to one another and to everyone', a motto that we believe is the basis of a caring, supportive school, where students excel academically and become valued members of our community.

Every child is special and we believe it is our privilege to work with and nurture our students to be the best they can be. Our clear wish to serve the local community is evident in our pastoral, as well as academic, care. Our dedicated team of pastoral staff and tutors work with students to ensure they feel that they are part of a family that cares for them, whilst understanding and respecting the boundaries that make our Academy a great place to learn and work.

We are proud of our uniquely caring and Christian identity and welcome students, families, and staff from all faiths, and none. We use our modern, state of the art facilities to support our inclusive ethos, where we welcome students and staff from all backgrounds, and encourage students to develop as individuals and feel valued for their contribution to the Academy.

We believe that the students should be at the centre of everything that we do. Through high-quality teaching, high expectations of engagement, and embedding learning at home, we know our students will have the confidence to embrace opportunities, step out of their comfort zone, and seize the moment. Our students study a varied and broad set of subjects. We want them to leave us with a range of knowledge, transferable skills, and the independence to succeed in further education and careers of their choosing.

At THA, we are a family, a community, and we aim to continue to focus on our core values of aspiration, care, trust, resilience, and respect to create an outstanding school for all within it. Our students only get one main chance of an education, one main chance to flourish and prepare for adult life. We strive to give our students the very best, because that is what every child deserves.

We look forward to working with you.



Our New Deputy Headteacher

We are looking for a Deputy Headteacher who is fully aligned with the Trust's vision.

We are looking for someone who is...

- Someone with current senior leadership experience.
- An outstanding teacher with very high expectations of what can be achieved.
- Passionate about children's creativity and their talents.
- Genuinely committed to the success of all children.
- Flexible, with an understanding of each child's bigger picture.
- Hard working, creative, and keen to develop their leadership expertise to make it the best it can be.
- Reflective on their own expertise and open to innovation and developing their skills.
- Committed to a curriculum that is progressive, exciting, and supportive of children's ideas and interests.

What we can offer you...

- A genuine opportunity to make a difference.
- A highly skilled team of friendly staff to work with.
- The opportunity to be part of a larger dynamic leadership team within the Trust.
- Well-resourced classrooms and facilities.
- High quality support and CPD to ensure that you are successful.
- An exciting, well-organised, and vibrant community in which to work.
- A fantastic community of parents and children who deserve the best.

Why consider this role...

- The security of working in partnership with a strong trust. DHMAT is made up of dedicated, hard-working professionals, at all levels.
- Strong global partnerships: our partnership with the Trust opens up new partnerships with a number of global communities which has transformed pupils' understanding of difference, disadvantage, and deprivation leading to you becoming articulate advocates for change.
- Work with, and gain experience from, different SLT members within the Trust.
- Be provided with ongoing support and coaching.
- Be part of the Trust's senior leadership team and work collaboratively with other Heads to develop further the schools within our organisation and be encouraged to extend their influence across all schools within the Trust.



JOB DESCRIPTION

Job Title

Deputy Headteacher (Pastoral Care)

Status

Permanent

Salary Scale

Teachers Leadership L16-L19

Job Purpose

As Deputy Headteacher, you will be required to meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document and Teachers' Standards. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Headteacher, Head of School, Governors, staff, and students, to ensure the continuous improvement and effective operation of the school.

Responsible To

Headteacher & Head of School

Responsible For

Teaching and supporting staff of the school, its children, and the wider community.

Specific Responsibilities

- Take overall responsibility for the leadership and management of the pastoral system including pupil wellbeing, inclusion, behaviour, attendance, and SEND.
- To be a Designated Safeguarding Lead working with the Academy overall and the Designated Lead for Looked After Children for the school.
- Responsible for safeguarding and child protection including looked after children.
- Develop learning support and pastoral support provisions which enable the school to cater for the needs of all children including those with additional needs.
- Ensure inclusion is at the heart of the school ethos, and that pupils are able to access efficient and effective support.
- To lead inclusion to ensure there is appropriate support for pupils who are vulnerable or at risk of suspension or permanent exclusions, such that they achieve positive outcomes.
- Develop and ensure the effective operation of the Isolation Room.
- Manage effective in-year school admissions, including representing and managing the intake at In Year Fair Access panel.
- Oversight of the use of alternative provision to support pupils to be successful.
- Oversee the support for students with mental health issues and use relevant resources to support these students.
- Work in partnership with the Pastoral Heads, the Inclusion Team, and the SEND Faculty to ensure the 'whole child' is considered when planning interventions and reviewing the impact and that communication is of a high standard.
- Work with AHT (Inclusion) and Business Manager in the development, implementation, and review of the school's equality and diversity strategy in line with the school's vision, ethos, and Strategic Improvement Plan.
- Develop links with external partners and stakeholders to continually improve practices and values in respect of equality and diversity.
- Work with AHT (Inclusion) to ensure that all statutory and best practice systems are in place to support pupils and staff with the positive behaviour and attitudes of pupils leading to exceptional standards of behaviour across the school.
- Work to ensure that attendance is a high priority for all pupils' attendance is strong.
- Work with AHT (Curriculum) to ensure an effective pastoral curriculum is developed to equip all pupils to learn how to self-regulate their behaviour and equip pupils with the skills needed to access the curriculum, grow as learners, and thrive in the world of work.
- Plan and coordinate whole school pastoral policies including: safeguarding, attendance, behaviour, and SEND.
- Oversight of school policies and website information.
- Responsible for gaining staff feedback on student development within the school and on improvements to operating procedures.
- Line manager of designated staff and key departments.

