



## Candidate Information Pack

### Deputy Headteacher - Student Personal Development

Job Status: Permanent

Start Date: September 2026

Closing Date for applications: 12pm on Tuesday 5th May 2026

Interviews to take place during the week commencing 11th May 2026

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## Welcome Message

Personal Development is a priority at Wood Green School. One of our principles is that a truly great education develops people as well as learners. You will see this commitment to personal development reflected in our mission statement and values.

Our definition of personal development is broad, including crucial aspects such as behaviour, attendance and DEI, as well as provision delivered through PSHCE, Careers, tutor time and assemblies. Of course, you will not be solely responsible for leading each of these aspects. Distributed leadership is one important aspect of leadership at Wood Green; you will have a team of leaders to work through and will work with your own dedicated committee of governors, who oversee the quality of Personal Development. This then is a truly great opportunity to develop your skills of strategic leadership and put into practice your vision for great Personal Development in a school. This post has arisen through development of our Leadership structure. The current postholder line manages both Personal Development and Inclusion. Due to national changes, we have created a DHT Inclusion, which the current postholder will take, creating this vacancy.

Joined-up thinking is important, and you will be at the heart of decision making, collaborating strongly with myself, the DHT Curriculum, DHT Inclusion and Business Manager to make the rights decisions for our students and staff. Therefore, this post is also an excellent progression route to headship.

Wood Green School is part of the Acer Multi-Academy Trust, consisting of nine schools: Wood Green School, Chalgrove Primary School, Stadhampton Primary School, Botley Primary School, Icknield Community College, Watlington Primary School, Glory Farm Primary School, Cooper School and Matthew Arnold School. All nine schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are Trust, Big-Heartedness and Ambition.

If you have a clear vision for Personal Development and the strategic skills and experience to enable you to realise this vision, and the drive and passion to be at the heart of developing our school, we welcome your application

**Rob Shadbolt**  
Headteacher





# Vision, Values & Mission

## Mission Statement

*“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world”.*

## Our Values

LEARNING EFFORT ASPIRATION RESPECT NURTURE WELLBEING

Our **LEARNWell** values reflect our commitment to developing the whole person and underpin everything we do:

- **Learning** – Wood Green students show curiosity, are creative thinkers, communicate powerfully, respond well to feedback, and find ways to learn that work for them
- **Effort** – Wood Green students are proud to try hard and to be successful, are not scared to fail, work well with others and by themselves
- **Aspiration** – Wood Green students achieve highly, believe they can improve, and leave prepared for their next exciting adventure
- **Respect** - Wood Green students respect all others, take responsibility for their own actions, develop good relationships with all students and staff, and take care of their environment
- **Nurture** - Wood Green students are kind to others and contribute to their community
- **Wellbeing** - Wood Green students manage themselves well emotionally, and know how to keep themselves healthy and safe

## Leadership and Development Planning at Wood Green School

Schools are complex and wonderful places! In order to ensure that we think deeply about all elements of our school and ensure that they join up to help us to achieve our mission and vision, we have organised our school into five Pillars, each of which has an identified Senior Lead and a linked Governor committee.

Our Pillars are:

Pillar 1 Curriculum, Teaching & Learning, and Assessment

Pillar 2 Inclusion and Safeguarding

Pillar 3 Student Personal Development

Pillar 4 Business Development, Operations and Finance

The diagram on page 6 shows which each pillar covers. In essence, this post is to lead strategically on Pillar 3, working with and through your senior and middle leaders.

The full Leadership Team meets regularly to discuss matters that impact across the pillars to update each other on progress and offer each other challenge and support. The Headteacher, Deputy Heads and Business Manager meet regularly to discuss progress and to coordinate work.

### The School Development Plan

Each year, through monitoring and evaluation, we identify our aims, which are the most significant aspects of our school we wish to develop or improve. We know from experience that these require contribution from all pillars. Our School Development Plan shows how we will achieve each of these aims. You will see that each strategy is linked to one of the pillars. This enables you as strategic lead to have clear ownership of aspects of our school and to know that your work is contributing to overall improvement. Our published School Development Plan in detail is on pages 7-13.

