

Recruitment Pack

Deputy Headteacher Bankwood Primary



Steel City
Schools Partnership

Deputy Headteacher (Bankwood Primary)

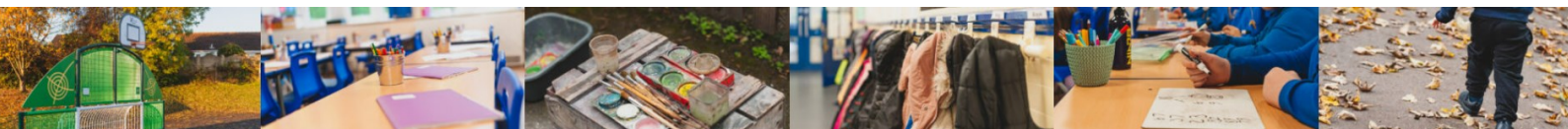
Job Title	Deputy Headteacher (Bankwood Primary)
Responsible to	Chief Executive Officer / Headteacher
Salary	L8 – L12
Contact	James Marshall (Headteacher) headteacher@bankwood.sheffield.sch.uk or 0114 239 6711
Closing Date	12 noon Friday 18th September 2026

The Deputy Headteacher at Bankwood Primary will work with the Headteacher, in conjunction with the designated EDSI and the CEO in shaping the vision for the school within that of the Trust.

You will be part of the individual school strategic leadership team and also work with the Chief Officer Operations (COO), and other Trust and school leadership teams. The ability to work in collaboration with others within the setting and beyond is a prerequisite of the role. We strongly believe that partnership working leads to high performing teams, delivering on improving children's outcomes and life chances as a result.

Through strong, visible leadership, coupled with a thirst and enthusiasm for learning, you will be a role model in inspiring and motivating others within the school and across the Trust. It is essential you are able to articulate clearly and communicate the vision of the Trust and the school for the future to pupils, parents, staff, Governors and our wider partners.

I trust this flavour of Steel City Schools Partnership excites you as much as it does us. We still have much to do across our schools, including ensuring standards are maintained and increased at all key stages. With the dedicated team and collaborative approach, we are well placed to build on our many strengths and hope that you are eager to join the Trust, to be able to shape the future and community at Bankwood Primary and make a difference to children's lives.



Deputy Headteacher (Bankwood Primary)

Bankwood Primary School is seeking a new Deputy Headteacher to work closely with the schools' Headteacher to continue to build on success following a positive inspection in June 2026.

'Leaders and staff have created a school where each pupil is included and valued'.

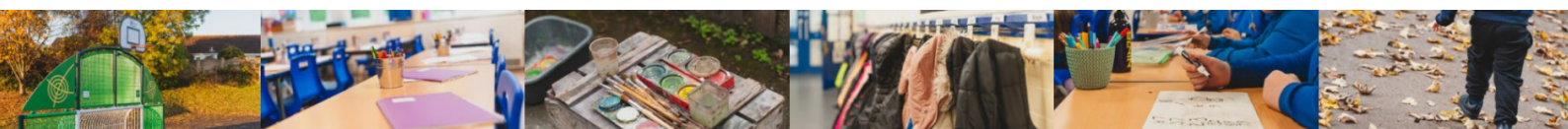
'Pupils feel a sense of belonging. They know that staff will listen to them and that they can talk to staff about anything. This is a school where everyone is accepted, and this helps pupils to feel safe and ready to learn'. (Ofsted June 2026)

At the heart of our school is our vision for our children. Our vision is based on three key concepts: Proud of self and community, Passionate about learning & Prepared for life. We are proud of who we are, our connections and the choices we make. We are proud of our wider community and understand that everyone matters and feels valued. We are passionate about learning and our experiences at Bankwood. Wider curriculum opportunities allow us to grow, succeed and achieve our individual potential. We leave Bankwood prepared for life in the modern world. We are confident, kind, responsible citizens in society.

