

AGORA
LEARNING
PARTNERSHIP

Deputy Headteacher



(A brand-new special school for children with communication and autism needs)



Recruitment Pack

Full Time, Start date: April 2026

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Welcome from the Chief Executive Officer

Dear Applicant,

I am delighted that you are interested in finding out more about the position of Deputy Headteacher within the Agora Learning Partnership. This position offers the successful applicant an exciting opportunity to help lead Journeys Academy, a brand-new special school for children with communication and autism needs which is due to open in September 2026.

Journeys Academy will be one of the eleven Academies that form the Agora Learning Partnership; an organisation where collaboration and partnership are believed to be the key to success. The Agora Learning Partnership is a place where we 'work together, learn together and succeed together'.

At the Agora Learning Partnership, children are placed at the heart of all decisions that are made; it is also a place where school leaders make 'local decisions for local children' to ensure the needs of the children are met.

School leaders are well-supported by a dedicated central team, to ensure they can focus on their schools, the children and provide a high-quality education for every child.

The Role

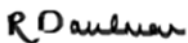
Becoming the founding Deputy Headteacher of Journeys Academy is not just about supporting school leadership — it is about helping to build it from the ground up. You will play a central role in shaping the school's ethos, curriculum and culture, working alongside the Headteacher to recruit and develop the staff team. Your leadership will establish the foundations on which future generations of children and families will thrive, creating a legacy that endures well beyond the school's opening.

We are looking for a passionate, innovative leader with proven experience in special education to support the Headteacher and take on this rare challenge. If you are a dynamic or aspiring senior leader who sees themselves making local decisions to meet the needs of children, whilst playing a positive role in our Partnership overall, then we look forward to receiving your application.

I hope you find the information in this recruitment pack useful; however, you may like to find out more about the role. I am more than happy to talk through this opportunity alongside the Director of Education confidentially. A school visit prior to application is unfortunately not possible at this time, due to it currently being a working building site. However, please feel free to contact me on HR@agoralearning.co.uk to arrange a confidential call.

I look forward to hearing from you.

Kind regards

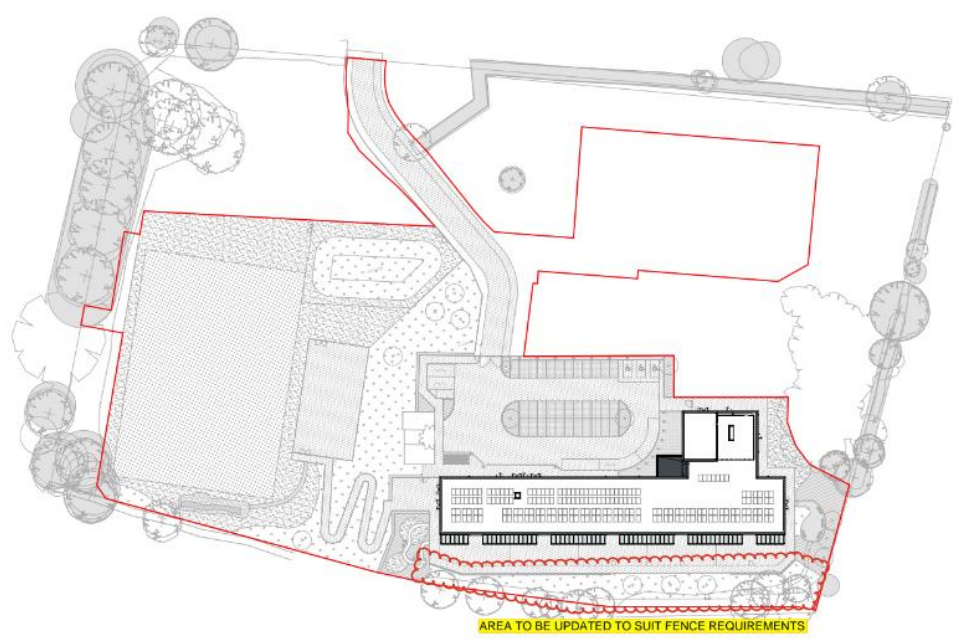


Rebecca Daulman
Chief Executive Officer

Journeys Academy Artists Impression



Journeys Academy Building Plans



① General Arrangement Plan - Level 00
1:100



② North Elevation (Front)
1:100



③ South Elevation (Rear)
1:100

Join us in Shaping the Future of Journeys Academy

A unique opportunity to be part of the leadership team in a brand-new special school.