### Working with Governors

Governors are an important part of our school and, as strategic lead for Personal Development, you will work with your own Governor Committee. They meet three times per year, to monitor and evaluate progress and to help to set the strategic direction for Personal Development. You will also attend Full Governing Body meetings so that you are part of the overall strategic leadership of the school.



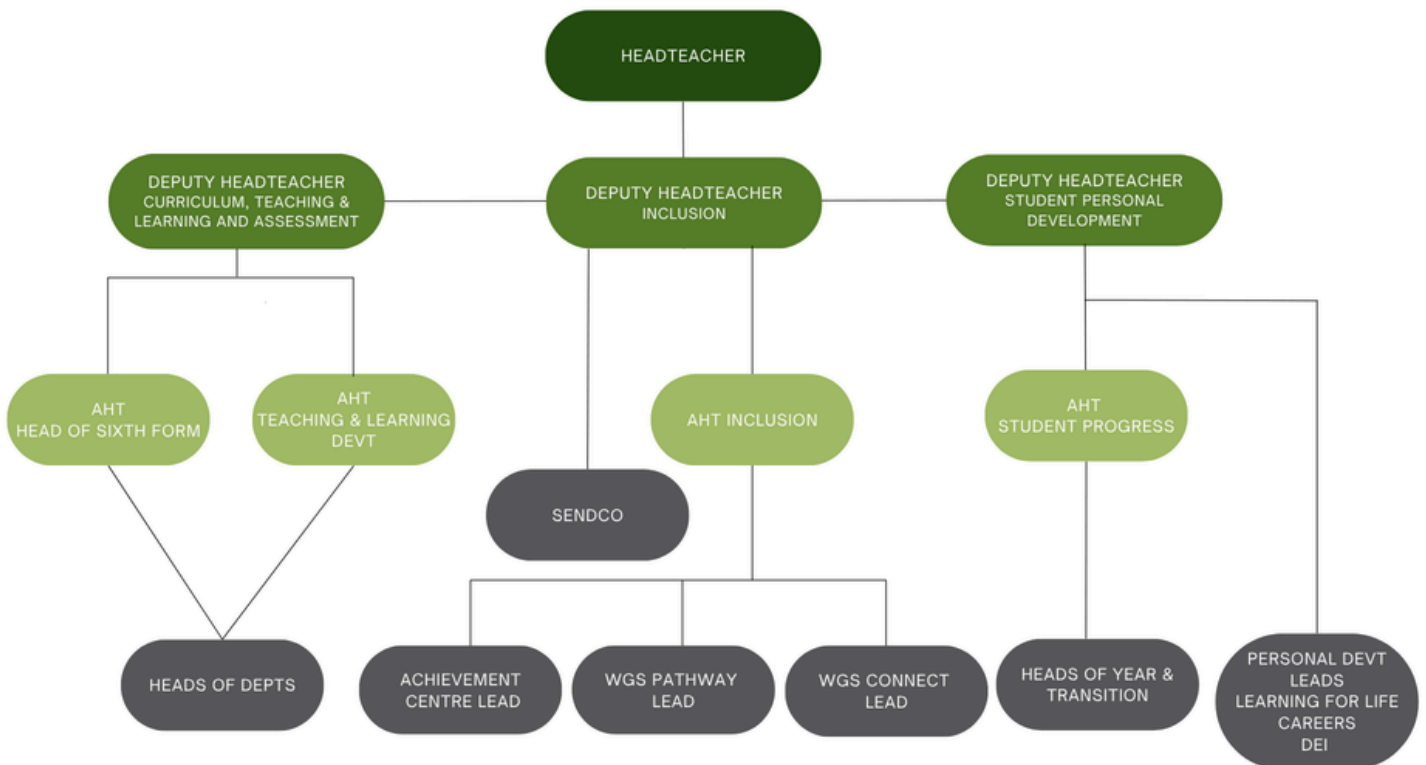
# OUR PILLARS

Curriculum, Teaching and Learning and Assessment	Inclusion and Safeguarding	Student Personal Development	Business Development, Operations and Finance
Lead: DHT CTLA Link Governor Committee: CTLA	Lead: DHT Inclusion Link Governor Committee: FGB	Lead: DHT Student PD Link Governor Committee: SPD	Lead: Business Manager Link Governor Committee: BDOF
<ul style="list-style-type: none"> <li>i. Curriculum - content</li> <li>ii. Curriculum – quality of each subject curriculum</li> <li>iii. Subject Outcomes</li> <li>iv. Teaching &amp; Learning</li> <li>v. Formal Assessment</li> <li>vi. Sixth Form (CTLA)</li> <li>vii. DEI and Equality Objectives (CTLA)</li> </ul>	<ul style="list-style-type: none"> <li>i. Progress of Students with SEND</li> <li>ii. Additional Provisions</li> <li>iii. Progress of students with additional needs (including PP, LAC)</li> <li>iv. Safeguarding provision and objectives</li> </ul>	<ul style="list-style-type: none"> <li>i. Behaviour</li> <li>ii. Attendance</li> <li>iii. DEI and Equality Objectives (PD)</li> <li>iv. Sixth Form (PD)</li> <li>v. Structured Personal Development provision, incl. Careers, Learning for Life, Tutor time and Wellbeing</li> <li>vi. PSV Award</li> <li>vii. House System</li> <li>viii. Transition and Admissions</li> </ul>	<ul style="list-style-type: none"> <li>i. Operational Excellence</li> <li>ii. Financial Oversight &amp; Control</li> <li>iii. School Facility Development</li> <li>iv. Technology Integration &amp; Innovation</li> <li>v. Revenue Generation</li> <li>vi. Community Engagement &amp; Partnerships</li> </ul>
People, Leadership and Governance	Lead: Headteacher and CoG Link Governor Committee: FGB	<ul style="list-style-type: none"> <li>i. Staff Wellbeing</li> <li>ii. Leadership development</li> <li>iii. Monitoring School Progress</li> <li>iv. Governance</li> </ul>	

Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



## LEADERSHIP STRUCTURE AND LINKS TO MIDDLE LEADERS - TEACHING





## School Development Plan 2025-26

### What we want to achieve over time

**Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.**

### What we want to achieve this year

Based on feedback from students, staff and parents/carers, our recent Ofsted inspection and Acer Trust reviews, we know that there is much about Wood Green School that people celebrate and cherish. Our reputation for prioritising personal development as well as striving for excellent qualifications is well-established, and our growing school is testimony to how we are valued by the community. We want to maintain these positives, and we also know that there are areas where we wish to improve.

Drawing on insights from all our evaluation and feedback, we have shaped the following three aims:

- 1) All classrooms are positive and inclusive environments in which everyone achieves**
- 2) We increase the sense of belonging so that everyone thrives**
- 3) We develop the excellent people, resources, and facilities so that everyone can succeed**



1) All classrooms are positive and inclusive environments in which everyone achieves

## **The challenges**

In recent years, because of the pandemic, the negative aspects of social media and wider changes to society, the needs of learners have significantly broadened, placing a challenge on schools to ensure that everyone can learn, experience a great curriculum, receive additional support where required and achieve their aspirations.

Last year, our GCSE results were positive, but we need to maintain that positivity year-on-year. At A Level, we want students to make more progress, in particular those with high target grades, and to make our 6th Form provision more suitable for some students.

## **The positives**

The Teaching and Learning Principles are clear and give everyone a shared understanding of excellent teaching and learning, whilst valuing subject specialism. Coaching and other CPD is clearly linking to these principles and we are developing a culture of professional development.