The school serves Gleadless Valley Community in the south of the city and approximately 67% of the pupils are deemed to be disadvantaged, over 35 languages are spoken and around 28% of pupils have SEND. The school has a relatively new leadership team and are continuing to make progress towards raising standards and outcomes for all pupils. Bankwood works closely with a range of external partners including feeder secondary schools, as well as Learners First and Learn Sheffield, The English Hub network for Early Reading and Phonics, and the Maths Hub.

All staff have been trained in Positive Regard; a behavioural approach based on positive relationships. This approach will continue to need to be embedded to enable the pupils and staff to continue to build positive relationships to support the behaviour approach at the school. A well led Local School Committee of Governors are proactive in their support of the school and offer the appropriate level of support and challenge to school leaders.

We are looking for a Deputy Headteacher who has a passion for teaching and learning and who will successfully make a difference to a community, we would love to hear from you.



Deputy Headteacher for Bankwood Primary

Salary L8–L12

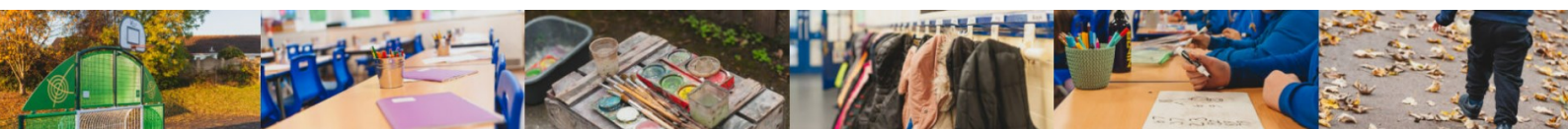
The Trustees of Steel City Schools Partnership are looking to recruit a Deputy Headteacher who, in conjunction with the CEO, the EDSI, the Headteacher of the school and Local School Committee at Bankwood Primary:

- Can articulate and role model a clear vision for the school within the Trust, for the development of education to meet the demands of a rapidly changing agenda, one which we are shaping ourselves.
- Consistently demonstrate effective leadership and management which enables the Trust to give every child a high quality education and which promotes the highest possible standards of achievement and attainment.
- Contribute to the long-term success of the school by maximising potential through the skills and resources available from across the partnership and beyond.
- Builds and sustains leadership capacity in the school.
- Contributes to the work of Steel City Schools Partnership and our wider partners.
- Will deliver specialist continuous professional development across the partnership at all levels.

In return Bankwood Primary and Steel City Schools Partnership can offer you:

- Wonderful children with a thirst for learning.
- A knowledgeable and innovative Trust executive leadership team to support school improvement.
- Keen, passionate and well-motivated staff teams who are eager to learn and involve themselves in all aspects of school and Trust life.
- A warm, welcoming ethos based on collaboration, care and respect for all.
- Parents who are keen to engage with and contribute to their children's learning.
- Strong links with schools within the Trust, the immediate family of schools, the locality and beyond including regional Teaching School Hubs and Research Schools.
- The opportunity to co-create, implement and share new and innovative practice.
- A supportive Local School Committee and Board of Trustees committed to improving outcomes for all.
- Alongside the support of the CEO, EDSI, Headteacher, Trustees and Local School Committee the challenge of shaping and implementing a school and Trust vision.

Please note that successful candidates will be appointed to the Trust and as such can be deployed at any site across the Partnership as directed by the CEO. In the first instance this role will be based at Bankwood Primary. It is expected that the successful candidate will take up post from January 2027.



Informal discussions about the roles are warmly welcomed. These can be arranged through contacting James Marshall (Headteacher) headteacher@bankwood.sheffield.sch.uk or **0114 2396711**

Visits to the school are welcomed and planned for:

Tuesday 8th September 2026 at 9:30am, Wednesday 9th September 2026 at 1:30pm and Thursday 10th September 2026 at 9:30am. Alternatively you can make an appointment after school.

