

Role Profile: Deputy Headteacher

Job Description

Job Title:	Deputy Headteacher
Location and Team	Lancaster Girls' Grammar School, Regent Street, Lancaster, LA1 1SF Senior Leadership Team
Terms	Permanent, 1 FTE
Salary Range	STPC Leadership Range points LPR19-23, currently £80654 - £88950 for full time employees.
Responsible To	Headteacher
Staff Responsibility	Assistant Headteachers, Heads of Department, Heads of Year.
Essential car user	No
Job Purpose/ Scope of Work	Support the Headteacher in providing strategic leadership and management across the school, driving high standards in teaching, learning, and pupil achievement. Contribute to school's vision and values, ensuring a safe, inclusive, and stimulating environment for students to learn.
Key Responsibilities:	
Strategic leadership: shaping the future	
<ul style="list-style-type: none">● Deputise for the Headteacher in their absence, ensuring continuity in all areas● Work with the Headteacher to ensure that the vision for the school is clearly articulated, shared, understood and acted upon by all● Lead, with the Headteacher and Senior Leadership Team, in creating agreed objectives, and operational plans which will promote and sustain school improvement.● Demonstrate the vision and values in everyday work and practice.● Motivate staff and students to have a shared culture and positive climate.● Promote creativity, innovation and the use of appropriate new technologies to achieve excellence.● Attend Governing Body meetings as needed to advise, report, and support committees.● Ensure school's policies meet the needs of students, sixth form students and staff, are developed with them, and communicated clearly so they are thoroughly understood by all stakeholders, and are applied consistently, constantly monitored for significant patterns emerging (and responding actively to these), and conform to statutory requirements and best practice.● Ensure high quality CPD and support for staff, and hold staff to account using data, observations of practice and pupil / staff / parental voice.	

- Work with SLT in ensuring a culture and ethos of challenge and support where all pupils achieve success and become engaged in their own learning.
- Lead a team of middle leaders and other pastoral staff to ensure the pastoral provision of the school is of high quality, delivering consistently strong support for pupils, especially those most needful of help, support or guidance. Be responsible for the development of the ethos / culture and processes that allow staff and pupils to feel safe and reach their maximum potential.
- Provide an excellent role model of challenging, successful and enjoyable teaching.
- Monitor developments and initiatives at a national and international level on pupil and student behaviours to ensure that the school is at the forefront of effective practice.
- Establish new ways that we can celebrate excellent behaviour and achievement so that all pupils feel that their efforts are recognised and that they are valued.

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across all subjects and phases.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing pupil's knowledge and understanding of the curriculum.

Staff development and Performance Management

- Lead, inspire, and motivate staff to achieve the highest standards
- Assist the SLT in building a collaborative learning community within the school and through working with other schools
- Ensure that staff are consistently supported to be at their best, by contributing to induction and continuing professional development and performance development reviews
- Maintain a culture of praise, celebration and high expectations so that staff and students feel valued and recognised; also taking timely action if concerns arise
- Manage your own workload and that of others to allow for appropriate work/life balance
- Guide, support and evaluate the work of staff who are line managed by the Deputy Headteacher, helping them to be at their best.
- Provide a Senior Team Link role to agreed departments, taking a regular and detailed interest in their progress and staff, ensuring that school policies and standards are implemented and maintained and helping them to move forwards to greater success.
- Build capacity within middle leadership, and develop future leaders.

Management and Self Evaluation

- Contribute to the review, communication and implementation of school policies and procedures to support excellent student behaviour and positive relationships within the school; provide direct assistance to staff in sustaining these.
- Provide an effective presence around the school as often as possible, especially in busy places at breaks and lunchtimes, maintaining high standards of behaviour and appearance from students.
- Work with the Headteacher to achieve good organisation and management, creating efficient systems and structures to enable everyone to do their jobs well in line with legal requirements.