We have a Behaviour system based on positive relationships, clear boundaries and restorative practice, which is used well in many classrooms; our challenge is to ensure this is the case in all classrooms. The GAINS work in year 11 2024-25 has begun increasing aspiration in our GCSE cohorts.

We have new leadership in Pastoral and Inclusion, which can work well with existing leaders to improve practice.

## **How we will build on the positives and address the challenges**

We know that our students learn well when there are consistent positive expectations of behaviour, when teachers experience great professional development that allows them to share their passion for their subject and when teachers are supported by the best possible inclusion provision.

We will firstly ensure that our clear approach to positive behaviour is consistent in every classroom.

Our Teaching and Learning focus will be 'Planning for All'. In departments and across the school, teachers will collaborate through coaching and Teaching and Learning Communities to develop their skills further. Teachers new to the profession and to Wood Green, and in those areas where we want outcomes to improve faster, will receive additional support and guidance.

Our Inclusion team will support the teaching of students with SEND by providing quality student information that is effective and also is realistic for teachers and teaching assistants to implement. We will improve our system for exam concessions to meet the growing demand for additional exam support.

We want to raise achievement through helping our students' to be more independent and resilient with homework and revision. The new GAINS revision programme introduced into Year 11 last year was well-received. This year we will build on that, starting earlier in KS4 and taking this into KS5, with a focus on aspiration from the start of year 12. We want parents and carers to feel more informed in order to support their child, so we will ensure that there is the right information to track their child's progress right from the start of KS3.

## 1) All classrooms are positive and inclusive environments in which everyone achieves

	Development	Pillar	Lead	Brief rationale
i)	<b>Ensure consistent positive behaviour in every classroom</b> - based on Teaching and Learning Principle 1	CTL A		Monitoring shows good practice in some, but not all classrooms and consistency is required
ii)	<b>Develop Teaching and Learning through:</b> a. Support for departments with staff new to Wood Green and where outcomes need improvement b. Developing 'Planning for All' and Oracy through Teaching and Learning Communities c. Empowering teachers to develop in any area through coaching	CTL A	IDG, JS	Planning for All (T&L principle 2) is our priority to ensure inclusive teaching. Oracy is key to raising achievement for disadvantaged and all learners. a) and b) will deliver structured development, with c) allowing teachers autonomy to develop through coaching.
iii)	<b>Develop a culture of independent work</b> through homework and revision systems, including GAINS, developing this into the 6th Form; review our 6th form entry policy	CTL A	IDG, MBA	Building on revision development started this year in y1, feedback shows the need to pursue this; desire to raise achievement further at A level
iv)	Review use of data and information so that we are <b>tracking progress and attitudes to learning</b> and families feel informed	CTL A	IDG	Addresses area most raised in parent survey; will deliver the KS3 progress system review
v)	Improve 2-way communication between departments and Inclusion so that <b>Pupil Profiles</b> are useful and manageable, and include <b>exam concession</b> information in a timely way	CTL A	PMN, SENDC o	A key part of our improvement of Inclusion to address growing numbers of students with needs

### 2) We increase the sense of belonging so that everyone thrives

#### **The challenges**

For some students, Wood Green is a place where they can access fantastic extra-curricular activities and trips, and feel a sense of belonging. We know that this is not yet true for everyone. The school environment is becoming more challenging for some; the expectations of the academic curriculum, whilst inspiring for many students, leaves some feeling failures; society locally and globally is more complex and, whilst at Wood Green we have invested in Equity, Diversity and Inclusion, we want to ensure that everyone learns to respect and include each other fully. School absence doubled nationally post-pandemic and has not recovered; this is the case at Wood Green. We also want our students to demonstrate their belonging to our school through their daily actions.

#### **The positives**

Through our Baccalaureate, we have a curriculum which clearly values the whole child, promotes doing things for others and ensures that we know what students are doing in and beyond the classroom. We have excellent opportunities for everyone to benefit from, including music, sport, drama and the DofE award. Volunteering is highly promoted.

