

Job Description: Deputy Headteacher

Responsible to:	Headteacher
Job Type:	Permanent
Grade:	LP19 – L23
Hours per week:	32.5
Working weeks:	52
Location	¹ Faringdon Community College

School Leadership Team

The Senior Leadership Team are responsible for leading the school. Maximising the potential of each child within a nurturing environment is a vital responsibility of this team.

All members of the Senior Leadership Team are expected to:

- Embrace and deliver on the school's ethos, values and vision ensuring that this is shared with and acted upon by all who work at Faringdon Community College.
- Lead, inspire and motivate others to make an impact on the progress and development of all students
- Act as an excellent role model always within and beyond the school
- Carry out the duties of a classroom teacher impacting positively on student outcomes and provide cover for absent colleagues if required
- Make significant contributions to the production of the Self Evaluation Form and the School Development Plan and lead on aspects of the plan relevant to their role
- Share responsibility for formulating and administering policies and procedures
- Advise the Headteacher on matters relating to their specific areas of responsibility
- Participate in and lead meetings as appropriate to the responsibilities held.
- Support and encourage staff in their role as classroom teachers and assist in the appraisal processes for staff
- Promote and support the efficient use of the school's financial resources.
- Share responsibility for regular evaluation and monitoring processes and systems in the school and act on findings
- Implement the Equal Opportunities Policy in relation to sex, gender, race, disability and special needs
- Produce items for the Headteacher's Report to the Governing Body in line with their areas of responsibility
- Support and assist in the organisation of all major school events
- Work collaboratively and professionally as a team

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- Share responsibility for school discipline, inclusion matters and the smooth day-to-day running of the school including delivering assemblies, lunchtime supervision and the travel, arrival and departure of students.
- Leading and managing the school as outlined in the School Teachers Pay and Conditions document
- Maintaining good order and discipline of students
- Providing support for teaching staff and other adults who work in the school
- Coaching/Mentoring other colleagues as appropriate
- Providing leadership development for staff
- Keeping up to date with developments and changes in education and their implications for the school (e.g. Ofsted)
- Supporting the Headteacher in the production of the Leadership and Management section of the School Evaluation Form
- Preparing a section of the Headteacher's Report to the Governing Body
- Undertaking, in the absence of the Headteacher, the professional duties of the Headteacher.
- Work with the Governing Body - provide relevant information for the Governing Body as requested.

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Specific Responsibilities

The Deputy Headteacher will have strategic oversight of Curriculum Design, Teaching & Learning, Data, and Assessment.

1) Strategic Leadership & Vision

- Lead whole-school strategy for curriculum, teaching & learning, data and assessment aligned to the school's vision, improvement plan, and statutory requirements.
- Champion evidence-informed practice by curating research, frameworks, and pedagogy that impact pupil outcomes.
- Line manage heads of departments and Assistant Headteachers.

2) Curriculum Design & Implementation

- Own the curriculum intent: ensure it is ambitious, coherent, inclusive, cumulative, and sequenced to build powerful knowledge and skills across all key stages.
- Co-construct enrichment and co-curricular pathways that reinforce the taught curriculum (e.g., clubs, visits, employer links).
- Annual Curriculum Review: Work with the Assistant Headteacher for timetabling to lead timetable model decisions, resource allocation, staffing and qualifications pathways

3) Teaching & Learning

- Embed the schools Teaching & Learning framework
- Instructional coaching: lead a coaching model (drop-ins/learning walks, co-planning, co-teaching, deliberate practice) with clear foci and follow-up.

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- QA cycle: plan termly cycles of learning walks, book looks, lesson observations, and pupil voice; triangulate findings to drive improvement.
- Promote literacy and numeracy: explicit vocabulary instruction, reading fluency/comprehension strategies, numeracy in context across subjects.