You can find further information about the schools and Steel City Schools Partnership by visiting our websites: <https://www.bankwood.sheffield.sch.uk/> and www.scsp.org.uk

Applications for this post are to be submitted through the **My New Term** website.

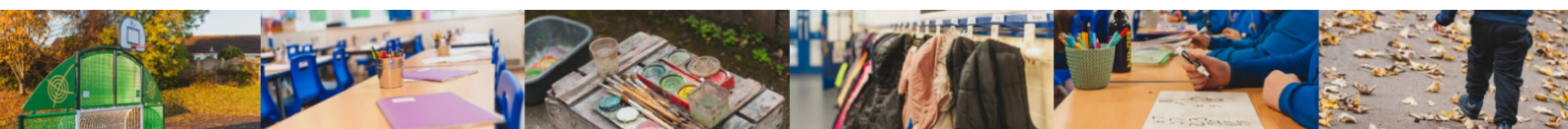
Closing time and date for applications:

12 noon Friday 18th September 2026

Process: **Friday 25th September 2026**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The successful candidate will be required to undertake an enhanced Disclosure and Barring Check in line with the Rehabilitation of Offenders Act (ROA) 1074 (Exceptions) Order 1975 and the Police Act Regulation.



Deputy Headteacher—Job Description

JOB PURPOSE:

Working with the Headteacher to provide leadership for the school which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement in accordance with statutory requirements and the 5 outcomes of Every Child Matters.

RESPONSIBLE TO: The Chief Executive Officer of the Trust and the Headteacher of the school.

RESPONSIBLE FOR: Teaching and support staff of the school and its children and young people.

ACCOUNTABILITIES: To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers. The job description is based on the Headteacher Standards (October 2020)

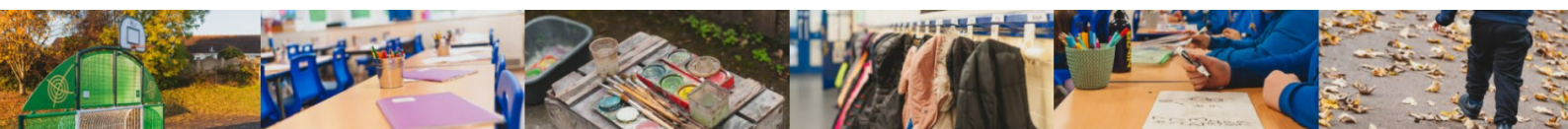
SPECIAL FEATURES: The post holder shall be required to work in any of the Academies within the Steel City Schools Partnership as directed and supported by the Chief Executive Officer. In conjunction with the EDSI, Headteacher and Trustees you are expected to undertake the following:

Shaping the Future - Working with the Headteacher to:

- Develop and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school, the Trust and its community as part of Sheffield and in its wider context.
- Translate the vision into clear, agreed objectives and operational plans that promote and sustain school improvement.
- Ensure that the school moves forward for the benefit of its pupils and their community using data and benchmarks to monitor progress and attainment.
- Motivate and inspire all stakeholders to create a strong, shared culture of learning, through distributed leadership through teams and individuals within an inclusive environment.

Learning and Teaching - Working with the Headteacher to:

- Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensure an school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensure a culture and ethos of challenge and support where all children can achieve success, become engaged and take ownership of their learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.



Developing Self and Others - Working with the Headteacher to:

- Build a collaborative learning culture within the school and actively engage with other schools within and beyond the Trust and other schools and settings to build effective learning communities and partnerships.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff in line with agreed Trust expectations.
- Set high expectations for all and address underperformance.
- To act as a role model for the highest professional standards within the framework of the Trust and the school's expectations.
- Regularly self evaluate, set personal targets and take responsibility for own personal professional development.
- Implement performance management systems that ensure high quality education provision.