JOB DESCRIPTION CONT.

Shaping the Future of Leading, Learning, and Teaching

- Establish a vision for the future development of the school, with the support of the Executive Headteacher and Governors.
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school.
- Contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas. For example, inclusion, behaviour and safety, and personal development.
- Work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues.
- Promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account.
- Contribute to the self-evaluation of the school.

Developing Self and Others

- Promote equal opportunities and safeguard the safety and welfare of all those in the school.
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect, and the safety and welfare of children and young people is paramount. For example, through taking school assemblies and having an oversight of all educational off site activities.
- Support the development of collaborative approaches to learning within the school and beyond.
- Support the induction of staff new to the school.
- Set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members.

- Engage in relevant professional development activity as necessary and to guide staff in their training and personal development.

Managing the Organisation

- Monitor the quality of teaching and learning in the school and to promote improvement.
- Contribute to a regular review of the organisation of the school and to ensure it meets statutory requirements.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Lead on the development and implementation of school policies relating to issues such as safeguarding, behaviour for learning, and personal development.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- Take responsibility for Performance Management of identified staff.
- Contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money.
- Maintain a high profile in the life of the school through being a visible leader around the site, overseeing the operation of duty teams and by attending extra-curricular events.
- Be directly associated with responsibilities relating to assemblies, tutor meetings, and quality assurance.

Safeguarding and Promoting the Welfare of Children

- Ensure a safe and supportive culture in the school.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice.
- Identify key features of staff recruitment that help deter and prevent the appointment of unsuitable people.
- Promote Trust policies and practices that minimize opportunities for abuse or ensure its prompt reporting.

JOB DESCRIPTION CONT.

Securing Accountability

- Support the governing body in meeting its responsibility to account for the performance of the school.
- Be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review.
- Support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning, and leadership in the school.
- Oversee the reporting of the performance of the school to parents, carers, governors, and other key partners as necessary.
- Provide reports and information related to your areas of responsibility as required. For example, to OFSTED, the DfE, or LA.

Strengthening Community

- Gain an understanding of the diversity of the school community.
- Contribute to policies and practice which promote equality of opportunity and tackle prejudice.
- Contribute to the development of opportunities for students to enhance their learning within the wider community.
- Promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement.
- Promote links and good relationships with the local community and outside agencies.

Systems and Processes

- Ensure the Trust and school priorities are consistently and effectively implemented, and the impact monitored for pupil outcomes
- Secure robust school self-evaluation and quality assurance procedures
- Work with the finance team, including the School Administrator, to build a sustainable 3-year budget, reflecting the future needs of the school
- Ensure regular monitoring of the budget and effective use of resources
- Work with the Central HR team to recruit and retain staff of the highest quality

- Develop a culture of accountability to recognise excellence, as well as providing appropriate strategies to deal with underperformance in accordance with Trust Appraisal and Capability policies and procedures
- Ensure that that all senior and middle leaders, or those with responsibility, within the school have clearly defined responsibilities and accountabilities
- Oversee the implementation of Trust policies and procedures ensuring consistent application and monitoring for impact
- Ensure agreed reporting mechanisms are effectively in place for the Governing Body.

Contribution to Trust Systems, Improvement and Leadership

- Treat everyone fairly and equitably demonstrating the Trust's core values
- Instil an ethos and culture of high expectations in every aspect of school life
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development
- Develop leadership capacity at all levels, through coaching, mentoring and other appropriate means
- Seek to establish strong middle leadership roles within a distributed leadership structure
- Maximise the opportunities presented for sharing and developing good practice within the school and the wider Trust
- Develop strong, positive relationships with colleagues across the Trust, and contribute towards collaborative work across schools, supporting other staff to participate in Trust-wide activities
- Participate in Trust-wide activities in order to share best practice, contribute to the development of Trust strategies and policies, and promote the schools and the Trust, in a local and national context
- Promote wellbeing and work life balance for all.

