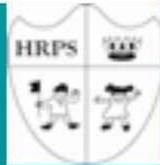


# Houghton Regis Primary School



Growing minds, shaping futures and inspiring lifelong learning

## Deputy Headteacher Application Pack

Happiness – Independence – Excellence – Respect – Ambition



# Houghton Regis Primary School

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# Welcome from the Headteacher

*“Growing minds, shaping futures and inspiring lifelong learning.”*



MRS RAJNEET PARMAR  
HEADTEACHER

On behalf of the staff and Governing Board at Houghton Regis Primary School, I would like to thank you for your interest in the post of Deputy Headteacher.

This application pack has been designed to provide you with further information about our school and to support you as you consider applying for the role. It aims to give you a clear sense of the current context of our school, along with our ethos and aspirations for the future. I also hope it conveys the caring and supportive atmosphere we have in our school.

Houghton Regis Primary School is an inclusive, welcoming and diverse school, guided by our school values, vision and ethos. This is an exciting time for our school as we are on a rapid school improvement journey. We are looking for a leader who can make a difference by bringing the right skills to support us as we progress on this journey.

This is an excellent opportunity for an experienced, aspirational and committed leader to take on the role of Deputy Headteacher with a teaching commitment in Year 6. They will work closely with the Headteacher, staff, families and pupils.

We are looking for a Deputy Headteacher who will:

- value and promote inclusion and equality
- empower staff to raise standards for our pupils
- inspire high-quality teaching and learning
- model professional excellence

All candidates are strongly encouraged to visit the school and meet our dedicated pupils and staff to experience what life is like at our school. If you have any questions or would like to discuss the role further with the Headteacher, please do not hesitate to contact us on 01582 867487.

I look forward to hearing from you and wish you every success with your application.



# About our school

***“Growing minds, shaping futures and inspiring lifelong learning.”***



Houghton Regis Primary School was built in 1966 and is situated on the north side of Houghton Regis. The school serves a growing diverse community and educates approximately 400 children from Nursery to Year 6.

Our school is committed to inclusion and high aspirations for our pupils, ensuring that they will be confident, independent and resilient citizens of the world who are open minded and ready to embrace their future.

Our school is focused on continuing to strengthen the quality of education, empowering staff to develop through professional development and providing every child with opportunities to achieve their full potential. We include our pupils in school life through various roles, such as Prefects, Science Ambassadors, Sports Leaders, School Parliament and Eco-Warriors. We expect our children to be ready, respectful and safe.

We are ambitious in promoting positive relationships with parents, carers and professionals so we can achieve the best outcomes for our pupils. We have a strong pastoral team who work closely with our families to ensure we can provide the correct support for them, both academically and socially. Through our PSHE curriculum and our work on British Values, we aim to support our pupils to become well rounded, kind and aware young people who show tolerance and are respectful of the rights and beliefs of others.

We are seeking a Deputy Headteacher who has a secure understanding of the curriculum, is committed to an inclusive and ambitious education and is ready to work with the Headteacher to lead our school confidently into the future.



# Our Leadership Team

*“Growing minds, shaping futures and inspiring lifelong learning.”*



Headteacher  
Mrs R Parmar



Assistant Headteacher—  
Pastoral & Inclusion  
Ms D Faure-Alexis



Assistant Headteacher—  
Academic &  
Lower Key Stage 2 Leader  
Mr D de Gouviea-Smith



School Business  
Manager  
Mrs F Jones



EYFS Leader  
Lead Practitioner  
Miss M Davidson



Key Stage 1  
Leader  
Miss S Hayat

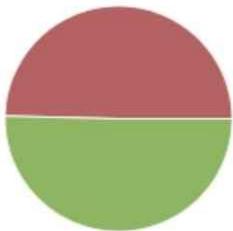


Key Stage 2  
Leader  
Miss E Naisby



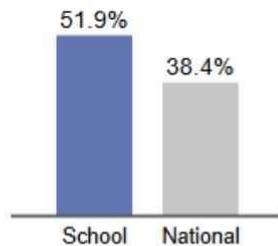
# Our Demographics

## Gender

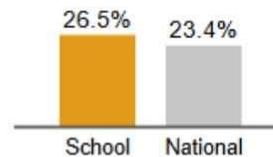


● 49.6% Boys  
● 50.4% Girls

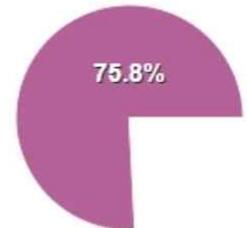
## Minority Ethnic Background



## EAL

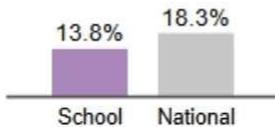


## Homegrown Pupils



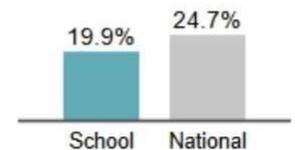
❗ Only includes pupils in Reception and above.

