



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

Applicant Information Pack

Deputy Headteacher

Deyes High School



Start Date:	January 2027
Closing Date:	9:00am, Wednesday 7 th October 2026
Shortlisting:	Wednesday 7 th October 2026
Proposed Interview Date:	14 th October 2026
Post Scale:	L18 to L23
Salary:	£81,457 to £92,065
Contract Term	Full Time / Permanent

Welcome from the Head of School



Dear Applicant,

Thank you for your interest in the position of Deputy Headteacher. This pack has been designed to help you should you choose to apply to us, which we sincerely hope you do. We hope it answers all your initial questions, but if not, please do not hesitate to contact us and we will endeavour to help you through your application.

Deyes High School is proud to have been the founding school in Lydiate Learning Trust. As a Trust we are expanding and working together across both the primary and secondary sectors with the ambition of becoming outstanding. Our place in Lydiate Learning Trust enables us to benefit from a wealth of collaboration in all aspects of school life, from leadership and teaching and learning to professional development and our people strategy.

Deyes High School is a vibrant, ambitious and oversubscribed school that is rated 'good' by Ofsted. Our ambition is to be 'outstanding' in all areas and welcome your application to be part of that journey.

In June 2025 all phases of our new state-of-the-art building were completed, and it is now fully operational. Staff and students are now benefitting from our modern building which spans three floors and boasts a host of state-of-the-art facilities, including high-tech classrooms, specialist science laboratories, a learning resource centre, an art studio and a multi-use games area. Our new building is net zero carbon in operation, with photovoltaic panels for solar power, hybrid natural vent units and three air source heat pumps. The school grounds include large playing fields and sports pitches, a wildlife garden, a nature trail, and a habitat area to support learning and promote wellbeing for our 1,400 students.

Alongside, and no less important, is our excellent performance. We work hard to ensure that Deyes offers a friendly, welcoming and enriching environment for all, including those who work, visit and study here.

Whilst we are proud of our achievements, we strive to improve year on year whilst maintaining the happy atmosphere for which we are renowned. We match our goals by the whole school community working together as a team.

Our people are at the heart of our success. We have developed a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level to senior leadership.

If you feel you are up to the challenge, keen to do well and would enjoy working at Deyes High School, then please apply.

We do hope you are that special person we are looking for and we look forward to hearing from you.

Warmest wishes,



Victoria Beaney
Head of School

About Us

Our **mission** is to engage with all within our Trust and beyond to enable them to show the world their strengths, their ideas and their passions. We aim to **Engage, Enable** and **Empower** all learners, young and old, across Lydiate Learning Trust to ensure our schools are outstanding.

Our Values

Our values guide the decisions we make every day.

- **RESPECT FOR OTHERS** - Show respect for and value all individuals for their diverse backgrounds, experiences, styles, approaches, ideas and beliefs.
- **TRUST** - We build trust through responsible actions and honesty.
- **PERSONAL ACCOUNTABILITY** - Take personal accountability for behaviour, actions, words and results.
- **SOLUTION FOCUSED** - Focus on finding solutions and achieving great things.
- **CAN DO ATTITUDE** - Adopt a determined attitude and work hard to get the job done.
- **COLLABORATION** - We achieve more when we work together, support each other and collaborate.
- **COMMITMENT TO SELF AND OTHERS** - Personal commitment to success and wellbeing of others in your class or team.
- **RESILIENCE** - We strive harder and are more determined to overcome challenges.
- **PRIDE** - Be proud of being part of Team Lydiate, celebrating your own and others' success.

Our Aims

We pride ourselves on our values and always try to do what is right, so that all learners reach their full potential, regardless of their starting point.

ENGAGING

1. Engaging with all learners, breaking down barriers, to develop an intrinsic love of learning.
2. Engaging with staff so that they are highly valued and listened to.
3. Engaging with families so they can work alongside their child and school on the learning journey.

ENABLING

1. Enabling all our staff, and those in other academies, to reach their potential through effective CPDL, providing first class quality experiences for all.
2. Enabling a happy, safe, supportive environment for all.