Managing the Organisation - Working with the Headteacher to:

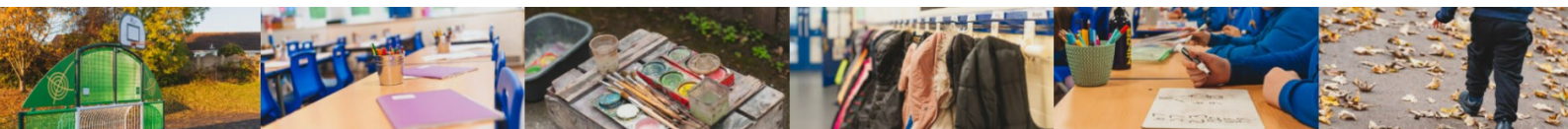
- Ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.
- Organise and manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities and the best possible outcomes for children.
- Recruit, deploy, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- To deputise for the Headteacher as necessary
- To undertake any professional duties of the Headteacher, as delegated, or in the event of their absence from school.

Securing Accountability

- Effective fulfilment of all roles and responsibilities outlined in this document
- Provide information, advice and support to the Headteacher and Governing Body to enable them to meet their responsibilities for securing:
 - Effective teaching and learning
 - High standards of achievement
 - Efficiency and good value for money

and enabling them to present full, clear and accurate accounts of the school's performance to a range of audiences including the Children's Service Authority, OFSTED, the local community and others.

- To assist the Headteacher in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school.
- To assist the Headteacher in ensuring all parents are well informed about:
 - Curriculum attainment and progress
 - Realistic and challenging targets for improvementand to make a fully informed contribution to achieving them.



Strengthening Community - Working with the Headteacher to:

- Co-operate and work with relevant agencies and partners to ensure the well-being of children in line with the 5 Every Child Matters outcomes.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Manage effective relationships with all stakeholders and partners to ensure children's and the community's needs are met.

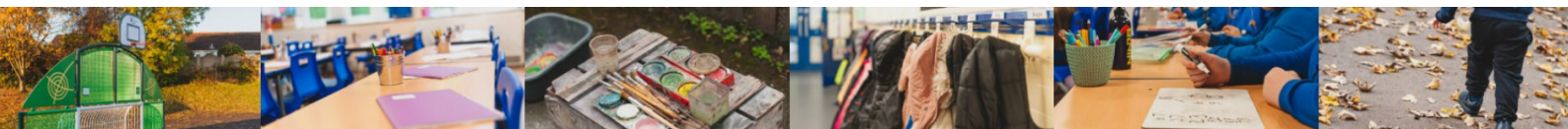
Specific responsibilities

Curriculum Responsibilities

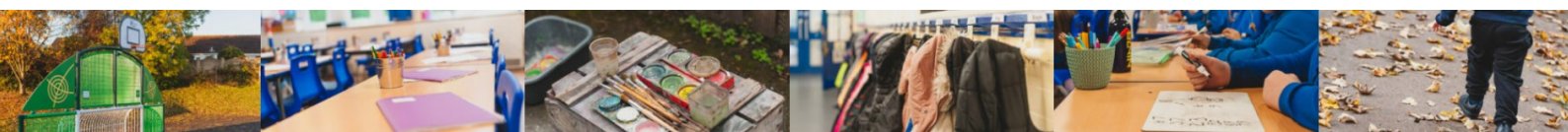
- Be an excellent classroom practitioner
- Responsibility for Curriculum and Assessment adaptations for vulnerable learners
- Responsibility for Planning, Development, Monitoring and Assessment of whole school curriculum provision
- To work within the inclusion team to plan, develop and monitor curriculum provision for vulnerable learners
- To assist the Headteacher in performance management for all staff
- Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress
- Assisting the Headteacher in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them.

