



## Job Description

Post Title:	Deputy Headteacher		
Department:	Education	Location:	School-Based
Grade:	Leadership Scale	Reporting to:	Headteacher
Supervises:	Dependent on the structure of the school but may include Assistant Headteachers, Classroom Based Teachers and Teaching Assistants		

## Job Summary

The Deputy Headteacher is a key member of the Senior Leadership Team and plays a pivotal role in the day-to-day leadership and long-term strategic development of the school.

Working in close partnership with the Headteacher, the Deputy Headteacher shares accountability for the quality of education, the wellbeing of all pupils and staff, and the school's continuous improvement.

The post-holder will support and, where appropriate, lead on all aspects of school leadership in line with the Headteacher Standards (DfE, 2020), acting as Headteacher in their absence and deputising as required.

To undertake the duties of a schoolteacher as set out in the School Teachers' Pay & Conditions Document and to meet all Teacher Standards.

To promote and champion our values in all actions and outcomes:

- Courage – to be bold, persevere, and not to be deterred.
- Innovation – to embrace ideas, demand clear thinking, and nurture all.
- Excellence – to set high standards, champion ambition and reward dedication.

To support the development and growth of the school and the Trust through educational leadership.

# Duties and Responsibilities

## School Culture and Strategic Vision

- Work collaboratively with the Headteacher to develop, articulate and deliver a compelling shared vision for the school that inspires pupils, staff, families and the wider community.
- Actively promote and embed the Trust and school's values in all aspects of school life
- Contribute to the school's strategic planning, self-evaluation, and school development plan, taking a leading role in identified priority areas.
- Uphold and model the highest standards of professional conduct, ethics and probity, in keeping with the Nolan Principles of public life.
- Act as Headteacher in their absence, maintaining continuity of leadership and high expectations across the school.

## 2. Teaching, Learning and Curriculum

- Champion the highest standards of teaching and learning, working with staff to embed effective pedagogy across all year groups and subjects.
- Lead on curriculum design and development, ensuring a rich, balanced and inclusive curriculum that meets statutory requirements and reflects the school's vision.
- Use robust monitoring and evaluation (lesson observations, learning walks, book scrutinising, and data analysis) to identify strengths and areas for development, and act on findings with precision.
- Lead the development and implementation of assessment and tracking systems that support teachers in understanding pupil progress and planning next steps.
- Support and challenge teachers at all stages of their careers, modelling excellent practice and building a culture of professional ambition.

## 3. Leading and Managing Staff

- Line manage and develop a team of staff as agreed with the Headteacher, including phase leaders, subject leaders or other designated teams.
- Provide coaching, mentoring and professional development opportunities that build capacity and sustain high performance across the school.
- Contribute to performance management processes, including setting objectives and conducting appraisals in line with school policy.
- Foster a culture of collaboration, mutual respect and shared accountability, where all staff feel valued and supported.
- Lead staff meetings, professional development sessions and INSET as required.

## 4. Pupil Wellbeing, Behaviour and Inclusion

- Promote the welfare, safety and wellbeing of all pupils, acting as or supporting the Designated Safeguarding Lead (DSL) in accordance with statutory guidance (Keeping Children Safe in Education).
- Lead on or contribute to the school's approach to behaviour, ensuring policies are understood, consistently applied and reviewed in line with best practice.

- Ensure all pupils receive high-quality inclusive education, with particular attention to pupils with SEND, EAL, Pupil Premium, and other vulnerable groups.
- Work in partnership with the SENCO, class teachers and external agencies to remove barriers to learning and ensure every child achieves their potential.
- Maintain a visible, approachable presence in school and foster positive relationships with pupils, families and carers.

## **5. Accountability, Data and School Improvement**

- Analyse and interpret pupil performance data to evaluate the effectiveness of teaching and learning and inform strategic decisions.
- Contribute to school self-evaluation, including preparing reports for governors, the Headteacher and the trust as required.
- Support the school in meeting its statutory duties and responsibilities, ensuring compliance with DfE, Ofsted and local authority requirements.
- Engage constructively with external reviews, inspections and improvement partnerships, representing the school with confidence and professionalism.

## **6. Partnerships and Community**

- Build and sustain positive relationships with parents and carers, ensuring they are informed, engaged and treated as partners in their children's education.
- Represent the school at trust-wide forums and networks, contributing to trust improvement priorities and sharing best practice across schools.
- Manage relationships with external stakeholders including local authority services, SEND support, health and social care, and community organisations.
- Support governor engagement, attending relevant committee meetings and providing reports as required.

## **7. Professional Development and Continuous Improvement**

- Take responsibility for your own professional development, maintaining up-to-date knowledge of education policy, research and best practice.
- Actively contribute to the continuous improvement culture of the school and the trust, modelling a growth mindset and commitment to excellence.
- Undertake relevant training and qualifications as agreed in your Performance Development Plan, including progression towards the National Professional Qualification for Headship (NPQH) if not already held.
- Carry out additional duties and tasks that may reasonably be required within the range of responsibilities of the post.