4) Data, Assessment & Reporting: (working with the Assistant Headteacher – Data and Assessment)

- Assessment architecture: design formative, summative, and standardised assessments; ensure validity, reliability, comparability across classes/sets.
- Data cycles: publish and lead a calendar (e.g., half-termly data drops, mock exams, moderation, progress review meetings).
- Analyse outcomes: produce concise dashboards (whole school, subject, group) highlighting attainment, progress, gaps, trends, and next steps.

5) Inclusion, Equity & SEND (working with the Assistant Headteacher – Inclusion)

- Monitor subgroup performance: disadvantaged, SEND, EAL, high prior attainers, gender; close gaps through curriculum adjustments and teaching strategies.
- Adaptive teaching: ensure scaffolding, accessible materials, and challenge; align teacher planning with pupil passports/EHCPs.

6) Professional Development & Culture (working with the Assistant Headteacher – CPD)

- CPD strategy: design a sequenced CPD programme informed by data and QA; blend whole-school sessions, subject communities, coaching, and self-study.
- Induction & ECT support: ensure robust programs for new staff/ECTs with mentoring, observation cycles, and assessment against standards.
- Lead professional learning communities: facilitate subject/phase networks to share practice, co-plan, and refine assessment.
- Talent development: identify aspiring middle/senior leaders, offer stretch projects, succession planning, and pathways to NPQs.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.

Qualifications and Experience

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We seek the following in our leaders and have identified from where we anticipate gaining the information

Specification			Application/ reference	Lesson observation	Interview
Strategic direction & development	A.	Ability to think and plan strategically, identify priorities, develop aims and implement actions to achieve results and to manage change effectively	✓		✓
	B.	Experience of responsibility for achieving aspects of School Action Plans	✓		✓
	C.	Experience of using national, local and school data to monitor, evaluate and initiate actions to improve school performance	✓		✓
	D.	Ability to communicate a vision and inspire others	✓		✓
Teaching & learning	E.	Evidence of effective and successful teaching experience at Key Stages 3, 4 & 5	✓	✓	✓
	F.	Experience of setting targets and monitoring performance in order to raise achievement	✓		✓
	G.	Capacity to understand and provide for the whole range of students' needs, including those with SEN and the gifted and talented (A & A)	✓	✓	✓
	H.	Evidence of an excellent understanding and experience of the curriculum, pedagogy and assessment processes used across departments	✓	✓	✓
	I.	An understanding of curriculum development and initiatives at national, regional and local levels	✓		✓
Leadership & management	J.	Evidence of professional development in preparation for a leadership role	✓		✓
	K.	Evidence of successful and effective senior leadership & management responsibility in a school	✓		✓
	L.	Experience of being an appraiser/coach/mentor of staff	✓		✓
	M.	Experience of Involvement in school self-evaluation and development planning	✓		✓
	N.	Significant line management experience, including the management of middle-leaders	✓		✓
	O.	Evidence of the ability to motivate, inspire confidence and creativity in staff and students through praise and constructive criticism	✓	✓	✓
	P.	Evidence of the positive management of student behaviour	✓	✓	✓

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	Q.	Experience of managing a budget	✓		✓
Personal skills & qualities	R.	Evidence of successful organisational and time management skills with the ability to work under pressure	✓		✓
	S.	Ability to analyse data and to use data to set targets and identify weaknesses			✓
	T.	Have a clear understanding of school finances and financial management			✓
	U.	Ability to communicate clearly both verbally and in writing	✓	✓	✓
	V.	Ability to act as a positive role model, at all times, for other staff and students	✓	✓	✓
	W.	Show a commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓		✓
	X.	Ability to monitor own and others' work-life balance, morale and well-being	✓		✓
	Y.	Ability to work under pressure and prioritise effectively	✓		✓
	Z.	Ability to build effective working relationships	✓		✓
	AA.	Evidence of IT competence	✓		✓
	AB.	Be committed to maintaining confidentiality at all times	✓		✓
	AC.	Be committed to safeguarding and equality	✓	✓	✓

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