



MAKE AN IMPACT THAT WILL LAST A LIFETIME.

Join our team.

Recruitment Pack

Deputy Headteacher

Behaviour, Culture and Attitudes

Richmond School & Sixth Form

Deputy Headteacher -

Richmond School & Sixth Form

Areté Learning Trust is seeking to appoint a dynamic and inspirational Deputy Headteacher for Richmond School and Sixth Form College.

Richmond School and Sixth Form College is a thriving, inclusive community comprehensive school located in the historic market town of Richmond, on the edge of the beautiful Yorkshire Dales. Guided by our CREDIT values – Creativity, Respect, Excellence, Determination, Independence, and Teamwork – we pride ourselves on delivering an exceptional educational experience that is academically challenging and rich in opportunities.

We are looking for a leader who is approachable, with excellent communication skills, and who can build strong relationships across the school, local community, and the wider Trust. The successful candidate will work in partnership with our Trust Central Education Team, senior leaders and governors to build on the school's strong foundations and continue its trajectory of excellence, ensuring sustained success and advancement.

The Deputy Headteacher will demonstrate a commitment to the Trust's vision of ensuring that every learner is inspired and enabled to be the best they can be. We seek an ambitious leader with a proven track record of driving school improvement, fostering a culture of care, learning, and high expectations. This leader will champion our mission to deliver exceptional educational experiences and development opportunities for all.

Richmond School Today

Richmond School is already a highly successful school with:

- Strong academic outcomes and a vibrant Sixth Form that consistently achieves above national averages.
- A reputation for excellence in sports, performing arts, and STEM subjects.
- A welcoming and inclusive ethos that values every individual and promotes personal growth.
- An exceptional Careers education provision, supported by highly qualified staff, the Quality in Careers Standard, and an extensive network of business partners, alumni, and friends.

- Formal links with the Goethe-Institut as a PASCH school, reflecting our commitment to and excellence in the teaching of German.
- Extensive opportunities for enrichment, including Duke of Edinburgh, international expeditions, and community projects.

Extracurricular Excellence

Richmond School and Sixth Form College offers an exceptional extracurricular programme, which is one of its greatest strengths.

Students enjoy a diverse range of opportunities in music, sport, and performing arts, alongside academic enrichment and unique hobbies.

Our music provision includes ensembles, choirs, and concerts, while performing arts thrives through drama and dance productions across all year groups. Sport is central to school life, with pupils competing at area, county, and national levels in athletics, netball, cricket football, and more.

Beyond this, students can participate in clubs such as textiles, eco, and history, and take part in educational trips—from music tours in Germany to physics visits at CERN. These activities develop creativity, resilience, teamwork, and leadership, preparing students for life beyond Richmond School and Sixth Form College.

Community Partnerships

Richmond School and Sixth Form College has strong ties with its local community. We work closely with local sports clubs, performing arts groups, and charities to enrich student experiences. Our partnerships include collaborations with cricket and rugby clubs, local theatre companies, and music organisations, providing students with opportunities to develop skills beyond the classroom.

The Duke of Edinburgh programme and Marrick Priory expeditions foster resilience and teamwork, while community projects and volunteering initiatives strengthen civic responsibility.

These partnerships reflect our commitment to holistic education and meaningful community engagement.

Richmond School Trust Fund

Established in 1972, the Richmond School Trust is an independent charity that supports students and alumni up to the age of 25. It provides financial assistance for educational and extra-curricular activities, including school trips, Duke of Edinburgh, sports, arts, apprenticeships, and higher education.

The Trust also offers the Brackenbury Award, a one-off payment of up to £1,000 for students progressing to university or college. This fund demonstrates our commitment to removing barriers and enabling every student to thrive.

Arrange Your Visit

We encourage prospective candidates to visit the school. We are offering two dates, **Wednesday 25th February & Wednesday 4th March 2026**. If you would like an informal conversation about the role or to arrange a visit, please contact Luke Bowers by email at info@theexcellencehub.co.uk or by phone **0345 257 0500**.

If you are ready for the next step in your career and believe your skills and experience make you the right fit for this exciting opportunity, we look forward to receiving your application.

A Message from the CEO

Thank you for your interest in the Deputy Headteacher position at Richmond School & Sixth Form College. At Areté Learning Trust, our mission is clear: to be an excellent trust with excellent schools, where every learner is inspired and enabled to be the best they can be. We would be delighted for you to join us on this journey.