Journeys Academy is an exciting new 60 place primary special school opening in the Autumn Term 2026 in Potters Bar, Hertfordshire. Purpose-built to provide exceptional education for children with communication and autism needs, it will be developed on the historic site of the former Sunnybank Primary School (closed in 2007) at 29 Field View Road, Potters Bar, EN6 2NA.

On this once-familiar site a new story is beginning. Journeys Academy will transform the location into a vibrant, purpose-built centre of excellence, bringing together families from across the county. Offering cutting edge specialist teaching alongside a mainstream aligned curriculum, and creating a nurturing, inclusive environment where every child can thrive. More than just a new building, it represents a bold investment in Hertfordshire's future and will become a beacon of innovation, expertise and hope for children, families and the wider community.

Here we will provide an exceptional education for children with communication and autism needs, enabling them to access a curriculum in line with their mainstream peers while receiving the specialist support, they deserve.

We are seeking an inspirational founding Deputy Headteacher to join us from April 2026 for a once in a career opportunity to help shape, establish and lead a new school from the ground up in partnership with the Headteacher.

Our pupils will come not only from Potters Bar but from across Hertfordshire, reflecting the significant demand for specialist provision county-wide. The school will initially be organised into year groups, enabling effective delivery of a progressive National Curriculum. We anticipate welcoming 36 children in our first year, growing to 60 pupils in our second year of operation.

Starting in April 2026, you will play a pivotal role in building Journeys Academy by:

- Recruiting and inducting staff
- Supporting the design of the curriculum
- Supporting the creation of policies and procedures
- Supporting children's transition into the school in September 2026

The school's name, Journeys Academy, reflects both its local heritage and its vision. Potters Bar owes much of its growth and development to the coming of the railways from inner London and beyond. This connection to travel is echoed in our ethos: like stations on a map, each step in a child's education marks part of their wider journey. At Journeys Academy, we will nurture children academically and holistically, preparing them for the wider world and supporting them to be happy, healthy and successful.



Agora Learning Partnership

Job Description:

Deputy Headteacher



This job description may be varied at any appropriate time, following a period of consultation with the employee. It may also be reviewed annually in conjunction with the appraisal process and planning for the next academic year.

Salary	L8 – L12 (£62,962 - £69,332) Including Fringe
Line manager	Headteacher
Responsible to	Headteacher
Location	Hybrid based initially

Core Purpose of the Post:

The Deputy Headteacher will:

- Under the direction of the Headteacher, formulate the aims and objectives of the school
- Support the educational journey of children with autism and communication needs who can function in line with age related expectations or above, enabling the children to flourish by meeting their individual needs
- Undertake the professional duties of Deputy Headteacher reasonably delegated by the Headteacher
- Undertake the professional duties of Headteacher in the event of their absence
- Meet the expectations set out in the Headteachers' and Teachers' Standards
- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)

N.B. The duties listed below are not an exhaustive list of requirements. The specific nature and balance of these responsibilities will vary according to the needs of the school.

Duties and Responsibilities – Specific:

The Deputy Headteacher will have delegated responsibilities which are both school-wide and of considerable weight and will be in addition to carrying out the professional duties of a teacher.

