



**Deputy Headteacher (Culture and Ethos)
L18-22**

**ORCHARD SCHOOL BRISTOL
A member of Amplify Education**

**Application Pack – March 2026
Start date – September 2026**



Dear Applicant

Thank you for your interest in our Deputy Headteacher (Culture and Ethos) role. We are seeking an experienced Senior Leader, ideally with experience of senior leadership in two different schools like ours, with the knowledge and skills to drive sustained improvements to our culture of behaviour and our inclusive ethos, to join Orchard School from September 2026, taking a lead role on our journey to becoming the exceptional school our community deserves.

Orchard serves a richly diverse community in North Bristol, with a high proportion of disadvantaged children who recognise that you can make a real difference to their lives. We are seeking a Deputy Headteacher who can build relationships with children and staff rapidly, and have impact from day one.

The mission statement of the school, **"inspire today, empower for life"**, lies at the heart of all that the school does. As a school we are building our success on our core values, being Open-minded, Respectful, Creative & curious, Healthy, Ambitious, Responsible and Determined. We place no limits on our aspirations for our students.

This is an exciting time to join a high-performing Senior Leadership Team with a balance of experience and expertise. The successful applicant will have the drive, integrity, resilience and capacity for sustained hard work, to lead the team to ensure an outstanding learning environment within an evidence-informed and sustainable framework.

I warmly encourage you to visit the school prior to making an application if you are able to, to really understand the community of staff and students you would join and to fully appreciate what is involved in the role. Please also read our March 2025 Ofsted report which demonstrates we are a seriously good school, alongside the Staff Prospectus and our website, too. You will note that inclusion runs through our school, that staff are proud to work here, that pupils are "happy and safe" and that we have improved the quality of education. Indeed, we attained the best results in the school's history in August 2025, and were one of the city's most improved state schools at 4+ and 5+ basics crossover (English and Maths) measures. We are now looking for a Deputy Headteacher with the knowledge, skills and experience to continue our journey of improvement around behaviour, attendance and safeguarding.

We particularly welcome applicants who speak one or more community languages, and applicants from currently under-represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. We are committed to taking steps to increase the diversity of our employees and removing any barriers to opportunities and success.



If what we are doing resonates with you, and you are keen to work with us, please do apply. If you have any questions relating to this role, please contact Emma Snell, PA to Headteacher on esnell@osb.ampedu.co.uk. I warmly welcome your application.

Melanie Sweet, Headteacher

Safeguarding Policy

Orchard School Bristol is a member of Amplify Education multi academy trust. The Trust is committed to Safeguarding and Promoting the welfare of all of its students. Each student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our website: [Amplify Education - Home](#)

The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Amplify Education is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.



We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Job Description

Job Title: Deputy Headteacher

Responsible to: Headteacher

OVERALL PURPOSE OF THE POST:

To support, deputise and assist the Headteacher by providing professional leadership and management to enable the school's vision and values to be enacted with integrity every day and developed through strategic decision-making. Develop and motivate staff, set high expectations, support excellent behaviour, embed behaviour for learning strategies that support raised achievement through rigorous data analysis, provide robust CPLD, lead on quality assurance to embed consistency in approaches to behaviour management, carry out effective line management, and accurate self-evaluation relating to all aspects of culture and ethos. Take overall responsibility for leading on the school's culture and ethos, with inclusion always at heart.

MAIN DUTIES AND RESPONSIBILITIES:

Strategic Leadership

- Support the Headteacher in leading the school through all external reviews and Inspections.
- Lead strategic and operational quality assurance of behaviour systems, planning, monitoring, evaluation and reviews to promote and sustain continual school improvement.
- Lead the school, alongside our Senior Deputy Headteacher, operationally, ensuring day-to-day systems and procedures work smoothly, with resources allocated efficiently and effectively to improve the school experience.
- Lead on culture and ethos across the school.
- Further develop our culture which enables all staff to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for behaviour.
- Monitor, analyse and evaluate effectiveness of policies and practice, and lead specific initiatives, to ensure the school promotes and achieves the highest standards, taking account of national, local and school requirements, and evidence-informed practices.
- Communicate effectively with all stakeholders within the School and work very closely alongside the Headteacher, other Senior Leaders and school colleagues.

- Deputise effectively for the Headteacher in their absence.

