

CANDIDATE PACK

Deputy Headteacher

Peak School, Chinley

Job Title	DEPUTY HEADTEACHER
Location	Peak School, Buxton Road, Chinley, SK23 6ES
Hours per week	32.5 hours
Weeks worked per year	All Year Round
Reporting to	Headteacher/Head of School
Salary Scale	Leadership Pay Scale 08-12
Salary:	£63,688 - £70,275 (subject to pending Pay Award)

JOB DESCRIPTION

Main purpose of the role

The Deputy Headteacher will work with the Headteacher to provide strategic and operational leadership of Peak School, ensuring high-quality provision, ambitious expectations and positive outcomes for all pupils.

The postholder will deputise for the Headteacher when required and will have specific strategic responsibility.

As a member of the senior leadership team, the Deputy Headteacher will contribute to whole-school improvement, quality assurance, staff development and the effective day-to-day leadership of the school.

Key accountabilities

1. Strategic leadership and school improvement

- Work with the Headteacher to set and implement the school's strategic direction, priorities and improvement plans.
- Contribute to school self-evaluation and improvement planning, including the SEF and SIP, and lead agreed whole-school improvement priorities.
- Use quality assurance, performance information and relevant data to evaluate provision, identify priorities and secure continuous improvement.
- Deputise for the Headteacher as required and provide effective leadership of the school in their absence.
- Contribute to policy development, risk management, succession planning and recruitment.
- Provide clear and accurate information on school performance to the Headteacher, governing body and Trust, offering appropriate support and challenge.

2. Safeguarding, pastoral care and inclusion

- Provide strategic leadership for safeguarding and child protection within the responsibilities delegated to the post, including DDSL responsibilities where designated.
- Ensure safeguarding systems, practice, training and record keeping are effective and reflect current statutory guidance and school/Trust policy.
- Promote a strong safeguarding culture in which staff understand their responsibilities, pupils are listened to and concerns are identified, reported and acted upon promptly.
- Ensure pupils receive appropriate academic, behavioural, pastoral and wellbeing support, with particular regard to vulnerability and additional need.
- Provide strategic oversight of provision for children who are looked after and promote effective multi-agency working.

3. Behaviour, attitudes, attendance and personal development

- Lead and communicate high expectations for behaviour, attitudes and attendance, ensuring consistent routines and a positive, inclusive school culture.
- Promote relational and positive behaviour approaches appropriate to pupils with SEND, SEMH needs, communication difficulties and behaviours that challenge.
- Monitor the effectiveness of behaviour, attendance and pastoral strategies and ensure appropriate support and adaptations are put in place.
- Ensure pupils are treated with dignity and respect and that equality, diversity and inclusion are actively promoted.

4. Quality of education and SEND

- Maintain ambitious expectations for all pupils with SEND and promote high-quality teaching and learning across pathways and subjects.
- Work with leaders to ensure the curriculum is broad, balanced, cohesive and appropriately adapted to pupils' needs.
- Support the effective use of assessment and pupil information to evaluate progress, inform provision and improve outcomes.
- Promote effective implementation and review of pupils' education programmes, plans and EHCP outcomes, including contribution to the annual review process.
- Ensure staff and pupils have the resources, support and adaptations needed for effective teaching and learning.
- Promote coordinated working across education, care, health and other professional services where appropriate.

5. Leadership and management of staff

- Line manage designated staff and leaders, setting clear expectations and supporting effective performance.
- Develop a professional culture of high expectations, collaboration, accountability and continuous improvement.
- Support appraisal, professional development, coaching and training, taking appropriate action where performance requires improvement.
- Contribute to safer recruitment, induction, workforce planning and succession planning.
- Promote staff wellbeing, effective workload management and a culture in which colleagues are valued and supported.

6. Operational leadership

- Support the effective day-to-day operation of the school, ensuring systems, staffing and resources enable safe and effective provision.
- Ensure school and Trust policies are implemented consistently and that statutory and organisational requirements are met within delegated areas.
- Support effective planning, delegation and deployment of staff and resources.
- Respond effectively to incidents, emergencies and unforeseen situations, working with the Headteacher and other leaders as appropriate.
- Maintain appropriate oversight of records, risk assessments and other operational information relevant to delegated responsibilities.