The Deputy Headteacher will:

- Understand the local, national and global influences on learning developments in the field of special education and looking at current practice, policy and research to inform teaching and practice.
- Managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement
- Provide leadership and management of teaching and learning throughout the school
- Take a lead role in monitoring and evaluating standards across the whole school, actively promoting effective teaching and learning practices
- Contribute significantly to the direction of the School Improvement Plan, taking account of the priorities of the school
- Work closely with the Headteacher to ensure that the school offers a high quality and engaging curriculum for its pupils
- Be an active participant of the schools' senior management team

Whole-school organisation, strategy and development:

- Ensuring the schools' vision is clearly articulated, understood and acted upon effectively by all
- Demonstrate the vision and values of the school in everyday work and practice
- Assist the Headteacher in the ongoing review of standards of leadership and teaching and learning, working with others on curriculum and/ or pupil development to secure coordinated outcomes
- Create costed subject development plans which contribute positively to the achievement of the school development plan, and which actively involves staff in its design and execution
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures

Additional and Special Educational Needs and Disabilities:

- Ensure the expectations for all children, including those deemed vulnerable are both ambitious and inclusive, resulting in all children being able to access the curriculum and the needs of all children being met

Health and Safety

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Provide staff and children with a safe, orderly and inclusive environment, where diversity is celebrated and valued
- Promote the safety and wellbeing of pupils
- Achieve high standards in pupil behaviour and engagement by making adaptations to meet the needs of each child

Working with colleagues and other relevant professionals:

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.

Management of staff and resources:

- Provide a personalised curriculum for each child to meet their individual needs and enable them to reach their full potential
- Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Monitor quality and standards of resources delegated to them.

Professional Development:

- Take part in the school's appraisal procedures
- Take part in further training and development to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others.

Communication:

- Communicate effectively with pupils, parents/ carers, colleagues, wider school community and governors.

Duties and Responsibilities – General:

The Deputy Headteacher will:

- Uphold the ethos of the Trust
- Actively assist in achieving the Trust's vision and aims
- Actively support the implementation of the Trust's strategic plans
- Establish and maintain professional and effective working relationships
- Contribute positively to creating a productive and happy working environment
- Work effectively with colleagues as a member of the team, taking individual and collective responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying
- Participate as required in meetings and training with colleagues in respect of duties and responsibilities of the post
- Take responsibility for their own professional development and play a full and active part in the appraisal process
- Adhere to all Trust policies and procedures, including those pertaining to:
 - Child protection and safeguarding (and be pro-active and professional with regards to all child protection-related matters)
 - Finance
 - Health and safety
 - Data Protection
 - Equality, ensuring that all stakeholders are treated fairly and equally
- Always maintain confidentiality in respect of Trust related matters and prevent disclosure of confidential and sensitive information
- Undertake any other duties of a similar level and responsibility as may be required by the Deputy Headteacher.

Agora Learning Partnership Person Specification: Deputy Headteacher



Requirements of the Post	Essential	Preferred	Source
Qualifications			
Degree and qualified teacher status.	x		Application
Evidence of recent training relevant to whole school leadership and management.	x		Application
Thorough understanding of Child Protection and Safeguarding and commitment to safeguarding as part of the duty of care.	x		Assessment/ Reference
Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	x		Assessment/ Reference
Experience			
Evidence of effective involvement with parents and governors.	x		Application/ Assessment/ Reference
Varied experiences of excellent teaching across more than one primary key stage.		x	Application/ Assessment/ Reference
Experience of working with/teaching children with special educational needs (SEND).	x		Application/ Assessment/ Reference
Successful leadership and management of a whole school initiative.	x		Application/ Assessment/ Reference
Experience of leading safeguarding in a school and the best practice and procedures for safeguarding children and supporting children with special educational needs and/or disabilities	x		Application/ Assessment/ Reference
Recent successful leadership experience in a primary school setting.	x		Application/ Assessment/ Reference
Experience of leading and managing a team and successfully mentoring or coaching teachers, including ECTs.	x		Application/ Assessment/ Reference
Experience of contributing to self-evaluation and school improvement, including data analysis.	x		Application/ Assessment/ Reference
Experience of leading the professional development and appraisal of staff within the context of school improvement.		x	Application/ Assessment/ Reference