EMPOWERING

1. Empowering learners to take personal responsibility for their future, with a lifelong love of learning.
 2. Empowering learners with the tools for academic success and happiness.
 3. Empowering learners to develop the self-esteem and confidence which are necessary for a full and happy life.
 4. Empowering learners to have a pride in their work, respect for their surroundings and good relationships with others at school and in the local and wider community.
 5. Empowering leaders at all levels to lead ethically, with high levels of perseverance, proficiency and integrity.
 6. Empowering the wider community to work alongside us to our mutual benefit.
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What we can we offer you

At Lydiate Learning Trust, we take pride in our inclusive culture. We believe in recruiting talented and capable individuals, developing them to achieve their career ambitions, and thereby engaging, enabling, and empowering our young people. Our staff play a crucial role in ensuring the future success of our students and our Trust. We are proud to have created an environment that prioritises young people and fosters growth and development for all.

Lydiate Learning Trust is forward-thinking, and if you join our team, your professional development will be as important to us as it is to you. We aim to equip our staff to deliver their best by offering a generous benefits and training package. We offer:

- ❖ A future vision map and professional development
- ❖ A highly competitive salary
- ❖ A staff development programme and appropriate CPDL
- ❖ Excellent occupational health and employer assistance programme
- ❖ Cycle and Technical salary sacrifice scheme
- ❖ Family friendly policies
- ❖ Union recognition
- ❖ A friendly Trust which looks after the wellbeing of its staff
- ❖ Coaching (internal and external to the Trust)
- ❖ A high quality and supportive onboarding programme
- ❖ A modern and relevant approach to appraisal
- ❖ Annual Flu Jabs
- ❖ An excellent Pension Scheme
- ❖ Personal recognition and reward

Safeguarding

The Lydiate Learning Trust is strongly committed to Safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment and maintain a vigilant and safe environment.

All staff will be expected to follow the school's child protection policy, code of conduct for adults and managing allegations against staff procedures. All posts are subject to an enhanced DBS check and medical clearance.

Equal Opportunities

Lydiate Learning Trust is proud to be an equal opportunities employer. We welcome applications from all individuals and are committed to ensuring that no applicant or employee is treated less favourably on the grounds of sex, sexual orientation, marital or civil partnership status, race, religion or belief, colour, nationality, ethnic or national origin, or disability. We are dedicated to creating a fair, inclusive working environment and to removing barriers that cannot be objectively justified.



Job Description – Deputy Headteacher

Purpose	To provide leadership, development and management of the school's academic performance; to teach students within the school, to take a lead role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school. The post will require you to work in partnership with the Headteacher and staff to ensure the continuous improvement of the school.
Reporting to	The Head of School. The post holder is also expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the Trust's vision and values. The post holder will be expected to network and liaise across a range of external providers, other schools, both within Lydiate Learning Trust and beyond, to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.
Salary	L18 to L23 (£81,457 to £92,065)

Strategic Leadership	• Support the Headteacher in developing and implementing the school's vision, values and strategic priorities. • Contribute to school self-evaluation, improvement planning and monitoring. • Lead school improvement initiatives and ensure their effective implementation. • Promote a culture of high expectations, accountability and continuous improvement. • Contribute to policy development, review and implementation. • Support governance arrangements through reports and presentations as required. • Lead designated whole-school priorities.
Quality of Education	• Drive excellence in teaching, learning and assessment across the school. • Monitor and evaluate the quality of teaching and curriculum implementation. • Lead strategies to improve student attainment, progress and achievement. • Promote evidence-informed practice and innovation. • Support curriculum design and development to ensure a broad, balanced and ambitious curriculum. • Analyse performance data to inform strategic decision-making. • Lead interventions to address underperformance.

