



Deputy Headteacher Information Pack Abbey Primary School

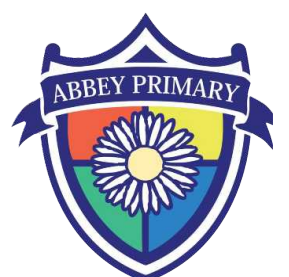
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 *The Willow*
LEARNING TRUST
Working together for Excellence



Dear Colleague,

Thank you for your interest in the position of Deputy Headteacher. This is an exciting opportunity to join a thriving and inclusive school community at a pivotal moment in its journey.

At the heart of our school is a clear and compelling moral purpose, captured in our motto: "Opening Windows to Opportunity." We are committed to ensuring that every child, regardless of background or starting point, can access a rich education, develop confidence and curiosity, and leave us well-prepared for the future. Central to this is our unwavering commitment to high expectations, for achievement, behaviour and personal development, so that every pupil is supported and challenged to reach their full potential.

As we look ahead, our Vision 2030 sets out an ambitious framework for the next phase of our development. This vision is built on:

Excellence in teaching and learning, grounded in evidence-informed practice

- A culture of consistently high expectations for all pupils and staff
- A broad, ambitious and knowledge-rich curriculum
- A culture of inclusion, equity and belonging
- A strong commitment to staff development and wellbeing
- Meaningful partnerships with families and the wider community

The Deputy Headteacher will play a pivotal role in realising this vision, working alongside the Headteacher and senior leaders to drive improvement, develop staff, and ensure that every pupil flourishes both academically and personally within a culture of ambition and excellence.

We are seeking an inspirational and reflective leader who shares our commitment to high expectations, is driven to make a difference, and is ready to contribute to the next stage of our journey.

If you would like to find out more about the role or arrange a visit, please do not hesitate to get in touch. You are warmly encouraged to contact Sam Pennelli, who will be happy to support you with any questions or further information.

We look forward to receiving your application and to learning more about how you could contribute to our school community.



Andrea Stirling-Williams
Headteacher
Abbey Primary School



A Message from the CEO

We hope the information in this pack, alongside the school's website and the January 2023 Ofsted report, gives you a helpful insight into the ethos, values and work of Abbey Primary School. Abbey is a popular two-form entry primary school, including Nursery provision, located on the border of Merton and Sutton. The school is proud of its strong sense of community and its clear aspiration to "open windows of opportunity" for every child.

Pupils are encouraged to have high expectations of themselves, to show kindness and responsibility, and to contribute positively to the life of the school. These values are evident in the daily experiences of children and underpin the inclusive and nurturing environment that Abbey provides.

The school is committed to delivering a broad, balanced and inclusive education that enables all children to thrive, develop a love of learning and achieve their full potential.

We look forward to receiving applications from talented and ambitious leaders who share these values and who are committed to making a positive difference to children's lives.

Thank you for your interest in the Deputy Headteacher position at Abbey Primary School.

Steve Hume
Chief Executive Officer
Willow Learning Trust



About our School

Abbey Primary School is a thriving **two-form entry** primary school at the heart of its community, where pupils are encouraged to flourish academically, socially and emotionally within a culture of care, ambition and high expectations.

Guided by our motto, “**Opening Windows to Opportunity,**” we are committed to ensuring that every child has access to a rich and meaningful education that broadens horizons and inspires a lifelong love of learning. We believe that all pupils can succeed and are proud of the inclusive ethos that underpins every aspect of school life.

We are a forward-thinking school that **embraces change and continuous improvement.** From September, we are excited to be expanding our provision to welcome **two-year-olds into our brand-new extension to our nursery,** further strengthening our early years offer and enabling us to support children and families from the very start of their educational journey.

Our curriculum is broad, ambitious and carefully sequenced, designed to develop secure knowledge, strong skills and deep understanding across all subjects. Teaching and learning are rooted in **evidence-informed practice,** ensuring consistency and quality across the school, and enabling all pupils to achieve well.

At Abbey, relationships are central to our success. Staff work collaboratively to create a calm, purposeful and nurturing environment where pupils feel safe, valued and ready to learn. We place a strong emphasis on high expectations, supporting pupils to take pride in their work, demonstrate positive behaviour and develop resilience and independence.

Inclusion sits firmly at the heart of our provision. We are committed to ensuring that every child, regardless of background, need or starting point, is supported to access the curriculum and succeed. This is achieved through high-quality teaching, early identification of need, and carefully targeted support.

We value the development of the whole child. Alongside our academic offer, pupils benefit from a wide range of enrichment opportunities that support their personal development, wellbeing and sense of belonging within the school community.

Abbey Primary is a school where pupils are **known, supported and challenged,** and where staff are empowered to develop their practice and contribute to a shared vision of excellence.