#### **How we will build on the positives and address the challenges**

We will explicitly develop a culture of belonging, through all that we do. We will ensure that our uniform is worn well by everyone to show their belonging to the school. We will continue to develop our students' Personal Development, recognised by Ofsted, through our Baccalaureate and through our new House System, and value what our students do in and out of school.

Our Attendance Team, working closely with Oxfordshire County Council, will work with families to ensure that students are not absent from school without good reason and to support families where required.

Our new Identity-Based Harm policy will help to ensure that any student or adult feels safe from discrimination. We will ensure that we systematically listen to the experiences of families who may be less represented.

We will increase the special provisions on site for some students, so that they have an adapted curriculum that better suits their needs, including our Achievement Centre and our Connect and Pathway provisions. We will have high expectations for these students to achieve qualifications and the wider elements of our Baccalaureate.



## 2) We increase the sense of belonging so that everyone thrives

	Development	Pillar	Lead	Brief rationale
i)	<b>Attendance</b> will work more robustly with OCC Attendance to ensure that those not attending well have good reason.	PD	MAB	We need to implement more use of sanctions to complement the good levels of support in place – OCC Attendance Review
ii)	<b>Uniform</b> is worn well by every student to demonstrate belonging	PD	JTH, MAB, NTM, All	Implement new policy
iii)	<b>Expand our range of on-site provisions</b> so some students have an adapted curriculum to meet their needs	CTL A	PMN	New Enhanced Pathway, embed Connect
iv)	Ensure that the <b>Identity-Based Harm Policy</b> is well implemented	PD		Implement new policy identified in 24-25
	Carry out consultations with families to <b>ensure that the voice of those with protected characteristics informs our development.</b>	PD	EDI Lead	Improve parent and student voice.
v)	<b>Staff wellbeing</b> is developed through achieving Staff Wellbeing Objectives that have arisen from staff surveys and Trust work, thus increasing the feeling of staff belonging	FGB	RWS	Staff wellbeing is a critical part of school development

3) We develop excellent people, resources and facilities to enable everyone to succeed

### **The challenge**

Funding challenges have impacted on the curriculum and facilities across state education. Some of our buildings, from the 1950s, are not what we want them to be. Digital development provides a massive opportunity and challenge for schools. We want Wood Green to be at the forefront of using new technologies to help teaching and learning, and operations, whilst mitigating against the dangers of AI. Schools are complex places, and to maintain the vast array of opportunities requires significant operational support. We know from feedback that improving our operations, both in school and working within the Acer Trust, will benefit staff, parents and carers and, ultimately, students.

### **The positives**

We have a major £4.5million investment in our new Science and Arts building. Lettings are generating over £70000 a year and bringing the community into school even more. Through the Trust we have acquired a new carbon-neutral heating system and toilets.

### **How we will build on the positives and address the challenges**

We will develop a culture of 'excellence', empowering all staff to develop and be their best. We will complete our new build on time and on budget for use in September 2026, and invest in refurbishing other areas most in need.

We will develop our digital strategy, considering better access to IT and exploring the possibilities of AI in a safe environment. We will develop a new restaurant provision, which is such an important art of wellbeing. We will build on our partnerships with local sports clubs, arts groups and community groups to increase lettings further, re-investing all profit into facilities for students. We will exploit the benefits of being in the Acer Trust to enable more focus on learning in school, to access better value for money and more school site improvements.



