

Deputy Headteacher

Job Description & Person Specification

Leicester Therapeutic School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Details:

Salary: LTS Pay Scale LTS 16-LY26 (£56,916 - £72,762)
Hours: 37.5 hours per week
Contract Type: Full Time, Permanent
Reporting to: Headteacher
Responsible for: Subject Teachers / Assistant Headteacher

This is an exciting opportunity to join our team in the role of Deputy Headteacher in August 2026. You would be working alongside other team members including senior leaders, classroom teachers, and a therapy team. Our provision includes small class sizes of up to 8 pupils, sensory friendly learning spaces, large classrooms, outside play areas, high staff to pupil ratio and a personalised, multi sensory curriculum approach. Our school motto; 'building foundations through nurture and mindset' symbolises a child's growth and development through their individual learning journey at Leicester Therapeutic School. We believe passionately that with the right support at the right time; pupils will thrive in school and be ready for the next stage of their education.

Values

The Deputy headteacher will share our values:

Understanding: We show understanding and care to truly comprehend a child's journey up to the point of joining our school.

Acceptance: We encourage children to accept themselves and others for who they are and feel good about themselves.

Celebrate: We celebrate pupil's individuality and their superpowers!

Resilience: We inspire pupils to try new experiences, overcome barriers and grow in confidence.

Mindset: We promote a culture where pupils will feel safe enough to see failure as part of their learning and be brave enough to take on the next challenge.

Kindness: We treat our school community with kindness and respect.

Main Purpose

The Deputy Headteacher will:

- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership.
- If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governing board.
- Responsible for the day-to-day management of the school including timetable, staffing, behaviour, and safety.
- Monitoring progress towards meeting the school's aims and objectives.
- Supporting the Headteacher to ensure the school meets all parts and paragraphs of the Independent School Standards.
- Be the designated safeguarding lead for the site, alongside two deputy safeguarding leads.

Deputy Headteachers Specific Responsibilities

As Deputy Headteacher, you will be joining a strong and ambitious leadership team. In addition to the operational management of the school day and other duties detailed in the first section, the Deputy Headteacher will have a specific area of responsibility. This will depend on your experience and the skillsets of other members of the leadership team. The two possible areas of additional responsibility are either:

Quality of Education

The Deputy Headteacher will:

- Lead on the development of the curriculum, ensuring it is broad and balanced, interconnected and sequenced to support pupils to know more and remember more.
- Ensure the curriculum is designed in a way that supports and meets the needs of pupils with SEND & Autism.
- Lead on curriculum planning and ensure this is done to maximise quality and minimise staff workload.
- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with special educational needs, or who speak English as an additional language (EAL).
- Provide training and support for teachers and support staff on a range of topics relating to the quality of education including, but not limited to; curriculum design, assessment, metacognition, sequencing and planning.
- Monitor and quality assure the curriculum and identify strategies to support colleagues improve and develop.
- Work with other colleagues such as the SEND Manager / Deputy Headteacher / SENCO / Therapists to ensure the quality of education meets the needs of pupils.
- Ensure the school meets the expectations as set out in Part 1 of the Independent School Standards.

Personal Development, Behaviour & Attitudes and therapy

The Deputy Headteacher will:

- Establish and implement whole-school systems for pupil wellbeing
- Provide staff with training and support so they can play a part in enhancing pupils' personal development
- Lead on the personal development curriculum, ensuring it is of exceptional quality and promotes pupil's interests and special talents.
- Promote and evaluate the effectiveness of the school's behaviour policy and strategies.
- Support colleagues with management behaviour positively, in line with the school's positive behaviour policy.
- Monitor pupil attendance and ensure it is continuously improving.
- Ensure the school meets the specific expectations as set out in Part 1, 2 and 3 of the Independent School Standards relating to this role.
- Analyse whole-school data on attendance, behaviour, suspensions and wellbeing to inform future improvement strategies.
- Lead on the therapy offer, ensuring it is of exceptional quality and promotes pupil's interests and specific needs.

