



Job Title: Deputy Headteacher  
Location: Kibworth CofE Primary School  
Grade: ISR L6-L8  
Responsible To: Headteacher  
Responsible For: Teachers & Support Staff as designated by the Headteacher

Key Relationships/  
Liaison with: All stakeholders of Kibworth CofE Primary School and external partners

Job Purpose: To deputise in the absence of the Headteacher and fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD), while promoting the Trust's values of Belonging, Ambition and Equity through all aspects of school leadership, and upholding the school's distinctive Christian vision.

Hours of Work: Full time

Occupational  
Standards: Headteacher Standards

### Main purpose

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Foster a school culture in which every pupil, member of staff and family experiences belonging, is encouraged to show ambition, and is treated with equity, so that all can thrive
- Ensure excellent teaching in the school, including through training and development of staff.
- Formulate the aims and objectives of the school, establishing policies for achieving these aims and objectives and managing staff and resources to that end.
- Monitor progress towards the achievement of the school's aims and objectives
- Lead on agreed areas as designated by the Headteacher, providing CPD to staff at all levels.
- Sustain and develop the school's distinctive Christian ethos, shaped by the vision "Let your Light Shine" (Matthew 5:16), enabling pupils, staff and families of all faiths and none to flourish within a caring and inclusive community and to experience 'life in all its fullness' (John 10:10).

#### Localised objectives

- Fulfil the role of Designated Safeguarding Lead

## Duties and responsibilities

Under the direction of the headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, rooted in the school's distinctive Christian vision, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Maintain and extend their knowledge of pedagogy through active engagement with research from the Chartered College, and other recognised published sources.
- Maintain understanding of technological developments that can benefit children's learning or workforce efficiency.
- Maintain knowledge of all safeguarding practices, policies and curriculum needs.
- Seek training and continuing professional development to improve their knowledge and understanding of the role of Deputy Headteacher

### Localised objectives

- Lead on the strategic use of assessment to inform teaching and learning

## Behaviours

- Lead by example, modelling and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Actively support the Headteacher in building positive relationships with all members of the school community, through an inclusive leadership style that promotes belonging, mutual respect and professional trust.
- Support all aspects of the Trust development and evolution, translating Trust policy into the school's context.
- Communicate and embed the school's vision and culture by connecting children and staff to learning opportunities across the Trust and reinforcing the values of Belonging, Ambition and Equity.
- Support and model the distinctive Christian character of the school, including collective worship that is inclusive, invitational and inspiring, and opportunities for spiritual flourishing
- Promote a culture of high ambition for all pupils and staff, with high expectations, appropriate support and a shared commitment to success.
- Champion equity by identifying and addressing barriers to participation, achievement and wellbeing for pupils, families and staff.

- Seek training and continuing professional improvement to meet own needs as well as those of the school and the Trust.
- Lead with integrity and make ethical decisions, putting the interests of children first.
- Encourage staff to understand and become outward facing, open to innovation and demonstrate the values of altruism
- Support the Headteacher in the creation of a professional and courteous culture at all times

### Pupils and staff

Under the direction of the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Promote equity by identifying and removing barriers to achievement, attendance, participation and wellbeing, ensuring that every pupil is known, included and supported to succeed.
- Build a culture of belonging in which pupils and staff feel safe, valued, respected and connected to the life of the school.
- Promote dignity and respect so that each pupil and adult is valued as a unique individual and enabled to flourish in the widest sense
- Model and sustain ambition for all, ensuring that no pupil's background or circumstance limits expectations or opportunity.
- Provide support and induction for new staff within the school as directed by the Headteacher

Localised objectives:

- Act as champion for pupils in receipt of the pupil premium, identifying and addressing needs and ensuring effective use of pupil premium funding.

### Systems and processes

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate

- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school
- Work effectively with governors, parish, church and diocesan partners, where appropriate, to support the school's Christian foundation and community relationships
- Promote and support the development of the capacity and expertise within the school to become a centre of good practice for all staff.
- Ensure systems and processes are fair, transparent and inclusive, enabling equitable access to support, opportunity and success.

### The self-improving school system

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

### Other areas of whole school responsibility

The deputy headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

### SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore a DBS enhanced check is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

## Person specification

CRITERIA	Exemplar Expectations
Qualifications and training	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Chartered Teacher Status or other professional teaching status</li> <li>• Designated Safeguarding Lead Training (or willingness to undertake)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Teaching experience 4 years+ and over multiple age ranges</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Line management experience of support staff and/or teachers</li> <li>• Experience of contributing to whole school staff development</li> <li>• Have experience with working parents across the school</li> <li>• Have taught in at least two different schools</li> <li>• Contributed to Advisory Board Meetings (desired).</li> </ul>
Skills and knowledge	<ul style="list-style-type: none"> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Understanding of school finances and financial management</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school, the Trust's values of Belonging, Ambition and Equity, and the school's distinctive Christian vision.</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding, equity, inclusion, dignity and respect</li> <li>• Commitment to sustaining the distinctive Christian character of a Church of England school, while serving and valuing pupils, families and staff of all faiths and none</li> <li>• Ability to create inclusive environments in which pupils, staff and families feel they belong</li> <li>• Relentless ambition for the achievement and development of every pupil and colleague</li> <li>• Ability to recognise and address barriers to participation, achievement and wellbeing</li> <li>• Ability to maintain and inspire positivity with staff in challenging times</li> <li>• Be a self-reflective practitioner in all areas of Teaching and Leadership</li> </ul>

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: 13/05/26

Next review date: TBC

Headteacher's signature:

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Date:

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Postholder's signature:

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Date:

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