About the Willow Learning Trust

The Willow Learning Trust, established in 2017, is a partnership of schools in Sutton and Merton working together to raise standards and provide exceptional opportunities for pupils. The Trust currently comprises Glenthorne High School, Aragon Primary School and Abbey Primary School, three schools that have collaborated productively for many years. While united by shared values and a common vision, each school maintains its own distinctive identity, leadership and local governance, enabling schools to remain rooted in their communities while benefiting from the strength of a wider partnership.

The vision of the Willow Learning Trust is to raise standards across the local community through close collaboration between schools. The Trust is characterised by high expectations, high aspirations and a commitment to excellence for both pupils and staff. Schools within the Trust work together to develop ambitious, broad and engaging curricula, underpinned by evidence-informed teaching and learning and enriched through a wide range of opportunities for academic, artistic and sporting success. A key strength of the Trust lies in its collaborative culture. Schools work closely together to share expertise, develop curriculum provision and support one another in driving school improvement. This includes collaborative curriculum planning, joint professional development and the sharing of best practice across schools. Staff benefit from a strong programme of professional learning and development, including cross school collaboration, mentoring and support.

The Trust also values the development of the whole child. Across its schools, the taught curriculum is complemented by a rich programme of enrichment and extracurricular opportunities that help pupils develop confidence, resilience and a strong sense of identity within their communities. Strong pastoral systems and high expectations for behaviour and attitudes ensure that pupils feel known, supported and able to thrive.

Another key feature of the Trust is its commitment to teacher training and developing future educators. The Trust oversees Sutton SCITT, an Ofsted Outstanding school-centred initial teacher training provider, which supports trainee teachers across a wide partnership of schools in South London. This commitment to developing teachers ensures that the Trust continues to build expertise and strengthen the quality of education across its schools.

Through collaboration, innovation and a shared commitment to excellence, the Willow Learning Trust empowers its schools to flourish while ensuring that every pupil benefits from a high quality education within an inclusive, supportive and ambitious learning community



Job Description

Responsible to: Headteacher

Grade: L8 - L12 (£65,642 - £72,009, outer London)

Start date: January 2027

Purpose of Post

The Deputy Headteacher will work in close partnership with the Headteacher, providing both strategic leadership and operational management to ensure the highest standards across the school, underpinned by a culture of **high expectations, ambition and inclusion for all.**

- Support the development, implementation and evaluation of a broad, ambitious and knowledge-rich curriculum.
- Ensure the curriculum is well-sequenced and coherently planned, enabling pupils to build knowledge and skills over time.
- Maintain a clear focus on curriculum intent, implementation and impact across all subjects.
- Ensure the curriculum is implemented consistently well so that all pupils, including all disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, those who may face other barriers to their learning and/or well being can access and succeed.
- Lead the development of a digital strategy within the curriculum, ensuring technology enhances learning, supports inclusion and develops pupils' digital literacy for the future.
- Work collaboratively to strengthen curriculum design, including partnership work, to continuously raise standards.
- Lead and promote high-quality collaborative planning across the wider curriculum, including partnership work with Aragon Primary. Ensure that staff co-design coherent, ambitious sequences of learning that are consistently implemented.
 - Monitor the quality of planning prior to sharing, and provide targeted CPD to enhance curriculum design, teaching, and learning.
 - Evaluate impact through regular monitoring, including half-termly learning walks.

Assessment and Data Management

- Lead the school's assessment strategy, ensuring that assessment is purposeful, reliable and used effectively to check pupils' understanding and inform teaching.
- Oversee robust data management systems to ensure accuracy, consistency and usability of information.
- Use FFT targets and national benchmarks to set ambitious expectations for all pupils.
- Monitor and evaluate pupil progress over time, ensuring that all groups, including disadvantaged pupils and those with SEND, achieve well.
- Ensure staff are confident in using assessment information to adapt teaching and address gaps in learning.
- Provide clear analysis to support self-evaluation, inspection readiness and school improvement.
- Oversee assessment across the wider curriculum to support high quality teaching and learning.



Teaching & Learning

- Provide strategic leadership for teaching and learning, ensuring consistently high-quality, evidence-informed practice across the school.
- Monitor and evaluate the quality of education, ensuring teaching enables pupils to know more, remember more and do more over time.
- Support and develop subject and Phase Leaders, strengthening leadership capacity and accountability.
- Model strong teaching practice and promote a culture of continuous improvement.
- Ensure that high-quality teaching is embedded consistently across subjects and year groups, resulting in strong pupil outcomes.

