



## Deputy Headteacher

(Curriculum, Teaching & Staff Development)

**L20 - L24**

Full Time - permanent  
September 2026 start date



1557

**Tadcaster**  
Grammar School

*Be your best self*

## **Letter from the Director of Education – Yorkshire Learning Trust.**

Dear Colleague,

Thank you for expressing an interest in applying for the post of Deputy Headteacher.

This is an exciting time for Tadcaster Grammar School. We have just appointed our new headteacher to lead us through the next chapter in the long history of our school.

We are looking to appoint an ambitious and talented school leader with a passion for education and the life changing opportunities it brings. You will find a warm welcome from staff, parents, students and governors. Yorkshire Learning Trust provides a strong support network of colleagues who work with schools in line with our shared values of Aspiration, Inclusion, Collaboration and Integrity.

This role has arisen due to the promotion of the previous post holder to Headship at another of our Trust schools.

As a school and trust we put the best interests of our children at the heart of our decision making. Every child should leave Tadcaster Grammar School with the very best qualifications they are capable of to enable them to go on to their chosen destinations.

We know we can improve our outcomes and there is a clear determination to do so. This is why this role is so crucial. As the leading professional on Curriculum, Teaching and Staff Development you will play a pivotal role in driving standards in the classroom so that practice and experience is consistently of the highest quality.

You will have a clearly defined knowledge of curriculum and pedagogy and a strong record of delivery. This will be shown by raising standards of teaching and learning resulting in improved academic outcomes.

The successful candidate will also understand the importance of foundational knowledge and skills as the bedrock of progress for all children. As a school and trust with a core purpose of providing an inclusive environment for all to thrive in, it is particularly important to us that our most vulnerable learners have every opportunity to excel.

Our school is staffed by colleagues eager to develop their practice to ensure students meet their full potential. You will lead a comprehensive and impactful professional development programme that brings this about.

Informal conversations about this post can be arranged by contacting Nici Clarke, PA to the Headteacher (01937 833466. [n.clarke@tgs.starmat.uk](mailto:n.clarke@tgs.starmat.uk).) You are also, if able, invited to visit our school to see what is so special about Tadcaster Grammar.

We understand the work involved in applying for such a significant role. This is a fantastic opportunity to make a difference to the life chances of young people. Should you decide to apply we look forward to reading your application and hopefully meeting you at Tadcaster Grammar School.

Steve Lewis  
**Director of Education**

**Yorkshire Learning Trust.**

### **Timeline for the selection process**

Post advertised:	Thursday 30 <sup>th</sup> April 2026
Informal conversation and visits to the school by arrangement	Telephone: 01937 833466 Email: <a href="mailto:n.clarke@tgs.starmat.uk">n.clarke@tgs.starmat.uk</a> (Headteacher's PA)
Closing time/date for applications:	9 am Wednesday 13 <sup>th</sup> May 2026
Short listing & reference requests:	Thursday 14 <sup>th</sup> May 2026
Invitation to interview:	Friday 15 <sup>th</sup> May 2026
Selection day 1 (whole day):	Wednesday 20 <sup>th</sup> May 2026
Successful candidates from selection day 1 will be invited to selection day 2	Thursday 21 <sup>st</sup> May 2026

### **THE SELECTION PROCESS**

If you wish to apply for the post of Deputy Headteacher please submit your application online via the My New Term portal [HERE](#).

Your supporting letter (2 sides A4 Calibri 11 point, 1.15 spacing, maximum) should address how your leadership experience to date best fits you to the requirements of the job description and the person specification. Please give recent examples of the impact your work has had at a whole school level.

## THE SCHOOL VISION AND VALUES STATEMENT

### OUR VISION

<b>Be your best self</b>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Everyone should also be:</p> <ul style="list-style-type: none"> <li>● aware of the needs of others in their thoughts and actions;</li> <li>● empowered to control their own well-being;</li> <li>● able to achieve fulfilment in their current and future lives.</li> </ul>
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### OUR CORE VALUES

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the YLT Multi Academy Trust **values** of trust, openness and service. In addition:

Staff are guided by the following **values** which underpin everything we do, every day:

<b>Students considered first</b>	All our decisions should put the needs of students first. All students will be known well, included, valued and heard.
<b>High expectations - no limitations</b>	We do not prejudice potential by preconceptions about individuals or groups of students.
<b>The optimum curriculum experience for each student</b>	We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.
<b>The best support for each student</b>	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** every day:

<b>Ambition</b>	To have a desire to achieve success.
<b>Resilience</b>	To show a determination to achieve success
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.