## SCHOOL DEVELOPMENT PLAN 2025-2026

3) We develop excellent people, resources, and facilities so that everyone can succeed

	Development	Pillar	Lead	Brief rationale
i)	Develop a <b>Culture of Excellence</b> strategy	CTLA	RWS, All LT	A desire to revisit school culture
ii)	Develop a <b>Digital Strategy</b> , considering access to IT for staff and students, and AI development	BDOFA	SEH	AI use requires policy; Teachers require more access for students in some areas
iii)	Complete the <b>new build</b> on time and on budget	BDOFA	AB	Build essential for growing numbers
iv)	Commence <b>refurbishment programme</b> to bring existing rooms in line with new build	BDOFA	AB	Staff feedback
v)	Develop <b>lettings</b> in a sustainable way to increase revenue	BDOFA	AB	Funding pressure necessitates additional revenue to fund improvement
vi)	Through partnership with the Acer Trust Central Team, ensure <b>consistent financial and HR management</b> and best use of <b>external funding for site improvement</b>	BDOFA	AB	Previous inconsistent financial reporting; HR incidents; safeguarding of site perimeter and through improved toilet provision

# JOB DESCRIPTION

## Deputy Headteacher - Leadership of Student Personal Development

Grade:	<b>Leadership 20-24</b>
Responsible to:	<b>Headteacher</b>
Staff Responsible for:	<p><b>Assistant Headteacher (Student Progress)</b>  <b>Head of Careers</b>  <b>Head of Learning for Life (PSHCE)</b>  <b>Lead for Diversity, Equity and Inclusion</b>  <b>Lead for Transition</b>  <b>Attendance Officer and PSW</b>  <b>Other colleagues to be agreed after confirming specific responsibilities</b></p>
Meetings:	<p><b>Leadership Team</b>  <b>Heads of Year</b>  <b>Full Staff meetings – Co- Vice Chair</b>  <b>Full Governing Body – advisory capacity</b>  <b>Student Personal Development sub-committee – Lead School representative</b>  <b>Department meetings</b></p>
Purpose of Deputy Headteacher Role:	<ol style="list-style-type: none"> <li>1. The Deputy Headteacher is the second most senior teaching leader in the school and thus has a highly significant school-wide role in shaping and embedding the culture of the school, developing the highest standards and ensuring that the school organisation is effective and efficient. Under the overall direction of the Headteacher, the Deputy Headteacher will ultimately, improve outcomes for <b>all</b> students, both in their learning and their wider personal development</li> <li>2. Play a lead role in creating our school ethos, values and vision</li> <li>3. Initiate and lead significant aspects of the School Development Plan that will enable us to achieve our vision</li> <li>4. Manage other senior and middle leaders, offering challenge, support and expertise to ensure their work enables us to achieve our vision</li> <li>5. Play a lead role in monitoring the quality of provision and identifying key areas for development that each year will form our School Development Plan</li> <li>6. Play a lead role in creating an effective and efficient organisation</li> <li>7. In the absence of the Headteacher, the Deputy Headteacher will undertake (as required) his/her professional duties.</li> <li>8. In addition play a full role as a member of the leadership team</li> </ol>
Specific Roles and Responsibilities (Revised April 2026):	<p>The specific responsibilities for the Deputy Headteacher –Personal Development will be finalised depending on the successful candidate, and in conjunction with the DHT Curriculum and DHT Inclusion. However, key responsibilities are:</p>

# JOB DESCRIPTION

## Deputy Headteacher - Leadership of Student Personal Development

Specific Roles and Responsibilities  
(Revised April 2026):

### **Plays a lead role in creating our school ethos, values and vision**

- Develop all aspects of our provision for promoting Personal Development
- Develops a well-coordinated team of senior and middle leaders so that the personal development of students is excellent
- Develops our Personal Development Curriculum, as part of our Baccalaureate Curriculum
- Be part of our Safeguarding provision as a Deputy Designated Lead for Safeguarding (The DSL is the DHT Inclusion and Safeguarding – this role will be part of the wider team trained as DDSLs)

### **Initiates and leads significant aspects of the School Development Plan that will achieve our vision**

- Develop strategic approaches to Behaviour and Attendance
- Ensures that the Wood Green Baccalaureate promotes and recognises personal development
- Ensures ultimately that all aspects relating to Personal Development, including Behaviour, Attendance, Careers and PSHCE are being developed and delivered, either directly or by working through other leaders

### **Manages other senior and middle leaders, offering challenge, support and expertise**

- Manage the senior leaders delivering key aspects of student welfare, behaviour and attendance
- Manage the Careers lead
- Manage the Lead Teacher for Learning for Life
- Manage the Lead for DEI

### **Plays a lead role in monitoring the quality of provision and identifying key areas for development that each year will form our School Development Plan:**

- Develop quality assurance systems for monitoring the quality of personal development, including Behaviour and Attendance
- Ensure progress leads monitor of outcomes of students to identify students that are not making progress, and implement systems for interventions working with other leads
- Monitor success rates of the Wood Green Baccalaureate relating to Personal Development
- Oversees the quality of Careers provision
- Monitor destinations data at 16

### **Play a lead role in creating an effective and efficient organisation**

- Oversee the efficient and effective implementation of Behaviour and Attendance systems
- Leads on admission arrangements, including oversight of transition from y6 to 7 and appeals

## JOB DESCRIPTION

### Deputy Headteacher - Leadership of Student Personal Development

Specific Roles and Responsibilities  
(Revised April 2026):

*Be responsible for the following policies, including monitoring their impact and their smooth implementation:*

- WGS Behaviour Policy
- WGS Attendance Policy
- WGS Admissions Rules and Arrangements
- WGS Sex and Relationships Education Policy
- WGS Careers Access Policy
- WGS CEIAG Policy
- Equality Policy and Objectives and the Identity Based Harm Policy
- Offering Sexual Health advice (SHN)
- Information sharing

*Be responsible for the following publications:*

- To be agreed

#### **Plays a full role in the Leadership Team**

All members of the Leadership Team at WGS are expected to:

- Be an excellent practitioner in leadership
  - Play a significant role in creating a culture of: Safeguarding; Diversity, Equity and Inclusion; Health and Safety (see below); and Staff Wellbeing across the school
  - Contribute to the leading of teaching and learning both through modelling good classroom practice and through lesson observation, feedback and coaching
  - Ensure that we create a culture of positive behaviour across the school, through modelling our Positive Behaviour strategies and through being on duty
  - Actively contribute to a culture of staff wellbeing
  - Contribute to reviewing and to model at all times all school policies and procedures
  - Develop positive relationships and encourage effective communication between middle leaders, teaching and support staff, and with parents and external agencies
  - Work with Governors, including attending meetings as required
  - Manage and monitor budgets
  - Support the ethos and culture of the school actively, including supporting school events
  - Engage in relevant continuous professional development opportunities and performance management arrangements
- and within their specific areas of responsibility, to
- Be a lead expert, including knowing relevant legislation and best practice
  - Create school policy and procedure documents
  - Contribute to creating the School Development Plan, and monitoring and evaluating its impact with effective use of data
  - Be accountable for the quality of provision

**NOTE: All Leadership Team management responsibilities are reviewed regularly, based on the school's analysis of need. The Headteacher may assign reasonable additional or alternative duties at any time according to the priorities of the School Improvement and Development Plan**

## JOB DESCRIPTION

### Deputy Headteacher - Leadership of Student Personal Development

#### Health & Safety:

#### Health and Safety

You have specific responsibilities under **Health & Safety legislation** to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable

As a Manager you also need to be fully aware of the relevant activities expected of you in relation to H&S, including the need to ensure:

- All new employees, that you manage, are fully briefed at induction
- Your team are regularly reminded of key issues and responsibilities
- Your staff undertake appropriate health and safety training, including refresher training as necessary
- You carry out risk assessments, and implement them, for processes, operations and activities under your control
- Health & Safety is a regular item at team meetings