Knowledge			
Good understanding of the current developments in the educational landscape, including in relation to curriculum and SEND	x		Assessment/ Reference
Excellent understanding of the pedagogy of teaching, strategies for improving teaching and raising standards.	x		Assessment/ Reference
Of what constitutes an effective curriculum and excellent teaching and learning, including in relation to provision for children with SEND	x		Application/ Assessment/ Reference
A trauma-informed approach to working with children	x		Application/ Assessment/ Reference
Ability			
Good ICT skills.	x		Application/ Assessment/ Reference
Able to form and maintain excellent relationships with a range of stakeholders.	x		Assessment/ Reference
Excellent written and verbal communication.	x		Application/ Assessment/ Reference
Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school.	x		Assessment/ Reference
Able to implement change and plan strategically.	x		Assessment/ Reference
Excellent organisational skills, able to initiate new ideas, work effectively under pressure, prioritise appropriately and meet deadlines.	x		Assessment/ Reference
The ability to set clear, high expectations and to support and hold others to account.	x		Assessment/ Reference
Personal Qualities and Attributes			
Able to form and maintain excellent relationships with staff, parents, governors and the wider community.	x		Assessment/ Reference
Able to deal sensitively with people and resolve conflict.	x		Assessment/ Reference
Able to maintain confidentiality.	x		Assessment/ Reference
Committed to personal and professional development.	x		Application/ Assessment/ Reference
Ability to work effectively in partnership with the Headteacher.	x		Assessment/ Reference
Able to work collaboratively and listen to the needs of others.	x		Assessment/ Reference
Sets a good example in terms of dress,	x		Assessment/ Reference

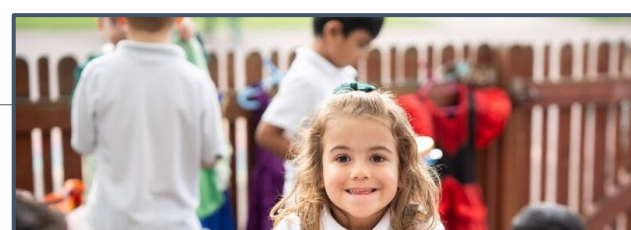
punctuality, attendance and general professionalism.			Reference
Always demonstrates a positive and professional attitude.	x		Assessment/ Reference
Creative, enthusiastic, proactive approach and a commitment to making learning fun.	x		Assessment/ Reference

The Agora Learning Partnership's Vision

Work Together, Learn Together, Succeed Together	
Together	In ancient Greece, the word 'Agora' was used to describe a public open space used for assemblies and markets; Agora, a place where people could be together. As such, working together and learning together are fundamental to achieving our vision.
Children	At the Agora Learning Partnership, we believe in the power of collaboration to improve the life chances of children and young people, whilst enabling them to flourish and achieve the very best outcomes in all aspects of school life and beyond. This belief underpins the vision for our organisation.
Staff	For such collaboration to be a success, our staff will have a variety of skills, knowledge and expertise; supported through the connection and development of our staff groups, Partnership-wide. We strive to be the employer of choice, so that we can recruit, develop and retain talented individuals who are suited to the schools and the children they serve.
Schools	Furthermore, we aspire for carefully planned collaboration, with the Partnership and beyond, to be the driving force for school improvement and strive for a self-improving, self-sustaining system. We believe this, alongside our 'local decisions for local children' approach, will support ongoing improvement in schools and will result in the children and young people we serve being offered a first class, enriched education that is fully inclusive; we will meet the needs of every child, preparing them for future life.
Community	We understand that each of the Partnership schools has a unique identity. We will continue to work hard to engage with each school community to ensure the needs of each school community are met. Also, throughout our whole Partnership, we will work to provide a welcoming, safe and respectful environment; an environment where diversity is embraced and celebrated and where there is equity of opportunity for all.