# Job Description

<b>Job Title:</b>	<b>Deputy Headteacher – Curriculum, Teaching and Staff Development</b>		
<b>Reports to:</b>	<b>Headteacher</b>	<b>Salary:</b>	<b>L 20 -L24</b>
<b>1.</b>	<p><b>INTRODUCTION</b></p> <p>The deputy headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct</p> <p>The deputy headteacher will meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers’ Pay and Conditions Document. The post will require you to work in partnership with the Headteacher, governors and staff to ensure the continuous improvement and effective operation of the school</p> <p>Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher</p>		
<b>2.</b>	<p><b>SPECIFIC RESPONSIBILITIES:</b></p> <ul style="list-style-type: none"> <li>● To develop and review the Curriculum to ensure this meets the needs of all learners, meets statutory requirements, is cost-effective and promotes high standards of achievement and effective progression</li> <li>● To keep abreast of national and local Curriculum developments and to act on these, and in partnership where applicable, to optimise provision in the school</li> <li>● To have an oversight of the analysis of key school performance data. To line manage the Assistant Headteacher (Achievement) to ensure best practice is highlighted, priorities for action are appropriate and an improvement in standards is promoted</li> <li>● To develop and support the quality of teaching and learning within the school. To ensure best practice is highlighted, priorities for action are appropriate and an improvement in standards is promoted</li> <li>● To lead curriculum leaders. Ensure that curriculum areas are working to the highest standards, providing outstanding learning opportunities and outcomes for pupils</li> <li>● To lead departmental improvement planning, in conjunction with the Headteacher and to lead the monitoring and evaluation of departmental work within the school</li> <li>● To oversee the subject review process across the school</li> <li>● Lead the whole-school CPD programme, ensuring it is purposeful, evidence-based and aligned with school improvement priorities.</li> <li>● To support strategic, curriculum-led financial planning to ensure effective use of budgets and resources</li> </ul>		
<p><b>The main requirements are detailed below and involve a commitment to:</b></p>			

<p><b>1.</b></p>	<p><b>SHAPING THE FUTURE</b></p> <ul style="list-style-type: none"> <li>● To support the Headteacher and governors in establishing a vision for the future development of the school</li> <li>● To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school</li> <li>● To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas e.g. curricular changes</li> <li>● To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues</li> <li>● To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account</li> <li>● To contribute to the self-evaluation of the school</li> </ul>
<p><b>2.</b></p>	<p><b>LEADING LEARNING AND TEACHING</b></p> <ul style="list-style-type: none"> <li>● To provide training for staff on effective teaching and learning</li> <li>● To promote the active involvement of students in their own learning</li> <li>● To contribute to target setting; including statutory procedures and targets for individuals and groups of students throughout the school</li> <li>● To support strategies to promote high standards of behaviour</li> <li>● To contribute to the development of a broad and rich curriculum that meets the needs of the range of all students in the school</li> <li>● To support the development of an effective assessment framework</li> <li>● To promote the use of IT to enhance and extend students' learning</li> <li>● To monitor and evaluate classroom practice</li> <li>● To provide support for colleagues in improving their classroom practice</li> </ul>
<p><b>3.</b></p>	<p><b>DEVELOPING SELF AND WORKING WITH OTHERS</b></p> <ul style="list-style-type: none"> <li>● To promote equal opportunities and safeguard the safety and welfare of all those in the school</li> <li>● To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount</li> <li>● To support the development of collaborative approaches to learning within the school and beyond</li> <li>● To support the induction of staff new to the school</li> <li>● To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members</li> <li>● To engage in relevant professional development activity as necessary and to guide staff in their training and personal development</li> </ul>

<p><b>4.</b></p>	<p><b>MANAGING THE ORGANISATION</b></p> <ul style="list-style-type: none"> <li>• To monitor the quality of teaching and learning in the school and to promote improvement.</li> <li>• To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements</li> <li>• To develop action plans in specified areas of responsibility, in order to bring about improvements</li> <li>• To lead on the development and implementation of school policies relating to issues such as curriculum, learning and teaching and assessment, recording and reporting</li> <li>• To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities</li> <li>• To take responsibility for Performance Management of identified staff</li> <li>• To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money</li> <li>• To maintain a high profile in the life of the school through being a visible leader around the site, running a duty team and by attending extra-curricular events</li> <li>• To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance</li> </ul>
<p><b>5.</b></p>	<p><b>SECURING ACCOUNTABILITY</b></p> <ul style="list-style-type: none"> <li>• To support the governing body in meeting its responsibility to account for the performance of the school</li> <li>• To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review</li> <li>• To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school</li> <li>• To contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary</li> </ul>
<p><b>6.</b></p>	<p><b>STRENGTHENING COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• To gain an understanding of the diversity of the school community</li> <li>• To contribute to policies and practice which promote equality of opportunity and tackle prejudice</li> <li>• To contribute to the development of opportunities for students to enhance their learning within the wider community</li> <li>• To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement</li> <li>• To promote links and good relationships with the local community and outside agencies</li> </ul>