Person Specification

Criteria	Qualities	Essential	Desirable
Qualifications, Experience, & Professional Development	Qualified Teacher Status	✓	
	Honours Degree or equivalent	✓	
	National Professional Qualification for Headship		✓
	Professional development in preparation for Headship/Deputy Headship	✓	
	Background checks and references show no issues of concern with regard to safeguarding children and young people.	✓	
Leadership & Management Experience	Experience as a Deputy or Assistant Headteacher or equivalent.	✓	
	Successful and sustained leadership within an SLT in a secondary school/college.	✓	
	Successfully led, planned, managed, and evaluated change which has had a significant impact at whole school level.	✓	
	Demonstrated the ability to work strategically and successfully at a senior leadership level.	✓	
	Working successfully with other education partners and providers.		✓
	Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction, and challenge.		✓
	Experience of sixth form leadership and management.		✓
Teaching Experience	Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context.	✓	
	Proven record of outstanding results with examination classes.	✓	
Shaping the Future	Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.	✓	
	Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement.	✓	
Managing the Organisation	Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation.	✓	
	Understands how to establish and sustain effective organisational structures, systems, policy, and practice.	✓	
	Knowledge of and commitment to the implementation of the safeguarding agenda.	✓	

Person Specification Cont.

Criteria	Qualities	Essential	Desirable
Leading, Teaching & Learning	Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance.	✓	
	Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being.	✓	
	Ability to ensure that creativity, innovation, and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence.	✓	
	Ability to lead the development and implementation of a diverse, flexible curriculum and effective assessment for learning.	✓	
Developing Self & Working with Others	Understands the significance of interpersonal relationships and strategies for promoting individual and team development.	✓	
	Knows how to promote an open, fair, and equitable culture.	✓	
	Has a clear understanding of the impact of change and different leadership styles on individuals and organisations.	✓	
	Ability to communicate appropriately and effectively with a variety of audiences, including in particular children and young people.	✓	
	Ability to build and sustain networks and alliances in pursuit of organisational goals.	✓	
	Reads widely to keep abreast of changes in education.	✓	
Securing Accountability	Demonstrates a clear understanding of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation.	✓	
	Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate, and improve aspects of the school, including challenging poor performance.	✓	
	Ability to ensure that there is a consistent and continuous schoolwide focus on pupils' achievement, using data, information, and intelligence to monitor progress in every child's learning.	✓	
	Experience of holding individuals, teams, and whole school to account for student learning outcomes.	✓	

Person Specification Cont.

Criteria	Qualities	Essential	Desirable
Strengthening Community	Understands the importance of listening to, reflecting, and acting on community feedback.		✓
	Experience of strategies that encourage parents and carers to support their children's learning.		✓
	Experience of building and sustaining effective relationships with parents, carers, other schools and partners, and the broader community that enhance the education of students.	✓	
Personal Skills & Attributes	Embed successful change, across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	✓	
	Inspire, challenge, motivate, and empower teams and individuals to achieve high goals.	✓	
	Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	✓	
	Demonstrate personal and professional integrity, including modelling values and vision.	✓	
	Prioritise, plan, and organise themselves and others.	✓	
	Think analytically and creatively, and demonstrate initiative in solving problems.	✓	
	Be able to present in an inspiring, engaging, and effective manner to a variety of stakeholders.	✓	
	Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	✓	
	Demonstrate a capacity for sustained hard work with energy and vigour.	✓	
	Demonstrate resilience and optimism.	✓	
Demonstrate a sense of humour.	✓		

Joining Us

For the opportunity to become the next Deputy Headteacher of The Hereford CofE Academy, please visit [My New Term](#).

When completing your application, please refer to the job description and person specification, as well as information about our school and Trust.

For any specific information related to the role itself, that is not covered by this recruitment pack, please email admin@dhmat.org.uk.

For further information about the Trust, please visit www.dhmat.org.uk

Key Dates

Visits to the school

Week Commencing: Monday 20th April 2026

To arrange a visit to the school, please email jemorris@theherefordacademy.org.uk

Closing Date for Applications

Monday 27th April 2026, Midday

Interviews

Week Commencing: Monday 4th May 2026



"Since joining the Trust in January 2022, I have been overwhelmed by the support and training I have received. As a Leader, you are valued and trusted to make strategic decisions to improve outcomes for our children in Herefordshire and Shropshire. School Leaders across the Trust are encouraged to combine their knowledge to work on challenges and solutions together. The Trust has a vision that states 'We are a family of schools working together to learn and succeed'. It has been a pleasure being part of that family."

Mish Lewis

Executive Headteacher

Burley Gate & St Michael's CE Primary Schools



"I feel very fortunate to have my first Headship as part of the Trust, having previously been an Acting Head as part of the Local Authority.

The Trust has provided endless mentoring throughout my first few years. The Trust is a family of schools and there is always a professional at the end of a phone to ask a question or talk through a situation whether it be another Head or Trust officer. Conversations are always within a trusted environment, and developmental to improve the outcomes of all pupils."

Rebecca Manning

Executive Headteacher

St. George's CE & Bishops Castle Primary Schools