The Agora Learning Partnership's Aims

Together	<ul style="list-style-type: none"> To work together to improve the life chances of children
Children	<ul style="list-style-type: none"> To enable all children to flourish and achieve the very best outcomes in all aspects of school life and beyond
Staff	<ul style="list-style-type: none"> To be the employer of choice to recruit, develop and retain talented individuals
Schools	<ul style="list-style-type: none"> To achieve ongoing school improvement by implementing the Partnership's self-improving and self-sustaining system, underpinned by collaborative-working opportunities
Community	<ul style="list-style-type: none"> To continue to implement a 'local decisions for local children' approach in order that all children receive a first class, enriched education that is fully inclusive



The Together Strategy

What?

In September 2021, the Agora Learning Partnership launched the Together Strategy. The Strategy details how everybody across the Partnership will work together to secure Trust-wide improvement. The core purpose of the strategy is to enhance, and not replace, the individual work of schools and assist in improving the life chances of the children and young people within and across the Partnership... ultimately helping them to flourish and achieve the very best outcomes in all aspects of school life and beyond.

How?

The Together Strategy contains detail about the strategies that will be employed to achieve ongoing Trust improvement. These strategies are related to four focus areas – Together for Children, Together for Staff, Together for Schools, and Together for Community. A strategic plan has been developed to drive the implementation of these strategies.

When?

Implementation of the Together Strategy strategic plan commenced in September 2021, the plan has been reviewed and updated annually since that time. The plan continues to be the driving force for Trust improvement.



Employee Benefits

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too.

- Salary: Range from L8 – L12 (£62,962 - £69,332) Including Fringe, dependent on experience.
- Support from a highly skilled central team
- Access to continuous professional development opportunities
- Supportive, friendly, and professional working environment
- A Trust commitment to staff wellbeing and work life balance
- Strong partnerships and networks
- An inclusive culture, where diversity is valued and celebrated and equity for all staff is promoted

A

...is for ***acceptance***

L

...is for ***liberty***

P

...is for ***passion***

At the Agora Learning Partnership, we believe that collaboration is essential if we are to achieve our quest to improve the life chances of all the children in our care. We feel ***passionately*** that for collaboration to be successful, relationships must be both positive and respectful. Furthermore, all children and adults associated with our Trust must feel ***accepted*** and ***liberated***; we firmly believe that everyone should be free to be who they want to be – they should be proud of their talents and interests and have their own thoughts, beliefs and ideas, which they can confidently promote and share. The Agora Learning Partnership is a place where discrimination is not tolerated; instead, we celebrate the diversity in people and value the positive impact all the children and adults in our Trust community have on our organisation.

We also recognise that we are responsible for ensuring that all children and adults within the Partnership can flourish and reach their full potential. To achieve this, we employ a range of strategies to help secure equity for all, where adaptations to the Trust offer are made in order to achieve this. Ultimately, this empowers people to feel fully included and able to play a positive role within the Partnership.

This aspect of the Partnership's ethos and culture is imperative to its success and to the success of the staff and the children, during their time in the Trust and as they venture into the wider world. The children are developing the skills and the character they need to succeed in a wonderfully diverse world-wide community.

The Recruitment Process

Closing date	Friday 16th January 2026, 12pm
Shortlisting	Friday 16th January 2026
Interviews	Tuesday 20th January 2026, all day

The Agora Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful appointments are subject to receiving satisfactory employment checks including references and a satisfactory Disclosure and Barring Service (DBS) Enhanced check. This post is exempt from the Rehabilitation of Offenders Act 1974.



What we would like to know

Please read the job outline and person specification to complete the online application form and supporting statement on My New Term, covering the questions below, by the closing date.

Please see the websites below for further information:

[Agora Learning Partnership](#)

What skills, knowledge and experience do you have?

Considering the job description and person specification for the post, how well do you match what we are looking for in terms of your skills, knowledge and experience?

There may be skills, knowledge and experience that you have which do not fit neatly into our job outline. Are there ways in which you think you can bring additional skills, contacts or knowledge that the Trust may find useful?

Are you the right person for our organisation and team?

Please look at the list of personal attributes included in the person specification, which we think would be valuable for the post-holder. Tell us why you think you would be a good match for our organisation.

What is your evidence base and track record?

What would you like to tell us that demonstrates the measurable impact of your work that you are most proud of?

