



Job Description - Deputy Headteacher

Responsible to: Headteacher

Salary: Leadership Scale

Location: St John's School, Bedford Inclusive Learning and Training Trust (BILTT)

Purpose of the Role

The Deputy Headteacher will support the Headteacher in the effective leadership and management of St John's School, ensuring high-quality provision for pupils with SLD, PMLD, ASC and complex needs. The role requires a leader who is visible, approachable and able to model the highest professional standards. The Deputy Headteacher will act as a key link between staff and the Headteacher, ensuring clear communication, consistent expectations and smooth operational running of the school.

The Deputy Headteacher will:

- Work closely with the Headteacher, SLT, CEO and governors to support all aspects of school improvement and operational leadership.
- Lead and manage significant areas of the school's work, particularly curriculum quality, assessment, teaching and learning, staff development and safeguarding.
- Serve as a strong role model for staff, pupils and families, demonstrating professionalism, high expectations and the values of St John's and BILTT.
- Provide strategic and operational leadership to ensure high quality- curriculum implementation and strong pupil progress across all pathways.
- Work closely with the Headteacher to develop and implement strategic plans that drive continuous school improvement, including monitoring progress against the School Development Plan.
- Support the Headteacher in the day-to-day running of the school, ensuring safe, efficient and effective systems that meet the needs of pupils with complex SEND.
- Offer clear, practical advice to SLT and staff, acting as a conduit between teams and senior leadership to support communication, consistency and problemsolving-.
- Fulfil the professional responsibilities of a teacher as outlined in the School Teachers' Pay and Conditions Document.
- Lead the monitoring of educational provision with a strong focus on pupil progress, engagement, communication, independence and preparation for adulthood.
- Champion inclusive practises and support the delivery of personalised pastoral care, communication strategies, and life skills programmes in line with school values.
- Identify and remove barriers to learning so that all pupils can achieve ambitious, meaningful and personalised outcomes.
- Promote and uphold the Trust's ethos, culture and values in all aspects of school life.
- Serve as Designated Safeguarding Lead (DSL), ensuring robust safeguarding practice and a culture of vigilance.

Main Responsibilities

Leadership and Management

- Support the Headteacher in leading the school, ensuring high standards of provision, behaviour, safeguarding and operational effectiveness.
- Act as a key point of contact between staff and the Headteacher, ensuring clear communication, consistent expectations and timely resolution of issues.
- Lead on identified whole-school priorities, ensuring actions are evidence-based and aligned with the needs of pupils with complex SEND.
- Contribute to the strategic planning and operational decision-making of the school and Trust.
- Deputise for the Headteacher when required, ensuring continuity of leadership and high expectations.
- Maintain a strong, visible presence across the school day, modelling professional conduct and supporting staff and pupils.

Quality of Education

- Lead the implementation, monitoring and evaluation of the curriculum to ensure it is personalised, ambitious and meaningful for pupils with SLD, PMLD, ASC and complex needs.
- Ensure teaching and learning across the school is consistently high quality, -evidence informed- and aligned with Trust expectations.
- Coordinate and deliver high-quality professional development opportunities, fostering a culture of reflective practice and evidence-based teaching approaches.
- Oversee assessment systems that capture meaningful progress across developmental, functional and independence skills.
- Conduct monitoring activities linked to the Teacher Evaluation Schedule (TES), providing clear, supportive and developmental feedback.
- Support staff in developing their curriculum leadership skills and subject knowledge.

Operational Leadership

- Support the Headteacher in the smooth daily running of the school, including timetabling, staffing deployment, behaviour systems and emergency procedures.
- Lead operational duties as part of the leadership rota, including break and lunch supervision, transport duties, staff briefings and on-call responsibilities.
- Ensure policies and procedures are implemented consistently and effectively across the school.
- Lead the development, review and implementation of policies within areas of responsibility.

Safeguarding and Pupil Wellbeing

- Act as Deputy Designated Safeguarding Lead, ensuring safeguarding systems are robust, compliant and well understood by staff.
- Promote a culture of safety, dignity and emotional wellbeing for all pupils.
- Work closely with families, therapists and external professionals to ensure holistic support for pupils.