- Make best use of technologies, to support the running of the school and the effectiveness of staff and students.
- Help to keep the school environment attractive and in good order; report any problems or health and safety issues promptly to the Site Manager; participate in designing/building improvements.

Securing accountability

- With the Headteacher, ensure that statutory responsibilities are met; put systems and policies into action, monitor effectiveness and provide reports, especially in relation to external requirements such as for Ofsted.
- With the Headteacher, develop procedures for quantitative and qualitative self evaluation, with accurate analyses using the best methods and high quality data; identify improvements, celebrate success, challenge under performance and take responsibility for outcomes.
- Provide reliable and valid analyses appropriately for governors, parents and other audiences of the school's performance and areas for development.
- Participate positively in the review of own performance; accept guidance, identify how to contribute personally to raising achievement further and act upon it.

Specific areas of leadership will be determined based on the skills and experience of the successful candidate. We are particularly interested in candidates with Pastoral or Quality of Education backgrounds.

Given the rapid rate of change in education and our ambitions for continued improvement at the school, from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher. In addition, candidates should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible. All members of the leadership team have a range of other responsibilities from year to year.

Prepared by (name, role, date): Chris Beard, Headteacher, January 2026

The above Job Description sets out the area of work in which duties will generally be focused, and gives an **example** of the type of duties that the postholder could be asked to carry out.

Please note that this is for **guidance** only. Postholders are expected to be flexible and to operate in different areas of work/ carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Student Focus

We put our students' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Job Title:	Deputy Headteacher	Range:	Leadership Pay Range
Requirements (based on the job description)		Essential (E) or desirable (D)	To be identified by: application form (AF), interview (I), references (R), or other (give details)
Qualifications			
Degree in relevant subject	E		AF/ certificates
Teaching qualification with QTS in a Secondary subject	E		AF/ certificates
Experience of recent relevant professional development	E		AF/I/R
Further professional qualifications (e.g. NPQ, MA)	D		AF/certificates
Experience			
Successful experience of working as part of a Senior Leadership Team in a Secondary School	E		AF/I/R
Being an outstanding practitioner in the classroom and delivering results which reflect this	E		AF/I/R
Significant experience of leadership and management in a whole-school context leading either curriculum or pastoral teams	E		AF/I/R
Effective leadership of whole school developments relating to behaviour and attitudes and/or personal development	E		AF/I/R
Experience of school self-evaluation and improvement planning	E		AF/I/R
Experience of holding others to account and tackling under performance	E		AF/I/R
Evidence of leading on the professional development of other staff	E		AF/I/R
Experience of working with outside agencies in a professional, collaborative and pupil-focused way to bring about positive change	D		AF/I/R
Highly experienced DSL with a strong track record of safeguarding	D		AF/I/R
Experience of leading Teaching and Learning at a school level	D		AF/I/R
Experience of teaching in an 11-18 school	D		AF
Teaching experience in more than one school	D		AF
Demonstrable impact in:	D		AF/I/R

<ul style="list-style-type: none"> ▪ Improving culture ▪ Improving attendance ▪ Improving outcomes 		
Knowledge and abilities		
Good knowledge and understanding of current educational issues, including national policies, priorities, and legislation	E	AF/ I/ R
Good knowledge and understanding of strategies that support the inclusion of all students, ensuring their educational needs are fully met	E	AF/ I/ R
Good knowledge and understanding of current cultural, pastoral, safeguarding and inclusion provision, relevant to the needs of the school	E	AF/ I/ R
Up to date knowledge of KCSIE and best practice safeguarding arrangements	E	AF/ I/ R
Personal qualities, skills and characteristics		
Ability to build on current good practice whilst moving the school forward with vision and vigour	E	AF/I/R
Inspire, challenge, motivate and empower others	E	AF/I/R
Ability to build and maintain effective relationships through effective interpersonal skills	E	AF/I/R
High professional standards in dress, attendance and punctuality	E	AF/I/R
Ambitious and keen to develop skills and experience for Headship	D	AF/I/R
Other (including special requirements)		
Satisfactory DBS clearance	E	On appointment.
Commitment to safeguarding and protecting the welfare of children and young people	E	AF / I
Commitment to equality and diversity	E	AF / I
Commitment to health and safety	E	AF / I
Commitment to attendance at work	E	AF / I
Commitment to undertake relevant professional development and safeguarding training	E	AF / I

Pre-Employment Risk Identification Form (R.I.F.)