## Pupils with SEND



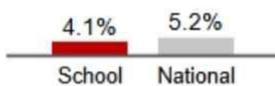
	# Pupils	% Pupils	National
SEN Support	37	9.6%	14.8%
EHC Plan	16	4.2%	3.5%

## Free School Meals



❗ Only includes pupils in Reception and above.

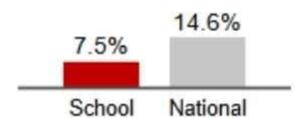
## Absence Rates



	School	National
Overall absence rate	4.1%	5.2%
- Authorised absence rate	3.7%	3.8%
- Unauthorised absence rate	0.4%	1.4%

❗ School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.

## Persistent Absence



❗ Percentage of compulsory school age pupils who miss 10% or more sessions



# Our Demographics

## Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Nursery 1	7	6	1	2	0	0	1	0	9.2%
Nursery 2	31	17	14	4	11	1	4	0	8.9%
Reception	44	20	24	15	24	8	2	3	8.7%
Year 1	47	23	24	11	11	5	5	3	2.9%
Year 2	58	34	24	16	25	5	5	2	3.9%
Year 3	44	24	20	6	25	12	6	1	5.0%
Year 4	52	19	33	14	23	15	5	3	5.2%
Year 5	58	27	31	17	26	15	7	4	3.9%
Year 6	44	21	23	17	22	9	2	0	3.1%

## Ethnicities

	# Pupils	% Pupils
White - British	185	48.1%
Any Other White Background	72	18.7%
Any Other Asian Background	27	7.0%
Black - African	25	6.5%
Any Other Mixed Background	11	2.9%
Indian	11	2.9%
White and Asian	10	2.6%
White and Black Caribbean	9	2.3%
Bangladeshi	8	2.1%
Any Other Ethnic Group	7	1.8%
Pakistani	6	1.6%
Black Caribbean	4	1.0%
White and Black African	4	1.0%
Any Other Black Background	3	0.8%
Traveller of Irish Heritage	2	0.5%
White - Irish	1	0.3%

## SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	28	7.3%
Moderate Learning Difficulty	13	3.4%
Autistic Spectrum Disorder	8	2.1%
Social, Emotional and Mental Health	6	1.6%
SEN support but no specialist assessment of type of need	3	0.8%
Physical Disability	2	0.5%
Other Difficulty/Disability	1	0.3%



# Welcome from our School Parliament

*“Growing minds, shaping futures and inspiring lifelong learning.”*



We are the School Parliament!

Our role in school is very important as we are responsible for organising events, communicating school-wide initiatives to our classes and representing the children in our class.

As children are at the heart of everything at Houghton Regis Primary School, we ensure that our voices are not only heard but acted upon.

Our school is a wonderful place to be and we strive to improve that by the things we do as School Parliament Representatives. We need a Deputy Headteacher who is as committed to our vision as we are.

There are certain attributes and responsibilities that we think a Deputy Headteacher should have. These include:

- Being kind and caring
- Being helpful to teachers and children
- Doing tasks efficiently
- Being fun
- Able to multitask
- Being strict but not too strict
- Helping children to make the correct choices
- Rewarding children that do make good choices
- Take an interest in what we are doing
- Be visible around the school- in classrooms, break and lunch times and during special lessons
- Teach us sometimes



# Our Vision, Values and Ethos

*“Growing minds, shaping futures and inspiring lifelong learning.”*



**Our Vision** - When pupils leave Houghton Regis Primary School, they will be confident, independent and resilient citizens of the world who are open minded and ready to embrace their future.

**Our Values** - Happiness, Independence, Excellence, Respect, Ambition

## **Our Ethos**

At Houghton Regis Primary School, we believe that every child has the right to a high-quality education in a safe and nurturing environment and our children have the potential to be worthy citizens of the world.

We believe that every child is capable of achieving their full potential and maximising their learning opportunities to excel in all that they do.

Our learning approach embraces our diverse community, reflecting our commitment as an inclusive school. We expect our children to be ready, respectful and safe.

We are ambitious in promoting positive relationships with parents, carers and professionals so we can achieve the best outcomes for our pupils.

