

Ursula Taylor Church of England School



Job Description

Job Title: Deputy Headteacher

Reports to: Headteacher

Location: Ursula Taylor C of E School, part of the Diocese of St Albans Multi Academy Trust (DSAMAT)

Salary Range/ Contract: L5 – L9

Purpose of the Role

The Deputy Headteacher, under the direction of the headteacher, will take a major role in:

- Ensuring that the school's Christian vision and values are lived out consistently in its leadership, teaching, culture, and relationships
- Supporting the Headteacher in securing high standards
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Working collaboratively within DSAMAT, engaging with Trust-wide professional development and networks.

If the Headteacher is absent, the Deputy Headteacher will deputise, The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Qualities

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Support the school's Christian vision, helping it shape daily practice and decision-making
- Build strong teams and encourage a culture of mutual respect and service
- Contribute to school development planning and self-evaluation
- Promote inclusion, diversity, and dignity for all.

Duties and Responsibilities

School Culture and Behaviour

Under the direction of the Headteacher, the Deputy Headteacher will:

- Work alongside the senior leadership team (SLT) and other staff members to create a culture where pupils experience a positive and enriching school life

- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Develop inclusive practices across the school, including Pupil Premium provision
- Support the Headteacher in the strategic management of ensuring effective provision to meet the needs of all children
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Monitor behaviour and pastoral support strategies, working with staff and parents when required

Teaching, Curriculum and Assessment

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Maintain an informed view of standards and of the quality of teaching and learning across the school, by monitoring pupils' work and teachers' planning and teaching
- Ensure the teaching of a broad, structured, and coherent curriculum
- Foster a culture of reflective practice and continuous improvement.
- Effectively use formative assessment to inform strategy and decisions
- Lead on whole-school assessment systems, ensuring they are robust, manageable, and aligned with national expectations.
- Monitor and evaluate pupil progress and attainment across all year groups and subjects.
- Analyse assessment data to identify trends, strengths, and areas for development.
- Alongside the Headteacher, lead pupil progress meetings, supporting teachers to plan effective next step
- Support staff in using assessment for learning effectively in the classroom.
- Ensure assessment supports adaptive teaching and meets the needs of all learners, including SEND and disadvantaged pupils
- Report assessment outcomes clearly to the Headteacher, governors, and external stakeholders
- Support preparation for Ofsted inspections and moderation processes (internal and external)
- Contribute to the development and implementation of a rich, ambitious curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Support curriculum leaders in evaluating impact using assessment evidence.
- To act as subject leader for a significant area/areas of the curriculum, as required
- Lead or support staff training and professional development, particularly in assessment and curriculum implementation.
- Support curriculum leaders in evaluating impact using assessment evidence.

Additional and Special Educational Needs (SEN) and Disabilities

Under the direction of the Headteacher, the Deputy Headteacher will:

- Promote a culture and practices that enable all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND code of practice](#)
- Ensure inclusion is embedded within the wider ethos, vision and priorities of the school
- Work closely with the SENCO to ensure the graduated response is effectively implemented, including early identification, high-quality teaching, targeted interventions and specialist support
- Promote adaptive teaching and inclusive classroom practice, ensuring staff are confident in meeting the needs of pupils with a wide range of SEND
- Oversee systems that ensure SEND provision is robust, compliant and impact-led, including provision mapping, monitoring outcomes and evaluating interventions

Organisational management and school improvement

Under the direction of the Headteacher, the Deputy Headteacher will:

- Contribute to the strategic leadership and day-to-day organisational management of the school, ensuring systems, structures and processes support effective teaching, learning and pupil outcomes
- Support the Headteacher in the design, implementation and evaluation of the School Development Plan, translating strategic priorities into coherent, manageable actions that lead to sustained improvement
- Lead and support monitoring, evaluation and review cycles, using evidence from data, pupil outcomes, staff feedback and self-evaluation to inform improvement planning
- Ensure that policies, procedures and practices are implemented consistently and reviewed regularly to meet statutory requirements and improve the quality of provision
- Play a key role in staff leadership and deployment, ensuring roles, responsibilities and workflows are clear, efficient and aligned to school priorities
- Support the Headteacher in developing a culture of high expectations, accountability and continuous improvement, underpinned by professional trust and collaboration
- Contribute to the organisation and management of change and improvement initiatives, ensuring implementation is well sequenced, supported and evaluated for impact
- Assist in the effective use of resources, time and staffing to maximise impact on pupil outcomes and staff wellbeing
- Contribute to the preparation for inspection and external review, ensuring organisational systems and improvement evidence are robust, clear and up to date
- Act as the Headteacher's representative when delegated, ensuring the smooth operational leadership of the school in the Headteacher's absence

Professional development

- Contribute to the strategic leadership of professional development, ensuring staff training is purposeful, coherent and aligned with the school's vision and improvement priorities
- Support the design, implementation and evaluation of a whole-school CPD programme that strengthens classroom practice, leadership capacity and pupil outcomes

- Lead and support coaching, mentoring and professional dialogue, promoting a culture of reflection, trust and continuous improvement among staff
- Support the professional development of Early Career Teachers (ECTs), teachers and support staff, ensuring induction, mentoring and progression are effective and consistent
- Use evidence from monitoring, feedback and performance management to identify development needs and shape responsive professional learning opportunities
- Promote a culture where professional learning is valued, shared and embedded, encouraging staff to take responsibility for their own development
- Support colleagues to translate professional development into improved practice, ensuring training leads to sustained impact rather than isolated initiatives Identify and nurture leadership potential within the staff team, supporting succession planning and capacity building across the school
- Work collaboratively with external providers, the local authority or trust to ensure high-quality, relevant professional learning opportunities

Governance, accountability and working in partnership

- Support the Headteacher in working effectively with the LGB, ensuring they are well informed, able to challenge supportively and fulfil their strategic and statutory responsibilities
- Contribute to accountability processes, providing clear, accurate and timely information on school performance, priorities and impact to governors and other stakeholders
- Support the preparation of reports, presentations and documentation for governing body meetings, reviews and external scrutiny
- Promote a culture of professional accountability, ensuring systems for monitoring, evaluation and review are understood and consistently applied across the school
- Represent the school, when delegated, in meetings with governors, trust officers, external partners and agencies, acting with professionalism and integrity
- Contribute to the school's engagement with external partners, including the local authority, trust, church/diocese and community organisations, to strengthen provision and outcomes for pupils
- Support the Headteacher in building and maintaining positive, transparent relationships with parents and carers, recognising their role as key partners in pupils' education
- Ensure partnership working supports the school's vision, values and improvement priorities, rather than adding unnecessary workload or distraction
- Contribute to the effective communication of strategic decisions and expectations, helping staff and stakeholders understand their role within the school's shared direction

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