We are a values-driven organisation, and our commitment to excellence, equity, and integrity underpins everything we do. We recognise the unique value of every individual—staff and students alike—and are dedicated to ensuring that everyone within our Trust reaches their full potential through our guiding principle of “Striving for Excellence.”

Our approach is collaborative. We work closely with stakeholders and external partners to create opportunities that enrich the lives of our students and staff. We firmly believe that every child, regardless of background, deserves an outstanding education and equal opportunity to succeed. This belief drives us to create environments where every learner can thrive academically, socially, and emotionally.

As part of Areté Learning Trust, our schools share a collective ambition: to deliver exceptional educational experiences, foster a passion for lifelong learning, and empower students and staff to pursue their aspirations.

We are proud to be a community of schools that is inclusive, outward-facing, and committed to continuous improvement.

If you share our vision and values, and you have the ambition and expertise to lead Richmond School and Sixth Form College into its next chapter of success, we look forward to receiving your application.



Mark McCandless

Chief Executive Officer, Areté Learning Trust



About the Trust

Areté Learning Trust currently has 11 schools and educates over 7,000 young people in and around North Yorkshire from ages 2-18. Our learners are at the heart of everything we do.

At Arété Learning Trust we work together and collaborate to ensure that all of our learners and our staff team have the chance to reach their potential.

Our Trust Aspirations

Every learner in our Trust is inspired and enabled to be the best they can be.

Our Trust is committed to promoting:

- Health, happiness and wellbeing
- A safe, disciplined and supportive environment
- A love of learning through a passionate and committed approach
- High standards and expectations
- Integrity, kindness and good manners
- Respect for individuality and difference
- Collaborative working to secure excellence

Areté Learning Trust strives for excellence in all aspects of educational provision to realise our aspiration for every child being the best they can be. Our ambition is to be one of the leading trusts in the North of England.

Areté Learning Trust has 4 key aims:

Every Learner in Arété Learning Trust is educated in a great school.

...where the quality of education reflects the highest standards and behaviour, attitudes and outcomes are exemplary and consistent from everyone within the school community.

We want every learner to enjoy their learning journey in our schools and have real choices for the future.

We have a shared mission to deliver exceptional experiences and development opportunities across the Trust

Areté Learning Trust schools are schools of choice for parents

...a leading educational organisation in our communities that gives confidence.

We want to be the 'first choice' in the communities we serve and for our schools to be full, or growing, vibrant places to learn.

Every learner should have access to the best education whatever their starting point.

Areté Learning Trust is the employer of choice

...our schools and Central Team are great places to work.

We want staff development to be first class and to enable ambitious staff to progress in their careers.

We want our CPD networks to offer significant professional development opportunities - and to recruit and retain the very best people.

Areté Learning Trust is the partnership organisation of choice

...an outward-facing, collaborative and innovative learning-focused organisation.

We want external agencies and strategic partners to seek to work with us, and for us to have excellent capacity to support others.

Our reputation should attract like minded thinkers and innovators.

Why work for us?

At Areté Learning Trust, we want every colleague to feel valued and understand how their contribution makes a difference. We are committed to creating an environment where staff thrive, feel empowered, and see the impact of their work on the lives of young people.

We seek individuals who take ownership, embrace challenge, and strive for excellence. In return, we provide a supportive and ambitious culture, with first-class professional development and opportunities for career progression. Our goal is to be the Employer of Choice, ensuring our schools and central team are great places to work.

Areté Learning Trust is committed to being the 'Employer of Choice'.

To deliver the very best education for our learners, we recruit and retain exceptional people across all areas of our organisation.

Regardless of role, we seek staff who:

- Hold high expectations of themselves and others.
- Live our Trust values of Excellence, Equity and Integrity.
- Show initiative and adapt positively to change.
- Inspire and motivate through strong interpersonal skills.
- Approach challenges with creativity and resilience.
- Influence effectively, work collaboratively.
- Are committed team players who share our vision.



Mick Fenwick

Headteacher at Stokesley

"The Trust vision of helping everybody to be the best they can be permeates all of the schools. Everybody works collaboratively to achieve this goal; students, staff, parents and carers, the local community and wider partnerships."