Student Achievement and Inclusion	• Promote high levels of achievement and aspiration for all students. • Ensure effective provision for disadvantaged students and vulnerable groups. • Support the development of inclusive practices across the school. • Oversee systems to monitor attendance, attainment and progress. • Lead initiatives to reduce achievement gaps. • Ensure all students receive appropriate support to succeed academically and personally.
Leading school Ethos and Culture	• Support the aims, ethos and mission of the school and Lydiate Learning Trust. • Treat students, staff and parents fairly, equitably and with dignity and respect to create and maintain a positive school culture. • Set a good example in terms of dress, punctuality and attendance. • Attend and participate in open evenings and school events. • Uphold the school's behaviour management policy. • Participate in staff training and development. • Attend staff and team meetings. • Develop links with governors, the Local Authority and neighbouring schools as required. • Promote a positive, safe and inclusive school culture. • Lead and monitor behaviour systems and expectations. • Ensure effective systems for attendance, punctuality and student engagement. • Support the development of students' personal, social and emotional wellbeing. • Promote student leadership, enrichment and wider opportunities. • Foster positive relationships with students, families and the wider community. Promote a strong safeguarding culture throughout the school. • Ensure safeguarding policies, procedures and practices are implemented effectively. • Support compliance with statutory safeguarding responsibilities. • Work closely with safeguarding leads, external agencies and families where appropriate. • Ensure the welfare, wellbeing and safety of students remains a strategic priority.
Leadership and Management of Staff	• Promote a strong safeguarding culture throughout the school • Ensure safeguarding policies, procedures and practices are implemented effectively. • Support compliance with statutory safeguarding responsibilities. • Work closely with safeguarding leads, external agencies and families where appropriate. • Ensure the welfare, wellbeing and safety of students remains a strategic priority.
Operational Leadership	• Support the effective day-to-day management of the school. • Contribute to resource planning and deployment. • Ensure efficient and effective school systems and procedures. • Support health and safety compliance. • Lead operational projects and organisational change where required. • Contribute to risk management and business continuity planning.

Partnerships and Stakeholder Engagement	• Develop productive relationships with parents, carers, governors, trust leaders and external partners. • Represent the school positively within the local community. • Work collaboratively with other schools and agencies to improve outcomes. • Promote the school's reputation and values. • Support effective communication and stakeholder engagement.
Accountability and Compliance	• Ensure compliance with statutory and regulatory requirements. • Contribute to inspection readiness and external reviews. • Monitor and evaluate school performance against agreed targets. • Ensure accurate reporting of school performance and improvement priorities. • Support robust quality assurance systems.
Other Specific Roles and Responsibilities	• All Teaching Staff are expected to meet the relevant Professional Standards for Teachers in addition to the job description detailed above. • All members of the Leadership Team will have generic responsibilities, including active participation in the daily management of the school, e.g. maintaining a presence around the school throughout the day. • All members of the Leadership Team will also: ▪ contribute to school self-evaluation; ▪ contribute to the strategic leadership and management of the school in order to develop an ethos and culture of higher expectations; model the ethos and vision for the school ▪ line and performance manage identified staff and teams coach and develop the staff and students for which they are accountable ▪ continue personal professional development as required; ▪ actively engage in the performance review process; ▪ lead whole school assemblies; ▪ attend school events (such as concerts and plays) and represent the school at wider community events. • Many specific responsibilities will require collaborative working with other team members and middle leaders, which all members of the SLT will develop proactively. • To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies • To comply with the school's Health & Safety policy and statutory requirements as detailed in the Health & Safety at work manual.

The above requirements are specific to the role and complement the current duties for this position. It is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job that are commensurate with the salary and job title.

Person Specification – Deputy Headteacher

Qualifications and Training		
Qualified teacher status.	E	
Degree-level education	E	
A commitment to or working towards NPQH.	E	
Up to date Safeguarding training	E	
At least 2 years of Senior Leadership experience.	E	
Experience of leadership in more than one school.	D	
Experience		
Evidence of leadership and management of a whole school aspect.	E	
Professional Development		
A record of continuous professional development that includes training in leadership and management.	E	
Experience of supporting, training and helping to coordinate the professional development of colleagues	E	
Leadership and Management		
To have the vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others.	E	
To provide evidence of good management, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies.	E	
Have the ability to access and analyse relevant data and to use this information to set priorities and determine school action.	E	
To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school.	E	
Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management.	E	
Safeguarding		
Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding.	E	
Teaching and Learning		
Highly successful classroom practitioner	E	
Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about	E	
To have an excellent understanding of how assessment strategies and target-setting are used to inform learning in order to help students make progress.	E	
The ability to help create and maintain a school site that ensures the health and safety of staff and students and which presents a stimulating and attractive learning environment for students.	E	

A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and which is sufficiently well differentiated and resourced to meet the needs of all students.	E
Knowledge and understanding of	
Statutory education frameworks, including governance.	E
Leading change, creativity and innovation	E
Strategies for communication both within and beyond school.	E
Models of learning and teaching.	E
Models of behaviour and attendance management.	E
Strategies for ensuring inclusion, diversity and access.	E
Curriculum design and management.	E
Strategies to promote individual, team and organisational development.	E
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance and intervention strategies.	E
Strategies which encourage parents and carers to support their children's learning.	E