Wellbeing for our pupils, staff, parents and carers is at the heart of everything we do.

## **How will we achieve this?**

At Houghton Regis Primary School, we aim for every child to experience success, learn from their mistakes and to develop an open and inquisitive mind. Through excellent teaching and an adapted and accessible curriculum for all, children will develop the skills and knowledge to embed the foundations for their learning in primary, secondary and beyond.

We strive to inspire every child, overcoming any learning barriers, by providing an engaging educational experience through positivity, consistency, clear communication, and an inclusive approach.

Staff will be supported through bespoke and tailored training and will always have the opportunity to progress in their own continued professional development.

Through our therapeutic thinking approach towards behaviour and relationship development, we will lead by example and inspire kindness, respect and safety from all stakeholders within our school community. We will teach children to make brave decisions, self-regulate and be reflective through both their actions and words.

Through our PSHE curriculum and our work on British Values, we aim to support our pupils to become well rounded, kind and aware young people who show tolerance and are respectful of the rights and beliefs of others.



# Job Description

*“Growing minds, shaping futures and inspiring lifelong learning.”*



**Job Title: Deputy Headteacher**

**Salary: L10-L14**

**Hours: Full Time (Part-time applications will be considered)**

**Start Date: September 2026**

**Job Purpose:** The purpose of the Deputy Headteacher is to provide professional leadership in the management of the school. Working with the Headteacher and other leaders, the Deputy Headteacher will support evaluation of the school’s performance to identify the priorities for continuous improvement and raising standards, ensuring equality of opportunity for all and developing policies and practices. The Deputy Headteacher will lead on specific areas of responsibility, such as teaching and learning, professional development and pupil premium.

## **Strategic direction and development of the school**

- Working with the Headteacher to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local context.
- Demonstrating high standards of personal integrity, loyalty, discretion, and professionalism.
- Assist the Headteacher in the ongoing review of standards of leadership and teaching and learning, working with others on curriculum development to secure outcomes in line with or above national average.
- Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures
- Supporting all decisions of the Headteacher and Governing Board.

## **Teaching and Learning**

- Teach and undertake the professional responsibilities of a Deputy Headteacher in accordance with the Teacher Pay and Conditions document and as directed by the Headteacher.
- Work with the Headteacher and the Senior Leadership Team to sustain high expectations and excellent practice in teaching and learning throughout the school.
- Monitor and evaluate the quality of teaching and standards of pupil’s achievement and use benchmarks and set targets for improvement.
- Effectively use formative and summative assessments to inform strategies and decisions.
- Use the whole school assessment system to track data and identify groups of children who require targeted support.
- To play a pivotal role in pupil progress meetings by analysing pupil outcomes.

## **Leading and Managing Staff**

- Line manage teaching and support staff as agreed with the Headteacher.
- Work with the Headteacher to lead, motivate, support, challenge, coach and develop all staff to secure continual improvement including their own continual professional learning.
- To support the Headteacher with professional growth of all staff including ECT mentoring and assessments, support for those on ITT and new staff inductions.
- To promote staff wellbeing and foster a collaborative culture.
- To play an active role in staff recruitment and selection.
- To support the induction process for all new staff.
- Work closely with the senior leadership team to make informed decisions in line with the school development plan.



# Job Description

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## **Efficient and effective deployment of staff and resources**

- In consultation with, and by the direction of the Headteacher, deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s plan and financial context e.g. deployment of HLTAs and supply staff.
- Reorganise staffing to cover absences.

## **Accountability**

- Support the Headteacher and Governors in accounting for the efficiency and effectiveness of the school to all relevant stakeholders.
- Provide clear and accurate reports on school performance.
- Contribute to a culture of collective responsibility for pupil outcomes.

## **Specific Duties**

- Deputise for the Headteacher in their absence.
- Play a pivotal role in the day-to-day running of the school.
- Contribute to a positive ethos for learning.
- Support and oversee an inclusive exciting, stimulating and creative curriculum.
- Promote the values and achievements of the school to the community.
- Advise on the school’s resource needs and co-ordinate these resources.
- Have ambitious expectations for all pupils, including pupils with SEND, and children in receipt of pupil premium.
- Assist with the appointment and induction of new staff and provide monitoring and support for ECTs, ITT and university students as necessary.
- Support, develop and implement the school’s behaviour policy to include a Therapeutic Thinking Approach.
- Support the Headteacher and Governors in annual budget planning and monitoring.
- Assist in the preparation, implementation and monitoring of the School Development Plan
- Undertake such reasonable activities as the Headteacher and Governors may, from time to time require.
- Manage operational tasks, including timetabling, staff cover and school improvement.