This job description is intended to provide a general overview of the position. It is not an exhaustive list of all responsibilities, duties, or skills required for the role. The Trust reserves the right to modify, add, or remove duties and to assign other duties as necessary. This job description is not a contract of employment, and the Trust may change it at any time.

## **General Requirements**

### **Safeguarding**

The Primary First Trust is committed to safeguarding and promoting the welfare of our pupils and expects all employees to share this commitment and our safeguarding policy and procedures. If, while carrying out the duties of the post, you become aware of any actual or potential risk(s) to the safety or welfare of pupils, these concerns must be reported to either your line manager, Headteacher or a member of the Human Resources.

All offers and continuing employment are subject to an enhanced DBS being in place.

### **Equal Opportunities**

The Primary First Trust is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of gender, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The Primary First Trust aims to create and sustain an inclusive work environment that provides equality of opportunity for everyone and reflects the diversity of the communities we serve.

You are required to uphold the Equality and Diversity policy and comply with the Code of Conduct, which sets out our standards of behaviour towards those who use our services or work within them.

### **Safe and Secure Working Environment**

You must ensure a safe and secure working environment in keeping with legal requirements and our policies and guidelines. At the same time, you will encourage good practice regarding punctuality, behaviours, and work standards.

### **Confidentially**

You must ensure that any information relating to employees, volunteers, and pupils (future, current and past) is treated in the strictest confidence and must be discussed only within the confines of the work setting with the appropriate members of the team or managers.

### **Continuous Improvement**

You must actively contribute to the continuous improvement process and the ongoing development of a quality culture, such as changing behaviour, identifying and implementing improvements to processes and activities and encouraging others to do the same.

Area	Essential	Desirable	Assessment Method
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of continued professional and personal development</li> <li>• Hold, or be willing to work towards, the National Professional Qualification for Headship (NPQH)</li> <li>• Evidence of continued professional and personal development.</li> <li>• Hold or willing to undertake the Designated Safeguarding Lead training</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Pre-employment checks</li> </ul>
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Proven track record of leadership in a primary school setting, with sustained impact on pupil outcomes</li> <li>• Experience of leading, coaching and developing teachers at different career stages</li> <li>• Demonstrable experience of designing and delivering curriculum improvements</li> <li>• Evidence of using assessment and performance data to drive school improvement</li> <li>• Track record of working effectively with governors, parents, carers and external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Track record of working with Education, Department of Education and OFSTED frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>Work-Based Knowledge / Technical Skills:</b>	<ul style="list-style-type: none"> <li>• Deep understanding of the Headteacher Standards (DfE, 2020) and what outstanding educational leadership looks like in practice</li> <li>• Strong knowledge of the Teachers' Standards and how to apply them in performance management</li> <li>• Understanding of statutory safeguarding requirements (KCSIE) and the ability to act as or support the DSL</li> <li>• Knowledge of inclusion, SEND legislation and effective strategies to support vulnerable learners</li> <li>• Ability to analyse, interpret and act on complex pupil performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of issues affecting Education Services</li> <li>• Knowledge of funding services with Education</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>

Area	Essential	Desirable	Assessment Method
	<ul style="list-style-type: none"> <li>• Sound understanding of Ofsted frameworks and statutory compliance requirements</li> <li>• Strong written and verbal communication skills, including producing reports for governors and the trust</li> <li>• Proficiency in using school MIS and Microsoft Office tools</li> </ul>		
<b>General Skills &amp; Attributes:</b>	<ul style="list-style-type: none"> <li>• Demonstrate a robust knowledge, understanding and commitment to the protection and safeguarding of children and young people.</li> <li>• Outstanding interpersonal skills with the ability to direct multidisciplinary teams effectively and successfully develop collaborative working relationships at all levels.</li> <li>• Values-driven leader with high ethical standards</li> <li>• Ability to think on their feet and make considered decisions with a common-sense approach.</li> <li>• A passion for customer service</li> <li>• Be enthusiastic, self-motivated, and committed to helping all for whom they have the responsibility to achieve the best possible standards. Have a willingness to participate in new initiatives where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>Values:</b>	<p>To uphold our values of:</p> <ul style="list-style-type: none"> <li>• Courage – to be bold, persevere, and not to be deterred.</li> <li>• Innovation – to embrace ideas, demand clear thinking, and nurture all.</li> <li>• Excellence – to set high standards, champion ambition and reward dedication.</li> </ul>		<ul style="list-style-type: none"> <li>• Interview</li> </ul>

Area	Essential	Desirable	Assessment Method
	<ul style="list-style-type: none"> <li>• To uphold high standards of probity in the management of public funds, particularly regularity, propriety and value for money.</li> <li>• To adhere to the 7 principles of public life (also known as the Nolan Principles).</li> </ul>		