Rebecca Bainbridge

Headteacher at Mill Hill

"The best part of the journey has been working with professionals who are excited about education. It can be very isolating working within a school just by yourself, so talking and sharing ideas with others has been amazing"



About the Role

Job Title	Deputy Headteacher (Behaviour, Culture and Attitudes)
Start Date	01/09/2026
Contract	Permanent
Salary	£78,702 - £86,803 (L18 - L22)

The **Deputy Headteacher** is responsible for communicating the school's ethos and implementing their vision and values, as set out by the Headteacher. The Deputy Headteacher will work with the Headteacher to establish a culture that promotes excellence, equality and high expectations of all pupils.

The principal responsibilities of this role will be to:

- Work with the Headteacher to develop strategy and articulate a distinctive and visionary educational philosophy and ethos which is visibly extended throughout the school.
- Uphold the highest of standards with regard to all aspects of school life, and particularly in relation to student conduct and pastoral care.
- Lead the development of pastoral care at Richmond School.
- Develop and implement a policy for positive attendance and a culture of praise and reward.
- Lead the professional development and training of staff relating to positive behaviour management.
- Manage the work of a variety of pastoral leaders, and work collegially with colleagues in the Leadership Team to continue to raise standards.
- Promote a school community focused on learning, attendance and high standards of behaviour.

Begin your journey with a team dedicated to empowering every student to achieve their full potential. If you share our values and have the vision and ambition to drive excellence, we want to hear from you.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is **Monday 9th March 2026 at 12pm**.

Interviews will take place on **Friday 13th March 2026**.

Areté Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants. In accordance with our statutory obligations under Keeping Children Safe in Education Arété Learning Trust is required to conduct an online search as part of our due diligence on shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which Arété Learning Trust might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Job Description

Job Title	Deputy Headteacher (Behaviour, Culture and Attitudes)
Grade	£78,702 - £86,803 (L18 - L22)
Responsible to	Headteacher
Staff Managed	AHT/ Further line management to be confirmed on appointment
Contract	Permanent
Key Leadership Elements	<ul style="list-style-type: none"> • Deputise for the Headteacher in their absence to ensure the effective leadership and management of the school, this will include chairing staff briefing and SLT. • Lead the school's behaviour and attendance systems and policies with Assistant Headteacher Behaviour and Attitudes. • To contribute at a high level to building, communicating and implementing a shared vision for the school. • Support Heads of Year to interrogate data about progress, attendance, behaviour and rewards, evaluate the outcomes and take appropriate action to remove barriers to learning and progress. • Strategically oversee decisions taken by Heads of Year relating to attendance, behaviour and rewards. • Write and oversee the school's attendance policy and its implementation in association with the AHT Behaviour & Attendance, Attendance Officer and associated support staff. • Be responsible for ensuring the parent voice is heard through parent questionnaires each year, parent forums, feedback slips etc. • Secure an excellent attitude to behaviour and attendance by all pupils across the school. • Lead on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in the school and the wider society. • Identify and intervene with vulnerable pupils so that they progress and achieve high standards compared to other pupils. • Strategically plan and implement interventions that enable all pupils to overcome personal obstacles and challenges so that they make maximum progress and attainment, especially disadvantaged pupils. • Provide strategic oversight of safeguarding across the school, acting as a Deputy Designated Safeguarding Lead (DDSL), ensuring that safeguarding systems are robust, proactive, and fully compliant with statutory guidance. • Lead the strategic operation and management of the Engagement Hub to support the most vulnerable learners and to deliver high-quality, inclusive provision. • Oversee provision that supports emotional regulation, behaviour intervention, and reintegration of pupils at risk of exclusion. • Champion a whole-school culture where inclusion is central to leadership decisions, curriculum design, behaviour systems, and staff practice. • Lead on behaviour and attitudes, ensuring systems are fair, consistent and supportive, particularly for pupils with additional or complex needs. • In addition to the above there will be an additional responsibility to be identified and agreed with the Headteacher on appointment.