# Person Specification

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	Essential	Desirable
Qualifications/ Professional Development	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• NPQSL or equivalent leadership qualification.</li> <li>• Evidence of CPD relating to school leadership and management and teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding Training (DDSL)</li> <li>• Experience of leading/coordinating professional development opportunities.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• At least five years’ successful teaching experience in the primary age range, including year 6.</li> <li>• Successful strategic leadership and management experience in a school with proven successful impact.</li> <li>• Knowledge of administering and submitting end of key stage assessments.</li> <li>• Experience of working with and monitoring outcomes for key groups of pupils (e.g., Pupil Premium, SEND, EAL, Looked After).</li> <li>• Curriculum leadership in one or more core subjects.</li> <li>• Experience of leading Teaching and Learning or having a Lead Practitioner role.</li> <li>• Experience of working with other schools/ organisations/agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in more than one school.</li> </ul>
Strategic Leadership	<ul style="list-style-type: none"> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluation of the school.</li> <li>• Ability to analyse data and reports, develop short and long-term strategic plans, set targets and monitor/evaluate progress towards these.</li> <li>• Developing and implementing policies and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having successfully translated vision into reality at whole school level</li> <li>• Experience of delivering forward thinking and innovative projects</li> </ul>
Teaching & Learning	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum and Early Years Framework.</li> <li>• Knowledge and experience of a range of effective teaching and learning strategies, including evidence-informed practice.</li> <li>• Experience of effective monitoring and evaluation of teaching and learning and of providing appropriate challenge and support.</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment.</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management.</li> <li>• Whole school curriculum leadership.</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of strategies to develop classroom practice based on research and evidence</li> <li>• Successful experience of creating an effective learning environment</li> <li>• Awareness of the renewed Ofsted framework</li> </ul>



# Person Specification

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	Essential	Desirable
Leading & Managing Staff	<ul style="list-style-type: none"> <li>• Experience of working and leading teams.</li> <li>• Ability to both challenge and support colleagues to raise standards throughout the school.</li> <li>• Ability to delegate work and support colleagues in undertaking their responsibilities.</li> <li>• Experience of supporting the professional development of colleagues.</li> <li>• Secure understanding of current practice in performance management, including capability.</li> <li>• Experience of mentoring ECTs and ITT development programmes</li> <li>• Experience of delivering training and of leading staff meetings.</li> <li>• Positive and ambitious leadership of middle leadership/phase leaders.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Successful involvement in staff recruitment, appointment/induction.</li> </ul>
Skills, Qualities & Abilities	<ul style="list-style-type: none"> <li>• High quality teaching skills.</li> <li>• Strong commitment to the school values vision.</li> <li>• Ability to implement the school’s vision and to create a shared culture reflecting the school’s ethos.</li> <li>• Strong commitment to school improvement and raising achievement for all.</li> <li>• Ability to build and maintain good relationships on all levels.</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively.</li> <li>• Excellent communication skills, including presenting and leading assemblies and staff meetings, as well as parent information meetings.</li> <li>• Ability to use digital tools to support teaching, learning and leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with costing development plans and of working within budgets.</li> </ul>



# Our Well-being offer

*“Growing minds, shaping futures and inspiring lifelong learning.”*



**Birthday Well-being Days**



**Refreshments in the staffroom - a selection of coffee and tea including herbal teas**



**Access to Employee Assistance Programme**



**Fruit provided on the first Monday of every month**



**Access to a member of the Well-being Team**



**Food & refreshments on INSET days**



**Time in lieu for additional training/tasks**



# How to Apply

*“Growing minds, shaping futures and inspiring lifelong learning.”*



## Applications

All applications should be submitted through MyNewTerm.

We look forward to receiving your application via our mynewterm e-application form which must include:

**A ‘supporting statement’ of no more than 2 sides of A4 in font size 12. Using the Person Specification, please focus on your knowledge and experience and how you have delivered organisational success with specific reference to your leadership action and impact.**

## Process Information

Applicants should be aware that references will be taken after shortlisting and prior to the interview using the contact details provided on your application form.

A pre-interview preparation activity will be issued to shortlisted candidates.

**Closing Date: Friday 17<sup>th</sup> April 2026 at Midday**  
**Shortlisting Date: Monday 20<sup>th</sup> April 2026**  
**Interviews: Monday 27<sup>th</sup> & Tuesday 28<sup>th</sup> April 2026**