



**INSPIRE**  
Connected Communities Trust



Deputy Headteacher

Job Description & Person Specification



**INSPIRE**  
Connected Communities Trust  
September 2025

## Job Purpose

To support the Headteacher in the strategic leadership, management and day-to-day operation of the School. The Deputy Headteacher will lead on curriculum development and design, teaching and learning, attendance, educational visits (EVC), personal development, transitions, and act as Designated Teacher for Children in Care and Deputy Designated Safeguarding Lead (DDSL). The post holder may also provide teacher cover where required.

*“A deputy headteacher, in addition to carrying out the professional duties of a teacher, including those duties particularly assigned by the Headteacher, must play a major role under the overall direction of the Headteacher in:*

- *formulating the aims and objectives of the school;*
- *establishing the policies through which they are to be achieved;*
- *managing staff and resources to that end;*
- *monitoring progress towards their achievement;*
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*and undertake any professional duties of the Headteacher reasonably delegated by the Headteacher*

*If the Headteacher is absent from the school, a Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant body.” (STPCD)*

## Responsible to:

The Headteacher, governing body of the school and the Director of Education.

## Expectation

The Deputy Headteacher will be expected to work with the Headteacher to:

- Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015.
- Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

## Main Duties and Responsibilities

### Strategic Leadership

- Support the Headteacher in articulating and securing a clear vision aligned to Trust priorities.
- Lead, manage and monitor change projects and school improvement priorities.

- Deputise for the Headteacher when required.
- Contribute to Trust-wide development and collaboration across INSPIRE Connected Communities Trust.

#### Curriculum Development and Teaching & Learning

- Lead on curriculum development, ensuring pathways meet the needs of all learners.
- Monitor and evaluate teaching and learning, modelling high-quality practice where required.
- Lead staff training and development linked to curriculum, pedagogy and assessment.
- Ensure high standards of progress, attainment and engagement across all pathways.

#### Attendance and Behaviour Champion

- Lead the strategic and operational approach to improving attendance.
- Analyse attendance data and implement targeted interventions.
- Work with families and external agencies to address persistent absence.
- Ensure positive behavior support strategies are used consistently to promote healthy and respectful relationships

#### EVC (Educational Visits Coordinator)

- Oversee all educational visits to ensure compliance, safety and quality of provision.
- Support staff with planning, risk assessments and approvals.

#### Designated Teacher for Children in Care (CIC)

- Ensure statutory responsibilities for Children in Care are fulfilled.
- Work effectively with Virtual Schools and external agencies.
- Ensure high-quality PEPs, tracking and provision for CIC.

#### Personal Development Lead

- Oversee whole-school personal development, including SMSC, careers and enrichment.
- Ensure the curriculum and wider provision supports pupil independence, behaviour, well-being and safety.

#### Transitions Lead

- Lead internal and external transition processes for pupils.
- Work closely with families, agencies and receiving/feeder schools to ensure smooth transitions.

#### Deputy DSL

- Support the DSL with safeguarding responsibilities.
- Respond to safeguarding concerns, attend meetings and maintain accurate records.
- Promote a strong safeguarding culture across school.

#### Staff Development and Performance

- Lead and contribute to performance management processes.
- Support staff development through coaching, mentoring and CPD delivery.
- Promote a positive, collaborative and reflective staff culture.

## Professional Relationships and Community Engagement

- Build strong partnerships with parents, external agencies and community partners.
- Represent the school and Trust professionally at meetings

The table below shows the 'National Standards of Excellence for Headteachers' expressed through four 'Domains' identify the specific characteristics that are vital for the post, to ensure the school is led effectively

Domain One	Domain Two	Domain Three	Domain Four
<p><b>Qualities and knowledge</b></p> <p><i>Headteachers:</i> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p>	<p><b>Pupils and staff</b></p> <p><i>Headteachers:</i> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p>	<p><b>Systems and process</b></p> <p><i>Headteachers:</i> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p>	<p><b>The self-improving school system</b></p> <p><i>Headteachers:</i> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p>
<p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	<p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p>	<p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p>	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p>

3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
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### Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	Qualified Teacher Status (QTS) Relevant Degree or equivalent National Professional Qualification in Senior Leadership (NPQSL) Evidence of recent professional development in leadership, curriculum and/or SEND	National Professional Qualification of Headship (NPQH)
EXPERIENCE	5 years' leadership experience Minimum 5 years teaching experience Experience in curriculum development and leading teaching & learning Experience working with pupils with SEND Experience leading staff, teams or significant whole-school areas Experience working with external agencies and multi-agency professionals Experience of / familiarity with Ofsted inspection processes.	Experience improving attendance or pastoral systems
KNOWLEDGE & UNDERSTANDING	Expert understanding of pedagogy and improving teaching and learning. Strong understanding of curriculum design and assessment Knowledge of safeguarding and child protection (KCSIE) Understanding of SEND legislation and effective practice	Knowledge of EVC requirements and risk assessment Understanding of attendance legislation and best practice
	Excellent communication and interpersonal skills Ability to lead, motivate and inspire staff Strong analytical and data interpretation skills	

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>SKILLS</b>	<p>High-level organisational and time management skills</p> <p>Ability to model high-quality teaching practice</p> <p>ICT competence for monitoring, communication and reporting</p>	
<b>PERSONAL CHARACTERISTICS</b>	<p>Resilient, reflective and emotionally intelligent</p> <p>Commitment to safeguarding and promoting the welfare of pupils</p> <p>Ability to work under pressure and meet deadlines</p> <p>Approachable, adaptable and solution-focused</p> <p>Commitment to inclusion and high expectations for all learners</p>	
<b>SPECIAL REQUIREMENTS</b>	<p>Enhanced DBS clearance &amp; registration with the DBS Portability Service</p> <p>Commitment to ongoing professional development</p> <p>Ability to work flexibly, including occasional evenings</p>	