## PERSON SPECIFICATION

### Deputy Headteacher - Leadership of Student Personal Development

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Honours graduate qualification, or equivalent</li> <li>• A continued commitment to own continuous professional development appropriate to the role of Deputy Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Further study relevant to Deputy Headship.</li> <li>• Master level qualification</li> <li>• 3-5 years' experience as an Assistant Headteacher</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• A record of working as a successful senior leader with impact on whole school transformation.</li> <li>• Substantial experience of leading and managing in secondary schools.</li> <li>• A track record of achievement as an outstanding classroom teacher across the age and ability range.</li> <li>• Proven experience in contributing and playing a significant role in the development and implementation of a shared strategic vision.</li> <li>• Evidence of success in improving the achievement and attainment of students.</li> <li>• Experience of line management and appraisal of teaching and non-teaching staff, including middle leaders</li> <li>• Leading staff in an informed and sensitive manner</li> <li>• Ability to use ICT effectively to promote high quality teaching.</li> <li>• Ability to set targets for staff, and help them to evaluate their work in a way that develops their confidence and effectiveness.</li> <li>• Show commitment to meeting the needs of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continued professional development to enhance leadership skills.</li> <li>• Experience of working in more than one school/academy.</li> <li>• Experience in providing significant input into the School Improvement Plan with relevance to the new Ofsted framework.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of key data to inform the schools self-evaluation and improvement planning process.</li> <li>• Knowledge and skill in managing the performance of staff to achieve outstanding practice.</li> <li>• A working understanding of regulatory requirements governing the operation of the school, including safeguarding children, employment, pay and appraisal</li> <li>• Excellent understanding of the strategic importance of ICT and its innovative use in the working environment.</li> <li>• Knowledge of a wide range of strategies for developing a culture of professional development</li> <li>• Ability to ensure a positive ethos and structure for managing behaviour which enables all students to achieve.</li> <li>• An understanding of target setting and its use in raising aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the SEN and inclusion agenda</li> </ul>

## PERSON SPECIFICATION

Deputy Headteacher - Leadership of Student Personal Development

### Personal Qualities

- Excellent written and verbal communication skills
- Ability to lead, motivate, develop and inspire students and staff.
- Integrity, reliability and loyalty.
- Flexibility and adaptability.
- Able to delegate appropriately and effectively.
- Able to make tough decisions in the best interests of the school.
- Ability to set standards for staff and pupils by modelling hard work, charismatic teaching and professional conduct.
- Enthusiasm, energy and commitment.
- The ability to build and maintain effective professional relationships with staff, students, parents/carers and the school's partners
- An ability to draw together different disciplines to work to a common aim.
- An expectation of high standards from one self and others



## How to Apply

Please complete the application form on My New Term.

When providing your supporting statement please ensure that you:

- Briefly outline the reasons for your interest in this role and the motivation for applying.
- Show, by giving examples of experiences, behaviours and skills from your current or previous roles, how you meet the selection criteria listed for the post.

Please complete your application by **Tuesday 5th May at 12pm**.

If you have any questions please contact [HRWest@acertrust.org.uk](mailto:HRWest@acertrust.org.uk)

Wood Green School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. We are committed to equity and we value diversity. Applications are particularly welcome from women and black, Asian, and minority ethnic candidates, who are under-represented in leadership posts in the secondary education sector in Oxfordshire. An enhanced DBS check will be required for the successful applicant.

## Visits to School

If you would like to visit Wood Green School ( virtually or in person), please email Tracy Morse, Headteacher to the PA [headteacher@wgsuitney.org.uk](mailto:headteacher@wgsuitney.org.uk) or call 01993 702355 Extension 1031, who will be happy to arrange a time. These visits will take place between 20th and 24th April 2026.

## Timescale for Appointment

- Visits to school (in person or virtual) 20th –24th April 2026
- Closing date for applications Tuesday 5th 2026 at 12pm
- Interviews to take place during the week beginning 11th May 2026
- Start Date September 2026



## Wood Green School



Website:  
[www.wsgwitney.org.uk](http://www.wsgwitney.org.uk)



Phone Number:  
**01993 702355**



Email:  
[HRwest@acertrust.org.uk](mailto:HRwest@acertrust.org.uk)



Location:  
**Woodstock Road, Witney OX28 1DX**