7. Partnerships and accountability

- Build effective, respectful partnerships with parents and carers and ensure they are appropriately involved in supporting pupils.
- Work collaboratively with external professionals, commissioners, support services and other agencies to secure effective provision for pupils.
- Contribute to and, where appropriate, lead meetings with staff, parents, professionals, governors and Trust colleagues.
- Represent Peak School and Esteem Multi-Academy Trust positively and contribute to collaboration and the sharing of effective practice across the Trust and wider education system.
- Ensure stakeholder and community engagement supports the school to remain outward-facing and responsive to changing needs.

Professional responsibilities

- Model the vision, ethos and values of Peak School and Esteem Multi-Academy Trust, demonstrating integrity, professionalism, discretion and sound judgement.
- Maintain high standards of professional conduct and appropriate confidentiality.
- Participate fully in appraisal, professional development and training relevant to the role.
- Act in accordance with Trust and school policies, including safeguarding, health and safety, equality, data protection and safer working practice.
- Undertake other duties of a similar level that may reasonably be required by the Headteacher.

Safeguarding responsibilities

The Deputy Headteacher has a senior responsibility for promoting and safeguarding the welfare of children and young people. The postholder must maintain an attitude of 'it could happen here', act in the best interests of children at all times, comply with Keeping Children Safe in Education and relevant school/Trust procedures, and maintain up-to-date safeguarding and child protection knowledge.

The postholder will promote a safe, inclusive environment; ensure concerns, disclosures and allegations are acted upon in line with procedure; maintain appropriate professional boundaries and confidentiality; and actively challenge discrimination, bullying, harassment and inappropriate behaviour.

General

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, agency staff, contractors and visitors to share this commitment.

This post involves regular contact with children and may involve regulated activity. The successful candidate will be required to undertake all relevant pre-employment checks in line with statutory guidance and safer recruitment practices, including an Enhanced Disclosure and Barring Service (DBS) check with Children's Barred List check where appropriate, online searches, verification of identity, right to work in the UK, qualifications, employment history and references.

We are committed to the fair treatment of applicants and the recruitment of ex-offenders. A criminal record will not automatically prevent an applicant from being appointed. Any relevant information disclosed will be considered fairly and on an individual basis, taking into account the nature of the role, the circumstances of the offence(s), and the safeguarding responsibilities of the post.

Esteem Multi-Academy Trust is an equal opportunities employer and is committed to creating an inclusive environment for all employees. This approach reflects the safer recruitment expectations outlined within *Keeping Children Safe in Education 2026*.

PERSON SPECIFICATION

Applicants should demonstrate the following criteria through their application and selection process.

Criteria	Essential	Desirable
Qualifications	• Qualified Teacher Status (QTS). • Evidence of relevant recent professional development and commitment to further training.	• NPQSL, NPQH or other relevant leadership qualification.
Leadership experience	• Successful senior leadership experience in an education setting. • Experience of leading school improvement, quality assurance and change. • Experience of leading and managing staff, including performance and professional development. • Ability to contribute effectively to school self-evaluation and strategic planning.	• Track record of successful leadership resulting in improved outcomes and/or positive school culture.
SEND knowledge and experience	• Strong knowledge and experience of inclusive education and SEND • Knowledge of inclusive curriculum and pedagogy and how teaching, curriculum and assessment can be adapted to meet learners' needs. • Knowledge of relational/positive behaviour approaches for pupils with SEND, SEMH needs, communication difficulties and behaviours that challenge. • Knowledge of the EHCP review process. • Experience of working effectively with pupils with additional needs and with families and professionals.	• Experience of teaching pupils with SEND in a specialist school setting. • Knowledge of assessment approaches across a range of special educational needs.

Criteria	Essential	Desirable
Safeguarding	• Strong safeguarding and child protection knowledge and a clear commitment to promoting the welfare of children and young people. • Understanding of personal responsibility, professional boundaries, confidentiality and appropriate information sharing. • Knowledge of current statutory safeguarding guidance, including Keeping Children Safe in Education. • Willingness to undertake all safeguarding and safer recruitment training required for the role.	• Designated Safeguarding Lead training and/or experience.
Leadership skills and professional attributes	• Strong strategic and operational leadership and decision-making skills. • Excellent written and verbal communication skills, with the ability to communicate professionally with pupils, staff, families, governors and other professionals. • Collaborative, solution-focused approach with high expectations for self and others. • Ability to organise, prioritise, use initiative and meet deadlines. • Ability to respond calmly and effectively to complex, challenging or unforeseen situations. • Commitment to equality, diversity, inclusion and anti-discriminatory practice. • Professional integrity, resilience, sound judgement and commitment to the values of the school and Trust.	• Evidence of innovative and creative approaches to school improvement.