Inclusion

- Provide strategic leadership for inclusion, promoting a culture where every pupil feels a strong sense of belonging, safety and value within the school community.
- Ensure that all pupils, regardless of background or need, have equitable access to a high-quality education.
- Lead and monitor the teaching and learning of all disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well being, including oversight of the Pupil Premium strategy, ensuring funding has demonstrable impact.
- Work in partnership with the SENCo to ensure early identification of need and effective support.
- Promote high expectations for all, ensuring barriers to learning are identified and addressed swiftly.
- Strengthen relationships with families to support engagement, attendance, wellbeing and inclusion.

Leadership, CPD and School Improvement

- Contribute to the School Improvement Plan and School Evaluation Form, ensuring a clear focus on raising standards and improving outcomes.
- Support self-evaluation, using a wide range of evidence to identify strengths and priorities.
- Line manage staff and contribute to appraisal processes that support professional growth and accountability.
- Lead and oversee high-quality CPD, ensuring staff benefit from evidence-informed training, coaching and mentoring that improves classroom practice.
- Develop leadership capacity at all levels, creating a culture of continuous professional learning and reflection.
- Ensure policies and practices reflect the school's commitment to high expectations and continuous improvement.

Safeguarding and Wellbeing

- Act as Deputy Designated Safeguarding Lead (DDSL), ensuring safeguarding systems are effective, responsive and fully compliant.
- Promote a vigilant safeguarding culture where pupils feel safe and are protected from harm.
- Support the wellbeing of pupils and staff, recognising its importance in enabling strong outcomes.

Operational Leadership

- Take responsibility for day-to-day leadership and decision-making.
- Promote a culture of high expectations, professionalism and pride in the school.

Wider Leadership Responsibilities

- Deputise for the Headteacher in their absence.
- Lead assemblies and promote pupils' awareness of topical issues
- Ensure clear and effective communication with all stakeholders.
- Cover organisational systems including timetabling, PPA and staff absence and any other cover arrangements.
- Work with Governors to support accountability and strategic oversight.
- Build strong relationships with the community, strengthening pupils' sense of identity and belonging.
- Represent the school externally and contribute to Trust-wide priorities.
- Undertake any other reasonable duties as required by the Headteacher.



Person Specification

Specification	Essential	Desirable	Assessed
Qualifications, Education and Training			
Qualified Teacher Status (QTS)	✓		A
Degree or equivalent qualification	✓		A
Further Leadership Qualification		✓	A
Experience			
Significant successful experience as a primary classroom teacher	✓		A/I
Experience of leadership and management within a school at senior level or equivalent	✓		A/I
Experience of improving teaching and learning	✓		A/I
Experience of monitoring and evaluating classroom practice	✓		A/I
Experience working as a senior practitioner/room lead.	✓		A/I
Successful experience of promoting inclusion, equality and diversity, to ensure every child can aim high and succeed whatever their background or circumstance	✓		A/I
Experience in leading appropriate strategies to ensure children with special educational needs and disadvantaged children can access a full curriculum, progress and achieve well.	✓		A/I
Experience of leading staff professional development	✓		A/I
Experience of whole school curriculum leadership	✓		A/I
Experience of line managing staff	✓		A/I
Experience of collaborating within a multi academy trust		✓	A/I
Knowledge and Understanding			
Strong understanding of effective teaching and learning in primary education	✓		A/I
Secure knowledge of curriculum design and implementation	✓		A/I
Understanding of inclusive practice and adaptive teaching	✓		A/I
Knowledge of strategies to raise pupil achievement	✓		A/I
Understanding of assessment systems and pupil progress	✓		A/I
Secure understanding of safeguarding and child protection responsibilities	✓		A/I

Specification	Essential	Desirable	Assessed
Skills and Abilities			
Ability to inspire and motivate staff and pupils	✓		A/I
Strong leadership and organisational skills	✓		A/I
Ability to analyse data and use it to improve outcomes	✓		A/I
Excellent communication and interpersonal skills	✓		A/I
Ability to support and develop colleagues professionally	✓		A/I
Ability to balance strategic leadership with operational responsibilities	✓		A/I
Personal Qualities			
Commitment to high expectations and inclusion	✓		A/I
Integrity and professionalism	✓		A/I
Resilience and adaptability	✓		A/I
Collaborative leadership style	✓		A/I
Experience working as a senior practitioner/room lead.	✓		A/I
Commitment to the values and ethos of the school	✓		A/I

The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.



Application Guidelines

Please read these carefully before making your application.

The Application Form

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

Personal Details

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

Career History

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

Education, Qualifications, Training

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

Statement of Suitability

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.



Referees

If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

Relationships

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

Interviews

Willow Learning Trust has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

Complaints

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

For more details, please visit Willow Learning Trust Website:

<https://thewillowlearningtrust-sutton.frogos.net/app/os#!welcome/home>

Dates For Your Diary

Closing date for application: Monday 22nd June at 9am

Interviews: Monday 29th June

TOGETHER WE LEARN ● TOGETHER, WE GROW ● TOGETHER, WE SUCCEED