## Person Specification

**DEPUTY HEADTEACHER**

**A:** Application

**Curriculum, Teaching and Staff Development**

**I:** Interview

**R:** References

<b>PERSON SPECIFICATION</b>	<b>Essential (E) Desirable (D)</b>	<b>Evidenced*</b>
<p><b>Qualifications, Experience and Professional Development</b></p> <ul style="list-style-type: none"> <li>● Qualified Teacher Status</li> <li>● Honours Degree or equivalent</li> <li>● Professional Development in preparation for Headship/Deputy Headship</li> <li>● Background checks and references show no issues of concern with regard to safeguarding children and young people</li> </ul>	<p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p>	<p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>A/R</b></p>
<p><b>Leadership and management experience:</b></p> <ul style="list-style-type: none"> <li>● Experience as a Deputy or Assistant Headteacher or equivalent</li> <li>● Successful and sustained leadership within a SLT in a secondary school/college</li> <li>● Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level</li> <li>● Demonstrated the ability to work strategically and successfully at a senior leadership level</li> <li>● Working successfully with other education partners and providers</li> <li>● Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction and challenge</li> <li>● Experience of sixth form leadership and management</li> </ul>	<p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>D</b></p> <p><b>D</b></p> <p><b>D</b></p>	<p><b>A</b></p> <p><b>A/I/R</b></p> <p><b>A/I/R</b></p> <p><b>A/I/R</b></p> <p><b>I/R</b></p> <p><b>I/R</b></p> <p><b>A/I/R</b></p>
<p><b>Teaching Experience</b></p> <ul style="list-style-type: none"> <li>● Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context</li> <li>● Proven record of outstanding results with examination classes</li> </ul>	<p><b>E</b></p> <p><b>E</b></p>	<p><b>A/R</b></p> <p><b>A/R</b></p>
<p><b>Shaping the Future</b></p>	<p><b>E</b></p>	<p><b>A/I/R</b></p>

<ul style="list-style-type: none"> <li>● Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision</li> <li>● Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement</li> </ul>	E	A/I/R
<p><b>Leading Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>● Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance</li> <li>● Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being</li> <li>● Ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence</li> <li>● Ability to lead the development and implementation of a diverse, flexible curriculum and effective assessment for learning</li> </ul>	E	A/I/R
<p><b>Developing Self and Working with Others</b></p> <ul style="list-style-type: none"> <li>● Understands the significance of interpersonal relationships and strategies for promoting individual and team development</li> <li>● Knows how to promote an open, fair and equitable culture</li> <li>● Has a clear understanding of the impact of change and different leadership styles on individuals and organisations</li> <li>● Ability to communicate appropriately and effectively with a variety of audiences, including children and young people</li> <li>● Ability to build and sustain networks and alliances in pursuit of organisational goals</li> <li>● Reads widely to keep abreast of changes in education</li> </ul>	E	I/R
<p><b>Managing the organisation</b></p> <ul style="list-style-type: none"> <li>● Successful experience of the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation</li> <li>● Understands how to establish and sustain effective organisational structures, systems, policy, and practice</li> <li>● Knowledge of and commitment to the implementation of the safeguarding agenda</li> </ul>	E	A/I/R
<p><b>Securing Accountability</b></p> <ul style="list-style-type: none"> <li>● Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these</li> </ul>	E	I/R



<b>Headteacher's signature:</b>		<b>Date:</b>	
<b>Postholder's signature:</b>		<b>Date:</b>	

**Last review date: April 2026**

**Next review date: April 2027**

MyNewTerm [LINK HERE](#)

Tadcaster Grammar School  
Toulston  
Tadcaster  
LS24 9NB

Telephone: 01937 833466  
Email: r.evans@tgs.starmat.uk



This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the Trust, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

As part of the Yorkshire Learning Trust (YLT) we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the [website](#) for access to our recruitment policies.

The YLT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

