



## **Job Description**

### **Deputy Headteacher – Leading Whole School Improvement**

The Deputy Headteacher – ultimately responsible for leading whole school Improvement, is a key member of the Academy Senior Leadership Team, responsible for fostering and sustaining a culture of continuous improvement and excellence, ensuring a high-quality education for all pupils.

This leader will model and champion inclusive practice as a core driver of school improvement, uphold statutory responsibilities, and ensure that the school continuously evaluates and refines provision in response to national and local developments in innovative pedagogy, inclusion and SEND, securing improved outcomes for all pupils.

#### **Strategic Leadership and School Improvement**

- Provide clear, ambitious, and strategic leadership for inclusion, behaviour and excellence across the curriculum as core drivers of whole school improvement.
- Contribute to the development, implementation, and evaluation of the Academy Improvement Plan, ensuring an ambitious curriculum and inclusion priorities are fully embedded.
- Demonstrate tenacity, credibility, and a relentless focus on raising standards and improving outcomes for all pupils.
- Set high expectations for achievement, behaviour, and attendance, actively addressing disadvantage and advancing equality of opportunity.
- Support the Headteacher in shaping the Academy vision, culture, policies, systems, and practices to secure continuous improvement.
- Maintain up-to-date knowledge of national and local developments in inclusion, SEND, innovation and research which impacts upon outcomes, inspection frameworks, and accountability measures, translating these into effective practice.

#### **Teaching, Learning and Professional Leadership**

- Champion high-quality inclusive teaching and learning, ensuring that SEND and vulnerable pupils are a central consideration in curriculum design and delivery.
- Promote evidence-informed approaches to inclusion and adaptive teaching, supporting staff to deliver this across the curriculum through coaching, challenge, and professional development.
- Support and lead the communication and promotion of inclusive practice to staff, pupils, families, governors, and the wider community and influence the development of high quality, pedagogy.

#### **Culture, Curriculum and Pupil Experience**

- Promote a culture in which all pupils feel safe, valued, and able to access the full curriculum.
- Provide strategic advice and guidance as Deputy Designated Safeguarding Lead which impacts positively upon pupils and their families
- Champion high expectations for every pupil, including those with additional needs.



- Ensure curriculum and teaching approaches remove barriers to learning and are informed by evidence-based practice.
- Work effectively with parents and carers, securing strong partnerships that support pupils' needs.
- Liaise with external agencies (e.g., health, social care, educational psychologists, specialist services) to achieve the best outcomes for pupils.

### **Data, Monitoring and Accountability**

- Use data, research, and evidence to evaluate the impact of inclusion and SEND strategies.
- Provide regular reports to the Headteacher, Governing Body, and other stakeholders on progress and outcomes.
- Support Executive Leaders by contributing to high-quality assurance processes and monitoring performance across the Academy.
- Assist the Governing Body in understanding Academy strengths, weaknesses, and improvement priorities.

### **Resource and Financial Management**

- Support staffing, budgets, and resources linked to ring-fenced funding with integrity, transparency, and efficiency.
- Monitor the effective deployment of funding, ensuring value for money and maximised impact on pupil outcomes.
- Support the allocation and use of resources to meet statutory duties and deliver high-quality provision.

### **Managing the Academy Alongside the Headteacher**

- In the absence of the Headteacher, manage the Academy day-to-day, ensuring full adherence to Trust policies, safeguarding, and health and safety requirements.
- Manage performance, capacity, and development of staff across the Academy.
- Monitor the quality, use, and allocation of Academy resources to improve educational provision.
- Strengthen quality assurance processes and monitor progress towards strategic priorities.
- Ensure the highest standards of staff professionalism.
- Maintain high standards of pupil behaviour and conduct across the Academy.
- Demonstrate tenacity and a relentless focus on school improvement.

### **Leading and managing staff Alongside the Headteacher**

- Lead staff with drive, ambition, and compassion, modelling the Trust values.
- Carry out performance reviews and ensure resulting actions are delivered.
- Support ongoing staff development, ensuring high-quality teaching and effective pastoral and inclusion practices.
- Identify and nurture emerging leadership talent, contributing to strong succession planning.



- Challenge and support staff underperformance in line with Academy policies.
- Provide support in fostering excellent relationships across the Academy community.
- Promote a culture of respect, courtesy and professionalism.
- Seek out and share best practice to improve quality across the Academy.

### **Communication**

- Communicate effectively with leaders and staff to improve performance and quality across the Academy.
- Ensure timely and accurate communication with parents, carers, and external agencies.
- Provide updates on whole-school outcomes to the Senior Leadership Team and key stakeholders.
- Organise, chair, and attend internal and external meetings relevant to the role.
- Work closely with Executive Leaders and Headteacher to ensure smooth daily operation and effective strategic oversight.

### **General Expectation of Academy Leadership Team:**

- Take responsibility for day-to-day Academy management alongside senior leaders.
- Contribute to the Academy's vision, sense of purpose, and collective pride.
- Uphold the Trust vision of 'working together to achieve excellence for all'.
- Contribute to the Academy's strategic direction and school improvement.
- Lead change and improvement initiatives.
- Advise and support the Governing Body, including through preparation of reports.
- Inspire, challenge, motivate, and empower others to achieve ambitious goals.
- Maintain visibility across the Academy, especially at key transition times and unstructured periods.
- Maintain high expectations of behaviour and conduct.
- Use Leadership and Management time effectively to deliver priorities.
- Oversee a number of curriculum departments and contribute to quality assurance within them.
- Play a key role in the implementation of safeguarding policies to ensure the safety of all pupils.

The postholder may be required to undertake other reasonable duties and responsibilities as directed by the Headteacher or Executive Leaders, in line with the needs of the Academy.



**Person Specification  
Deputy Headteacher – Leading Whole School Improvement**

<i>Person specification and references will be used to support the selection panel's assessment</i>	Essential	Desirable
<b>Qualifications and training</b>		
Qualified Teacher Status	*	
Degree level education	*	
Senior Leadership qualifications		*
Evidence of recent continuing professional development which has been implemented into your everyday practice		*
Commitment to ongoing research into school improvement	*	
Evidence of leading professional development activity	*	
<b>Employment record</b>		
Substantial and successful experience of senior leadership across the Primary age range	*	
Examples of successful engagement and collaboration with other schools, agencies and stakeholders		*
Experience of having led the success of a school through its leadership, ethos and school effectiveness	*	
<b>Experience</b>		
Recent successful co-ordination/experience and a proven ability to raise standards delivering educational excellence	*	
Understanding of what a high-quality curriculum, teaching and learning and assessment models should look like and have the ability to model this for others to support their improvement	*	
Experience of successfully managing change – can challenge, influence and motivate others		*
A proven track record of excellence as a class teacher in the primary phase	*	
Promotion of positive behaviour management strategies and constructive handling of problems	*	



Successful experience of accelerating rates of pupil progress, including those of vulnerable pupils – a rigorous approach to accountability that can be modelled and shared	*	
An understanding of the importance of a clear commitment to the wider school ethos and all its staff as a priority over individual concerns.	*	
Use of data to inform decision making and diagnose weaknesses that need addressing	*	
<b>Knowledge</b>		
An understanding of the different ways in which children learn best – including cognitive science developments	*	
A thorough knowledge of the whole primary curriculum, its organisation and assessment		*
A commitment to and an understanding of the processes of inclusion and equal opportunities	*	
A clear understanding of current educational legislation, issues and debates		*
Experience of safeguarding pupils and ensuring their wellbeing remains high priority at all times	*	
Leads by example and understands how to adapt leadership and management styles to support others and hold them to account	*	
<b>Skills</b>		
Be able to communicate clearly and effectively both orally and in writing with pupils, staff, parents, carers and governors	*	
Have good reasoning powers and good judgement in a variety of situations	*	
Maintain, improve and develop close links with pupils, parents, carers, governors and the wider community – be visible and accessible to all stakeholders	*	
Can implement and maintain high standards and expectations to ensure pupils achieve the best that they possibly can in all areas – both academic and social	*	
Manage staff performance highly effectively, to ensure standards remain high	*	
Absolute commitment to work within an open team ethos – responding effectively to feedback and working alongside external reviews and Trust colleagues; actively contributing to the wider ethos of the Academy	*	
Maintain professional and personal integrity at all times, articulating the Academy vision and inspiring, motivating and empowering others to achieve this	*	
Excellent interpersonal and communication skills	*	



Strategic thinker who is creative and imaginative and can support, motivate and inspire others – including bringing teams together	*	
Remains positive and calm, using networks to seek advice and support when needed	*	