Behaviour, Attendance and Safeguarding

- Maintain an environment to promote and secure high standards of behaviour.
- Strategically lead on all aspects of behaviour, attendance and safeguarding.
- Champion a culture of safeguarding across the school community.
- Lead on the consistent implementation of a graduated response to managing escalating behaviour, ensuring that there is no disproportionality in the application of our behaviour policy.
- Build strong stakeholder partnerships which foster trust and support the school in managing the behaviour of pupils.
- Update and implement behaviour policies which promote both relational and restorative practice and which embed consistency across the school.
- Oversee other senior leaders to ensure the school's CPLD programme for classroom staff is effective in supporting consistency and the highest standards of behaviour.
- Promote a culture of challenge, support and resilience for students to engender self-belief and sense of agency.
- Work with multidisciplinary teams to provide support for pupils with regard to behaviour, attendance and safeguarding
- Be the lead DSL, lead the safeguarding team and monitor all safeguarding systems, e.g. CPOMS, Whisper
- Review, update and implement refreshed strategy relating to all aspects of our Ready to Learn system, e.g. our Independent Study Room and our new regulation room called ROOTS
- Strategically lead a new inclusion unit for pupils with high levels of suspension, ensuring that they are able to improve their behaviour and attendance and thrive.
- Provide information, advice and support across the Trust and to Trustees to enable all to meet responsibilities for improving culture and ethos.

Leading and Managing Staff

- Lead by example, modelling our policies in action and with consistency.
- Support staff in delivering inclusive approaches to managing behaviour both inside and outside the classroom.
- Review, update and implement our whole school rewards programme.
- Lead a team of senior leaders focused on inclusion through attendance, behaviour and safeguarding.
- Foster mutually-supportive working relationships between all staff, to ensure a 'can do' approach and staff work as a committed and collegiate body.
- Ensure all staff understand their roles in overcoming disadvantage and advancing equality, by promoting accountability for behaviour and culture.



- Provide opportunities for colleagues to flourish through the development and training of leaders at all levels; support leaders to become the best leaders they can be.
- Hold all staff to account for their professional conduct and practice; hold middle and senior leaders to account, to ensure they are effective in maintaining our culture of inclusion.
- Work closely with the SEND team to identify trends in behaviour
- Lead TAC-style (Team Around the Child) inclusion meetings focused on behaviour, safeguarding and attendance
- Lead on strategic actions in managing underperforming staff.
- Lead staff in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety and safeguarding regulations.

Performance Data

- Oversee the compilation, distribution and use of behaviour, safeguarding and attendance, and any other inclusion data, including rewards.
- Utilise a range of evidence, including national, local and own school inclusion data to support, monitor, evaluate and improve behaviour.
- Work with staff to ensure that effective intervention strategies are implemented at the earliest stage possible, in order to support all pupils to thrive.
- Present a range of data to stakeholders which accurately reports on all facets of inclusion data.
- Lead on the provision of behaviour, safeguarding and attendance data for monitoring/inspection visits.

External Partnerships

- Work effectively with Amplify Education and other educational institutions locally and further afield, building effective partnerships.
- Collaborate with other schools and the wider community to share expertise and bring mutual benefits.
- Build and maintain effective relationships with parents, carers, partners and the community to enhance the education of young people and the wider community.
- Seek opportunities to invite parents, carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety guidance and legislation.



- To promote the safeguarding of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To participate in appraisal/performance development procedures, and undertake training and professional development as appropriate.

Pastoral Support

- Ensure the maintenance of good behaviour and attitudes in line with school/Trust procedures and policy at all times during the school day.
- Promote the ethos of the school ensuring that all are treated with justice, equality and respect.
- Ensure that Orchard's values are lived throughout the school.
- Ensure that the school meets all statutory safeguarding requirement

Data Protection

- Be aware of the Trust's responsibilities under the Data Protection Act/GDPR for the security, accuracy and relevance of personal data held on school systems and ensure that all administrative and financial processes comply with this.
- Maintain client records and archive systems, in accordance with the Trust's procedures, policy and statutory requirements.

Confidentiality

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employee access to and use of the school's/Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation.

Equalities

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, undertake appropriate training and challenge racism and all forms of discrimination.

Health and Safety

- Every employee is responsible for their own Health and Safety, as well as that of colleagues, students and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management personnel.



Safeguarding

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.
- This post is subject to an enhanced DBS check.