This form is provided to potential applicants to so that you are aware of the potential risks associated with this role; this form does not override the employer's requirement to undertake a general risk assessment under the management Health and Safety at Work Regulations 1999.

Post title	Deputy Headteacher
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A. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)

Please note that if any of the following 10 activities are involved, there is an automatic requirement for a pre-employment assessment by Occupational Health and, possibly, for subsequent Health Surveillance.

		Yes	No
1	Work at heights (<i>e.g. over 2m from tall step/extension ladders; scaffold towers, roofwork etc).</i>		X
2	Work in excessively noisy environments above statutory control limits (<i>Highly unlikely to include examples associated with any office environments. Examples might include use of woodworking machinery, road drilling, masonry cutting etc).</i>		X
3	Work in unusual environmental conditions (<i>e.g. where access or egress or free flow of air may be restricted or where there may be a build up of gases, vapours or fumes or the use of breathing apparatus is required).</i>		X
4	Use of hand operated tools and equipment known to be associated with hand arm vibration syndrome (<i>e.g. percussive metalworking tool; rotary handheld tool [not floor polishers]; grinders; percussive hammers and drills etc).</i>		X
5	Driving a heavy goods vehicle, coach, bus or minibus belonging to Lancashire County Council, transporting others in their own vehicle, or regularly transporting more than three other people as part of normal duties.		X
6	Some contact with hazardous substances (<i>e.g. chemicals with an orange warning label indicating: very toxic; toxic; harmful; corrosive; sensitising by inhalation/skin contact; carcinogenic; mutagenic; toxic for reproduction; professional bio/pesticides; organophosphates; gluteraldehyde; latex gloves).</i>		X
7	Prolonged or frequent exposure to machine generated wood dust, or other heavy or excessive concentrations of mineral dust.		X
8	Work with lead or lead-based products (<i>e.g. some paints).</i>		X
9	Food handling/preparation (of raw or uncooked food only).		X

10	Occupational fieldwork or work in extreme conditions (e.g. involving excessive heat or cold or frequent walking for long distances over rough terrain in all weather conditions, forestry/countryside work).			X
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B. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)

This section is for the information of applicants and does not facilitate a referral to Occupational Health.

		Yes	No
11	Face to face contact with the public/service users (e.g. at sensitive front line posts re abuse, aggression, assault).	X	
12	Working in isolation/lone working.		X
13	Work with electrical wiring (e.g. colour blindness).		X
14	Work where there may be an increased risk of needlestick injuries or blood borne infections HIV; Hepatitis B; Hepatitis C: (e.g. site supervisors; site work, grounds or buildings maintenance, gardeners; some carers).		X
15	Work that may bring the employee into contact with rats, rat contaminated ground or other animals or livestock (e.g. risk of weils disease, other animal borne diseases, zoonoses).		X
16	Manual handling (other than routine office/administrative lifting and carrying e.g. assisting / moving service users with mobility problems, portering type activities).		X
17	Working with vulnerable service users (e.g. children with disabilities; the elderly; children/adults with learning difficulties; alcohol/drug abusers).	X	
18	Work involving repetitive movements or forced posture (e.g. twisting, screwing, movements of the hands wrists, arms and/or shoulders awkward body and limb posture or excessive force, bending, kneeling).		X
19	Work as a regular display screen user (where more than $\frac{1}{3}$ of a person's time is spent using DSE continuously over any 1 month period).	X	

Any other occupational hazards/comments that you consider to be relevant to the post which are not included above: none.