Inclusion Responsibilities

- Support and challenge both parents and staff to ensure the progress of all pupils is maximised.
- Provide timely, effective and clear communication with a range of stakeholders.
- To line manage an Inclusion team within the school whilst working closely with external professionals.
- To work alongside the Headteacher to develop and implement pupil premium / inclusion strategies into Teaching and Learning models
- Responsible for staff development, oversight of Pastoral provision, promotion of an inclusive strategic provision for pupils
- To plan implement and monitor a staff development programme including induction, mentoring, training and performance management
- To coordinate and evaluate pastoral provision

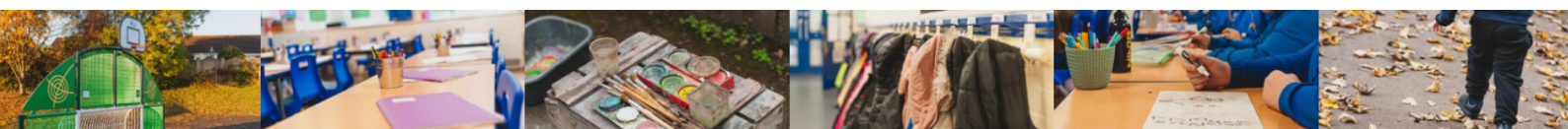


- To liaise with other providers to secure best opportunities for pupils
- To develop and implement strategies to ensure pupil progress, to monitor, evaluate and review those strategies and pupil progress, and develop extension and out of school hours activities working with partners in education
- Contribute to the provision of a safe, secure learning environment
- To act as Designated Safeguarding Lead
- Assist the Headteacher in raising academic standards and raising attainment particularly in the areas of English, Literacy, Numeracy and other basic skills
- Design and deliver a provision of professional development and support opportunities to ensure the highest standards of behaviour management among staff
- Have a strategic oversight of policies and procedures relating to ensuring good Behaviour for Learning, alongside the Headteacher.



Person Specification / Profile—Deputy Headteacher

Qualification and Experience Requirements	
• QTS (Qualified Teacher Status) • Evidence of regular and appropriate professional development • Evidence of recent management development • Evidence of recent senior management experience demonstrating a substantial contribution to: - Developing and implementing a school ethos - Planning, developing, monitoring and assessing the whole school curriculum - Raising standards through systemic target setting and monitoring, including within the processes of OFSTED - Developing community involvement • Experience of leading CPD • Experience of implementing school improvement initiatives • Driving Licence	Application Form
Deputy Headteachers should be able to demonstrate their ability in:	
• Collaborative and flexible leadership in close partnership covering: - Planning, development and monitoring whole school curriculum provision - Planning strategically and operationally • Effective management, decision making and organisational skills, including: - Communication skills (oral and written) - Consultation and negotiation skills - Ability to delegate - Ability to motivate staff and pupils • Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the school community and partners • Active and effective internal school liaison work, including the promotion and development of team working • To plan and make decisions that take full account of equal opportunities • Performance review: a sharp focus on school self-evaluation, with particular regard to assessment and pupil progress	Application Form References Assessment Interview
Deputy Headteachers should be able to demonstrate their knowledge, experience and understanding of:	
Shaping the future • Local, national and global trends in education • Communication strategies both within and beyond the school • New technologies, their use and impact	



Leading teaching and learning - Strategies to raise achievement and achieving excellence - Strategies to ensure inclusion, diversity and access - Strategies to develop effective teachers - Models of learning and teaching - Principles of effective teaching and assessment for learning - Models of behaviour and attendance management - Curriculum design and management
Developing self and others Strategies to promote self and team development
Managing the organisation - Equal opportunities policy in service delivery and employment - Legal issues relating to managing an Academy including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation
Securing accountability - Relevant education legislation - Principles and practice of quality assurance systems, including school review, self evaluation and performance management - Data collection and analysis tools - Performance monitoring and evaluation techniques - Statutory educational frameworks, including governance - Public service policy and accountability frameworks, including self evaluation and multi-agency working - Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life.
Strengthening community - Current issues and future trends that impact on the school's community - Strategies to encourage parents and carers to support their children's learning - To break down barriers to fully engage the local community
Safeguarding and promoting the welfare of children Awareness, understanding and successful experience of: - Addressing Every Child Matters (ECM) agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance. - Developing and ensuring a safe and supportive school culture. - Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