GENERAL AND REVIEW:

Specific Professional Duties: Deputising for the Headteacher is an important role in the operational management of the school and the Deputy is expected to have knowledge and understanding of The National Standards of Excellence for Headteachers [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers)

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time, following discussion.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct as outlined in the Trust's Code of Conduct/Standards. The following statements define the behaviour and attitudes which set the required standard for conduct, whilst working at the school. Members of staff are expected to maintain high standards of ethics and behaviour within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a staff member having regard to the need to safeguard students, in accordance with statutory provisions.
- Showing tolerance and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which could exploit students' vulnerability or might lead them to break the law.
- Members of staff must have proper and professional regard for the ethos, policies and practice of the school in which they work, and maintain high standards in their own attendance and punctuality.

Date of Job Description: March 2026

Signed:..... (Deputy Headteacher)

Person Specification

Key:

A. Application Form

R. References or other documentary evidence

I. Interview process

		Essential (E) Desirable (D)	Assessment Method
1. Qualifications and Experience			
1.1	Good Honours degree or equivalent and Qualified Teacher Status (QTS)	E	A/R
1.2	Further professional qualifications, e.g. MA	D	A/R
1.3	Evidence of engagement with recent and relevant senior leadership professional development e.g. NPQH, NPQLBC	E	A/R
1.4	Experience as a Senior Leader in a similar secondary school setting, with a demonstrable track record of impact in improving and sustaining behaviour and attendance	E	A/R/I
1.5	At least three years of successful Senior Leadership in a similar secondary school	E	A/I
1.5	Experience as a Senior Leader in more than one similar secondary school setting	D	A/I
1.6	Evidence of building, supporting and challenging high performing teams and leading performance management procedures	E	A/R
1.7	Evidence of leadership of successful whole school self-evaluation, quality assurance, monitoring, evaluation and review processes	E	R/I
1.8	Successful teaching experience including exam classes, supported by evidence	E	A/R
1.9	Experience of sustaining the delivery of high-quality behaviour programmes which have had significant, demonstrable impact	E	A/R/I
1.10	Experience of monitoring and analysing data to drive improvement	E	R/I
1.11	Experience of leading, managing, mentoring and coaching staff	E	A/R
1.12	Knowledge and understanding of good safeguarding practice in secondary schools	E	A/R

1.13	Trained to DSL level	D	A
2. Skills			
2.1	Excellent public speaking skills, able to engage and inspire an audience through personal impact/presence	E	I
2.2	Able to write accurately, at pace, at length or concisely, interpreting data and making clear judgements, as appropriate for a range of audiences	E	A/I
2.3	Able to maintain a high work rate under pressure and to juggle a range of tasks and competing priorities while maintaining a positive professional attitude	E	A/R/I
2.4	Lead with energy, enthusiasm and tenacity to provide an environment where others feel valued and motivated	E	A/R/I
2.5	Be able to foster an open, fair, equitable culture	E	A/R/I
2.6	Able to model relational practice when speaking to children whose behaviour may be challenging or who may be dysregulated	E	I
3. Personal attributes and behaviours			
3.1	Ambition for Headship	E	A/R
3.2	Complete commitment to inclusive education and success for all	E	A/R
3.3	Integrity and honesty	E	A/I
3.4	Able to take tough decisions, be courageous and resilient	E	R/I
3.5	Creative, adaptable and flexible to changing circumstances and new ideas, able to respond positively to feedback	E	R/I
3.6	Willing to take responsibility and ownership	E	R/I
4. Wider Professional Responsibilities			
4.1	Willing to make a positive contribution to the wider life and ethos of the school	E	R/I
4.2	Able to develop effective professional relationships with colleagues, students and parents/carers	E	R/I

How to Apply

To apply please complete:

- **The Amplify Education Application Form**

Applications will only be accepted from candidates via MyNewTerm. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

- **Personal Statement**

As part of the Application Form, you will be asked to write a personal statement. In your statement you should address how and why you feel that you are equipped to fulfil this role noting your knowledge and experience, abilities and aptitudes, values and personal qualities. You should make specific reference to Orchard School.

Interview Process

After the closing date, shortlisting will match your skills / experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, personal statement and task.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Closing Date: Wednesday 1st April 9am

Interview Day: Week Commencing 20 April 2026

Applications: To be submitted via MyNewTerm