Communications	<ul style="list-style-type: none"> • Oversee communication relating to behaviour and attendance including exclusions and effective and appropriate reintegrations. • Liaise with SLT, Governors, Staff, student and parents, external agencies and other schools as appropriate. • Discuss any safeguarding or child protection issues or ongoing investigations with the Headteacher, to notify them, and ensure that there is always cover for this role. • Provide guidance to parents/carers in order to provide planned interventions as part of agreed plans for children.
Partnership or Corporate Working	<ul style="list-style-type: none"> • Lead parent and student voice • Refer cases of suspected abuse or allegations against a member of staff to the relevant agencies. • Liaise with colleagues to support strategic development and share good practice. • Support and liaise with colleagues in external organisations regarding the Common Assessment Framework and monitor all referrals and recommendations from within the school. • Work with children and their families as appropriate in order to strengthen and develop the potential of parents/carers and their children in order to prevent their children becoming looked after or suffering significant harm. • Work with social workers and other agencies as appropriate to develop links and utilise resources as part of agreed plans for children.
Resource / People Management	<ul style="list-style-type: none"> • Responsible for developing and reviewing student initiatives focused on the behaviour and attendance. • Ensure an appropriate House and Form structure within the school providing direction of the line management to Heads of House and Form Tutors in developing a day to day care system for all students. • Act as a source of support, advice and expertise when deciding whether to make a referral by liaising with relevant agencies. • Coordinate referrals, arrange action points and review services for families and children.
Safeguarding	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate. • Maintain confidentiality regarding issues concerning children, including information about family background/circumstances and abuse. • Ensure that all children who are victims of abuse are supported in an appropriate and sensible manner. • Represent the school at relevant panels, working groups and meetings as required by the Headteacher.
Systems and Information	<ul style="list-style-type: none"> • Oversee data collection and analysis regarding behaviour and attendance. • Compile a register of 'At Risk' pupils via referrals.
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. • Know about the data protection issues in the context of your role.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.

Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Deputy Headteacher		
Qualifications	Essential	Desirable
Qualified Teacher Status	X	
Has achieved or is working towards gaining the NPQH		X
Evidence of further professional qualifications and training		X
Appropriate first aid training (dependant on the school's needs)		X
Knowledge and Experience	Essential	Desirable
An understanding of the developments and requirements of the National Curriculum	X	
Financial awareness and the ability to understand, plan and manage the budget	X	
The ability to analyse and interpret complex information and explain key elements in simple terms	X	
Strong understanding of statutory requirements relating to the curriculum and assessment	X	
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	X	
High expectations when managing, developing, inspiring, challenging and motivating staff	X	
Commitment to working with other schools, organisations and agencies	X	
Understanding of strategies for performance management	X	
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	X	
Knowledge and experience of a range of teaching and learning strategies to meet the needs of children	X	
Understanding of assessment strategies and the use of assessment to inform the next stages of learning	X	
Up to date knowledge of what research and inspection findings tell us about effective leadership, behaviour and attendance in secondary education	X	
Experience of Deputy Head or similar level as a minimum		X
Experience of leading and co-ordinating professional development opportunities	X	
Experience of managing resources efficiently and effectively	X	
Experience of using all relevant data to drive school improvement	X	
Experience of developing a curriculum which is personalised to the needs of the children	X	
Experience of leading school initiatives or staff teams	X	

Knowledge and Experience	Essential	Desirable
Experience of successfully leading strategies to improve behaviour and/or attendance	X	
Successful experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management	X	
Experience of offering challenge and support to improve performance	X	
Evidence of applying safe recruitment practices and developing a safe culture in school	X	
Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	X	
Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these	X	
Relevant experience in more than one school		X
Experience of working effectively with a wide range of ability range (including SEND and more able children)		X
Experience as DDSL/DSL		X
Occupational Skills	Essential	Desirable
Lead by example, demonstrating a 'can do' approach	X	
Demonstrate an understanding, awareness and empathy for the needs of the pupils	X	
Manage and resolve conflict	X	
Ability to organise work, prioritise tasks, make decisions and manage time effectively	X	
Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour	X	
Excellent interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies	X	
Ability to delegate work and support colleagues in undertaking responsibilities	X	
Other Requirements	Essential	Desirable
Enhanced DBS clearance	X	
A proven track record of securing improvement in the quality of behaviour and attendance	X	
A proven track record of raising standards	X	
An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values)	X	
Ability to remain calm, positive and enthusiastic when working under pressure	X	
Ability to articulate and share the school vision, aims and values	X	
The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school	X	

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES.

The successful applicant will be subject to relevant vetting, health and reference checks, including online checks and a satisfactory enhanced disclosure before an offer of appointment is confirmed. If you have not been contacted within one week of the closing date, please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.