Staff Development and Line Management



- Act as a role model for staff, demonstrating high expectations, professionalism and a commitment to continuous improvement.
- Line manage designated staff, ensuring accountability, support and high performance.
- Line manage subject coordinators to ensure curriculum coherence, quality teaching, and effective assessment practises aligned with school priorities
- Coordinate and deliver high-quality professional development opportunities, fostering a culture of reflective practice and evidence-based teaching approaches aligned with school and trust priorities.
- Support staff wellbeing and foster a culture of collaboration, respect and reflective practice.

School Improvement and Self-Evaluation

- Lead aspects of school self-evaluation, ensuring accurate, evidence-based judgements.
- Identify strengths and areas for development across the school and contribute to improvement planning.
- Make clear, concise contributions to the School Development Plan.
- Support the governing board in monitoring and evaluating the school's performance.
- Contribute to reporting on school performance to parents, carers, governors and external partners.

Trust Collaboration

- Work collaboratively with colleagues across BILTT to share expertise, strengthen practice and support Trust-wide development.
- Promote the Trust's values and contribute to its wider strategic aims.

Wider School Responsibilities

- Demonstrate commitment to the wider life of the school by attending events, meetings and activities as required.
- Undertake any additional duties reasonably requested by the Headteacher or CEO.

This job description is based on The National Standards of Excellence for Headteachers which defines the high standards expected for all Headteachers within a self-improving school system. The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after discussion, to meet the changing needs of the school and/or the wider Trust.

DEPUTY HEADTEACHER PERSON SPECIFICATION

This person specification should be read in conjunction with the latest School Teachers' Pay and Conditions Document. It may be modified by the Head teacher, with the post holder's agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Qualifications	
Essential	Desirable
<p>A person who has:</p> <ul style="list-style-type: none"> • Qualified Teacher Status. • Honours degree or equivalent qualification 	<ul style="list-style-type: none"> • NASENCO Qualification obtained or desire to work towards this. • Evidence of Continuing Professional Development. • NPQSL or similar, or desire to work towards this.
Experience	
Essential	Desirable
<p>A person who has experience of:</p> <ul style="list-style-type: none"> • A thorough understanding of and commitment to inclusive education. • Recent leadership role in a school. • Working with other schools, parents and groups within the wider community. • Leading whole school staff training. 	<ul style="list-style-type: none"> • Experience of leading staff teams and appraisal procedures.
Professional & Personal Skills	
Essential	Desirable
<p>A person who is able to:</p> <ul style="list-style-type: none"> • Support the aims and ethos of the school/Trust. • Demonstrate confidence in modelling classroom practice for his/her colleagues. • Communicate clearly and effectively with all those involved in the life of the school. • Motivate and inspire confidence in pupils, staff, parents and the wider community in order to further develop and promote the school. • Advise on and contribute to the professional development of staff, including whole school INSET provision. • Carry out teaching duties as and when required in accordance with school schemes of work and the national curriculum • Contribute to staff development activities • Support the Headteacher in the staff appraisal process. • Facilitate a collaborative approach to decision making. • Delegate and monitor effectively • Be flexible and supportive of staff 	



<ul style="list-style-type: none"> Think creatively and imaginatively to solve problems and identify opportunities. 	
Knowledge & understanding	
Essential	Desirable
<p>A person with a good knowledge and understanding of:</p> <ul style="list-style-type: none"> The application of classroom observations, pupil voice, line management and target setting to raise standards in teaching and learning for SEND pupils. Current national education initiatives, especially in relation to SEND. Target setting; pupil tracking; benchmarking and other methods of analysing both pupil attainment and achievements, A commitment to developing the whole child through an enriched curriculum in school and extra-curricular activities. Child Protection and Safeguarding procedures and legislation. 	<ul style="list-style-type: none"> ICT and its effective use as a management tool as well as across the curriculum to enhance teaching and learning. School Development Planning and School Self Evaluation, including experience of assisting the HT in writing the SDP and the School SEF. Working knowledge of ASP and FFT. Working with the Executive Board. Working in partnership with parents and outside agencies
Any additional factors	
Essential	Desirable
<ul style="list-style-type: none"> Act as a role model and represent the Trust professionally, both internally and externally. Understanding and commitment to working in line with legislation and Trust policies and procedures. This is a customer facing post and the post holder must have the ability to fulfil all spoken aspects of the role with confidence through the medium of English Commitment to ongoing personal training and development. Willingness to work outside of normal school hours as required. Willingness to undertake an enhanced Disclosure and Barring Service check and pre-employment checks. 	

BILT is committed to Safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, social media/on-line checks, enhanced DBS, probationary period & health clearance. █

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).