



# JOB DESCRIPTION

## Deputy Headteacher

<b>REPORTS TO:</b>	Headteacher
<b>PAYSCALE:</b>	Leadership Point Scale L20 -24
<b>LOCATION</b>	Royal Docks Academy
<b>TERMS:</b>	You will be required to meet the general requirements of the post as specified in the School Teachers Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher
<b>CONTRACT:</b>	Permanent, Full time

### **PURPOSE OF THE JOB**

The Deputy Headteacher will provide high-impact, strategic leadership across the school, acting as a key driver of school improvement, organisational performance, and cultural alignment with Trust expectations. The postholder will support the Headteacher with the leadership and management of the school, ensuring that systems, processes, teaching quality, and organisational culture secure exceptional outcomes for all pupils.

The Deputy Headteacher will deputise fully for the Headteacher in their absence and will play a central role in shaping and executing the school's strategic priorities in line with Trust frameworks.

#### **Liaison with:**

- The post-holder is expected to liaise with parents and carers, members of the community, all members of staff within the Academy and other Trust members of staff who may be on site.

## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Responsibilities are broad in scope and indicative. They will be reviewed and refined regularly by the Headteacher to ensure alignment with evolving school and Trust priorities.

### Strategic Leadership and School Improvement

- Provide leadership of whole-school strategy, ensuring sustained improvement across all key areas of provision.
- Co-develop and deliver the school improvement plan with the Headteacher and Senior Leadership Team.
- Lead and oversee strategic priorities – Curriculum, Quality of Education and Outcomes
- Ensure alignment with Trust-wide frameworks, performance expectations, and compliance requirements.
- Use data, evidence, and evaluation to drive high-impact improvement initiatives across all key stages.
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### Leadership of Curriculum Design and Implementation

- Oversee curriculum design, intent, sequencing, and assessment, ensuring the curriculum meets the needs of all learners and aligns with Trust expectations.
- Line-manage subject leaders and/or Assistant Headteachers responsible for curriculum and pedagogy.
- Oversee quality assurance cycles, including lesson observations, department reviews, and impact evaluations.
- Ensure teaching and learning CPD is well-designed, evidence-informed, and delivered with commitment
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### Leadership of Teaching and Learning

- Establish and embed a whole-school teaching and learning framework based on cognitive science and evidence-informed practice
- Work with the Assistant Headteacher for Teaching & Learning to develop consistently high-quality teaching across all subjects and phases, based on evidence
- Foster a classroom culture of high expectations, excellent routines, and academic rigor.
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- To keep up to date with development in teaching and learning by maintaining strong links with external experts.
- Oversee high-impact Continuing Professional Development (CPD) and instructional coaching cycles that directly fix the weaknesses identified in student outcomes.

### Data and Assessment

- Establish rigorous, valid, and reliable assessment systems to track student progress.
- Lead pupil progress meetings, analysing data to identify underachieving groups (e.g., SEN, disadvantaged, EAL) and implement effective intervention strategies.
- Oversee the management of external and internal examination cycles

### Staff Leadership, Performance and Workforce Development

- Line-manage Assistant Headteachers and senior/middle leaders, ensuring clarity of accountability and high levels of performance.
- Lead the performance development cycle for designated staff, holding teams to account for impact and improvement.
- Deliver leadership development initiatives aligned to Trust talent strategies.
- Support workforce planning, recruitment, and retention strategies, ensuring the school attracts, develops, and retains high-quality staff.
- Model exemplary professional practice and foster a positive, collaborative staff culture.

## Operational and Organisational Management

- Consistently be a good or outstanding teacher
- To lead teaching quality self-evaluation and development planning updating the SEF and SIP
- To carry out duties and contribute to the daily management of the school
- Lead or oversee key operational systems—such as timetabling, curriculum structures, cover systems, examinations, or risk management—depending on responsibility allocation.
- Deputise for the Headteacher as required, including taking full responsibility for decision-making, safeguarding, and operational oversight.
- Contribute to resource planning, site management oversight, and operational strategic planning.
- Support the Headteacher in ensuring the efficient deployment of financial, physical, and human resources.
- Ensure compliance with statutory duties, safeguarding regulations, Trust policies, and relevant inspection frameworks.
- To complete any additional responsibilities commensurate with this job description, as required by the Headteacher

## Stakeholder Relations and Communication

- Build constructive, professional relationships with parents, carers, governors, Trust executives, and external agencies.
- Communicate school priorities, performance, and expectations with clarity and consistency.
- Represent the school effectively in Trust forums, local partnerships, and external networks.
- Lead parental engagement initiatives to strengthen community and school collaboration.

## Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

## General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

## Person Specification – Deputy Headteacher

		Essential	Desirable
<b>Qualifications and Training</b>	Qualified Teacher Status (QTS). Degree-level education. Substantial evidence of leadership-focused CPD. Relevant safeguarding training; willingness to undertake DSL accreditation.	X X X X	
<b>Experience</b>	Successful leadership at Assistant Headteacher level or equivalent, with demonstrable whole-school impact. Proven success in leading improvement in teaching, learning and curriculum, , or. Experience of driving measurable improvements in pupil outcomes across multiple cohorts. Demonstrated experience of managing teams, delivering CPD, and holding colleagues to account. Experience contributing to, or leading elements of, school improvement planning and evaluation. Experience working within or alongside a Multi-Academy Trust setting	X X X X X	X
<b>Knowledge and Skills</b>	Deep understanding of secondary curriculum, assessment and pedagogy Strong grasp of statutory frameworks, safeguarding expectations, and accountability measures. Ability to analyse and interpret data to drive strategic decision-making. Excellent communication, influencing, and stakeholder-management skills. Ability to operate effectively under pressure and make evidence-informed decisions at pace. High-level organisational and project management capability.	X X X X X	X
<b>Leadership Behaviours and Personal Qualities</b>	Strategic thinker with the capacity to inspire, lead, and motivate colleagues at all levels. Strong moral purpose, resilience, and commitment to securing exceptional outcomes for all pupils. High levels of emotional intelligence, professional integrity, and sound judgement. Ability to manage complexity and ambiguity with confidence and composure. Commitment to reflective practice, self-improvement, and continuous professional development.	X X X X X	
<b>Other Requirements</b>	Willingness to undergo an enhanced DBS check. Commitment to continuous professional development (CPD). Ability to work flexibly across different school sites within the trust when required.	X X X	