

Deputy Head Job Description

| | |
|------------------------------------|----------------------|
| Job title: | Deputy Headteacher |
| Responsible to (job title): | Headteacher |
| Hours of work: | Full Time |
| Salary: | Leadership Scale 5-8 |

At Carnforth School, we place strong relationships at the heart of everything we do. Our environment is welcoming, purposeful, and built on understanding the whole child. We strive to create meaningful experiences that help children understand themselves, their community, and the wider world, ensuring they are ready to make a positive contribution beyond school.

We are a vibrant, inclusive community where every child and family is known, valued, and supported to thrive. We believe that learning creates opportunities, and this belief shapes our entire approach. We are committed to fostering curiosity, ambition, independence, and resilience in our learners, supporting them to develop confidence and pride in both who they are and what they can achieve. We do this through an evidence informed approach creating an environment in which children feel safe and have a strong sense of belonging.

Carnforth offers the chance to join a dedicated, forward-thinking team who believe in creativity, inclusion, evidence informed practice, and the power of a rich, well-crafted curriculum to transform lives. Our work is purposeful, ambitious, and firmly rooted in the belief that every child can flourish.

General Duties

- Teaching on a part-time basis and undertaking all relevant duties of class teacher while acting in that capacity.
- Implementing, enforcing and exhibiting adherence to all school policies and procedures.
- Attending and contributing to all meetings of the staff cohort and the SLT.
- Planning and chairing meetings where necessary.
- Cultivating and sustaining effective positive relationships with all staff, pupils, parents, governors and stakeholders.
- Support the Headteacher in shaping and communicating the school's vision, values, and strategic direction.
- Contribute to the formulation, implementation, and evaluation of the School Development Plan.
- Lead whole-school initiatives, ensuring they are aligned with priorities for teaching, learning, behaviour, and pupil outcomes.
- Analyse school-wide data to inform decision-making and drive improvement.
- Lead safeguarding across the school
- Contributing to decisions on all aspects of policy in the school and supporting the organisation effectively day to day management of the school

Strategic Direction and School Development

- Contributing to the development of the school's vision, ethos, values and strategic direction.
- Contributing to the formulation, monitoring and implementation of the SDP.
- Supporting staff members to understand and adhere to the school's strategic direction.
- Keeping fully up-to-date with education policy, including relevant legislation, statutory guidance and good practice recommendations within the sector.
- Providing advice and support to the governing board to aid it in conducting its strategic responsibility.
- Contributing to annual budget planning and monitoring.
- Work closely with the Headteacher to articulate, model, and embed the school's vision, values, and culture.
- Ensure that all staff understand and align with strategic priorities, contributing to a unified, purposeful school community.
- Promote high expectations for inclusion, behaviour, achievement, teaching, attendance and professional conduct.

Leadership and Management

Supporting the headteacher:

- Assisting and supporting the headteacher in all functions of their role.
- Deputising for the headteacher in their absence.
- Undertaking duties as delegated by the headteacher.
- Working with the headteacher to ensure and uphold a clear system of task delegation and devolution of responsibilities for all staff.

School performance:

- Working with the headteacher to set targets, aims and objectives on a termly basis.
- Supporting staff to understand and meet the school's targets, aims and objectives.
- Evaluating the school's performance in relation to its targets, aims and objectives and working with the headteacher to adjust the school's practice in line with findings.

Staff management:

- Line managing staff as identified by the headteacher.
- Participating in the recruitment process for new staff members.
- Motivating staff in their roles and supporting them in aspects of their roles as necessary.
- Contributing to the professional growth plan process of staff as necessary, including evaluating performance and challenging underperformance.
- Working with the headteacher to ensure staff access CPD opportunities and supporting staff to access such opportunities.
- Contributing to audits of staff skills and training needs.
- Working with the head teacher to secure and provide effective training for staff members, e.g. through INSET days

Oversee Inclusion and Leadership of Attendance, Behaviour and Inclusion

Oversee Inclusion

- Lead the school's inclusive ethos, ensuring every pupil—regardless of need, background or starting point—can access a high-quality education.
- Oversee strategic planning for SEND, EAL, disadvantaged pupils, and vulnerable groups, ensuring provision is equitable, ambitious, and compliant with statutory guidance.
- Ensure all staff understand their responsibility for inclusion by design by providing training, modelling best practice and embedding adaptive teaching across the curriculum.
- Work closely with the SENCO and curriculum teams to ensure early identification of need and coordinated support for pupils.

- Monitor the impact of interventions, support plans and adaptive strategies to ensure they lead to sustained improvement in progress, wellbeing and engagement.

Leadership of Attendance and Punctuality

- Lead whole school strategy to improve attendance, reduce persistent absence, and ensure high levels of punctuality.
- Analyse attendance data to identify trends, vulnerable groups and barriers, ensuring targeted action plans are developed and reviewed.
- Oversee the attendance team, ensuring systems for communication with families, follow-up, and escalation are robust, consistent, and effective.
- Strengthen relationships with families through early help, supportive intervention and multi-agency collaboration.
- Promote attendance as a core part of the school's culture, ensuring pupils and families understand its link to safeguarding and achievement.

Leadership of Behaviour and Attitudes

- Provide strategic oversight of behaviour systems to ensure they are fair, consistent, inclusive, and aligned with the school's values.
- Use data to monitor behaviour trends, exclusions, restorative outcomes, and patterns among identified groups, shaping targeted interventions accordingly.
- Support staff to maintain high expectations and develop positive relationships with pupils, providing training in deescalation, restorative practice and trauma-informed approaches.
- Lead complex behaviour casework, working with families, pastoral staff and external agencies to remove barriers and secure positive change.

Teaching and Learning

- Promote high-quality adaptive teaching, ensuring staff use formative assessment to respond to pupils' needs and reduce barriers to learning across the age ranges
- Monitoring standards of teaching and learning in the school to ensure the highest quality of education for all pupils, including within EYFS
- Ensuring reliable processes are in place when assessing pupils' knowledge and understanding of the curriculum.
- Contributing to creating a culture of high attainment and performance where high standards are held for all pupils from all backgrounds, abilities and needs.
- Working with the headteacher to implement systems for recording pupils' progress
- Ensure that pastoral and academic systems are integrated so that wellbeing, attendance, behaviour, and progress are not considered in isolation

Training and Professional Development

- Actively engaging in CPD to ensure professional skills are up-to-date.
- Undergoing training as necessary to ensure that all aspects of the role can be effectively conducted.
- Work with Headteacher to provide strategic leadership of whole school professional development, ensuring CPD is aligned with school priorities, the School Development Plan, and staff needs.

[Type here]

- Work with Headteacher to design and implement a coherent CPD programme that builds staff expertise in teaching, learning, inclusion, behaviour and leadership.
- Ensure CPD is evidence informed, reflecting current research and best practice in education.

Pupil Wellbeing and Safeguarding

- Taking responsibility for promoting and safeguarding the welfare of pupils, and supporting the deputy DSL in conducting their duties.
- Contributing to a school culture which prioritises pupil wellbeing and mental and physical health.
- Being an approachable and professional authority figure for pupils to come to with any issues they may have.
- Contributing to the creation of an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff in the school.

[Type here]

Person Specification- Deputy Headteacher

| Qualifications and Training | |
|--|--|
| Essential | Desirable |
| Qualified teacher status (QTS). | Knowledge of current issues in education. |
| A degree-level qualification or equivalent. | A relevant leadership qualification. |
| Further relevant professional and/or academic study and evidence of CPD. | SENDCo Award or willingness to work towards it. |
| Skills and Experience | |
| Essential | Desirable |
| At least one year of proven successful leadership and management experience in a school. | Evidence of demonstrating strategic leadership. |
| Experience of working throughout the primary age range. | Experience of making effective use of funding and other resources. |
| Experience of analysing data and using it to inform future practice. | Experience of leading EYFS. |
| Experience of line managing other members of staff. | Experience of leading of Early Reading. |
| Experience of leading whole-school initiatives. | Experience of being a Pastoral lead and lead DSL |
| Able to design a strategy of improvement and implement effectively across the whole school. | |
| Experience of raising standards that have impacted positively on pupils and teaching and learning. | |
| Experience of working in schools with similar contexts to our school. | |
| Strong pedagogical understanding and has experience of teaching across the primary ranges, including EYFS. | |
| Knowledge | |

| Essential |
|--|
| An understanding of how to empower pupils and staff to excel. |
| A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. |
| Strong organisational and management skills. |
| A clear understanding of and commitment to promoting safeguarding pupils. |
| Excellent communication skills and proven ability to listen to, understand and work effectively with the school community. |
| Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities. |
| Has a particular strength of being systematic and able to prioritise effectively. |
| Have a secure understanding of how to support SEND children effectively and their families |
| Strong knowledge of the primary and EYFS curriculum in all subject areas. |
| Personal Traits |
| The successful candidate will be |
| Able to demonstrate optimistic personal behaviour. |
| Able to build positive relationships rooted in mutual respect. |
| Committed to valuing, supporting and encouraging the professional development of all staff. |
| Able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement. |
| Committed to building and maintaining effective and positive relationships with parents, governors, families and the wider school community. |
| Able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. |
| Able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. |

[Type here]

Able to show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.

Able to ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law

Additional Requirements

The successful candidate will have

An enhanced DBS certificate with barred list check

Evidence of previous leadership experience in a school.

At least two valid professional references.