General Leadership Duties and Responsibilities

These leadership duties and responsibilities are considered the foundation of any leadership position at Leicester Therapeutic School. Every leader is expected to adhere to the following duties and responsibilities:

School culture and behaviour

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

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life.
- 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.
- Role model a positive work-life balance.
- Role model a culture of mutual respect, honesty and kindness with staff and pupils.
- Demonstrate passion for education and supporting pupils with SEND.
- Have the highest expectations of colleagues that ensures the highest quality of education for pupils.

Teaching, Curriculum and Assessment

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



- Role model exceptional teaching and learning in your own lessons.
- Establish and sustain the highest quality teaching and learning across subjects and phases, based on evidence.
- Monitor the quality of education, through observation and other quality assurance strategies.
- Ensure the teaching of a broad, structured and coherent curriculum.

Organisational Management

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

- Be responsible for the day-to-day operational management of the school day.
- Lead staff briefings to ensure important communication is shared in a timely manner.
- Establish and oversee school systems, processes, and policies so the school can operate effectively and efficiently.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of the school's duty of care.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure effective use of budgets and resources and take the lead in managing the budget in their area of responsibility eg. Curriculum budget.
- Lead break and lunch duties, ensuring areas are well staffed and pupils are safe at all times.
- Contribute to the management of pupil behaviour around the school, supporting pupils to regulate and re-engage in their learning.

School Development & Improvement

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

- Significantly contribute to the school development plan and the school's self-evaluation form, ensuring that our strategic ambitions are met in line with our plan.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and professional development

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

- Performance manage curriculum leaders and teachers, including carrying out appraisals and holding staff to account for their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

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



- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Safeguarding

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

- Be willing to be part of the school’s safeguarding team as the Designated Safeguarding Lead.
- Be willing to undertake enhanced safeguarding training according with the role.
- Lead by example and adhere to the school’s safeguarding procedures and policies.

Person Specification

Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree • Evidence of professional development towards leadership 	<ul style="list-style-type: none"> • Leadership Qualification eg. NQSL, NPQH. • Masters in Education / Leadership • Willingness to undertake leadership training
Values	<ul style="list-style-type: none"> • Must share our values as outlined in the job description. • Believe passionately in providing the best education for pupils with special educational needs. 	
Experience	<ul style="list-style-type: none"> • Relevant leadership and management experience in a mainstream or special school setting. • At least 5 years of teaching experience, including experience at a leadership level. • Involvement in whole school development and whole school responsibilities. • Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a primary school. • Proven experience of high standards of primary classroom 	<ul style="list-style-type: none"> • Experience of line management and supporting colleagues. • Experience of senior leadership roles • Experience of contributing to the strategic agendas as set out in a school’s development plan. • Proven experience of high standards of primary classroom practice and of teaching area of responsibility.

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<p>Skills and Knowledge</p>	<ul style="list-style-type: none"> • Understanding of what high quality teaching includes, and the ability to model this for others and support others to improve. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Excellent knowledge in the areas relating to the job description. • Ability to manage challenging behaviour and support colleagues in challenging situations. • Communicate effectively with key stakeholders including parents. • An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child. • A thorough knowledge of learning strategies for children with special educational needs, including Autism. • Evidence of good general knowledge of the requirements of the National Curriculum. • Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment and to support others in doing so. 	<ul style="list-style-type: none"> • Understanding of school finances and managing budgets in specific areas. • Specialist knowledge in Autism, and other associated SEND needs. • Ability to lead and manage growth and complex change models • Write strategic documents such as school development plans.

<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Highly organised and the ability to manage colleagues to be the same. • Resilient when faced with challenges. • Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process. 	
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • Knowledge and experience of promoting effective safeguarding cultures. 	<ul style="list-style-type: none"> • Specific safeguarding training • Willingness to be the Designated Safeguarding Lead

Safer Recruitment

We are committed to safeguarding and promoting the welfare of our children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure and Barring Service check along with other relevant employment checks.

Notes:

This job description is subject to annual review and/or change at other times in response to identified needs of the school.

Last review date: N/A

Next review date:

Headteacher/line manager's signature:

Date:

Postholder's signature:
