



Watererton
Academy Trust

Application Pack

Deputy Headteacher



Job Title	Deputy Headteacher
Salary & Grade	L12-L16
Contract	Full time, Permanent
Reporting to	Co-Headteacher
Start Date	September 2026

Thank you for your interest in the role of Deputy Headteacher at Kings Oak Primary.

Waterton Academy Trust is seeking to appoint a skilled and committed Deputy Headteacher to join the leadership team at Kings Oak Primary School in Wombwell, Barnsley.

From 1 April 2026, the Trust comprises 16 primary schools, two independent special schools and five pre-schools across Wakefield and Barnsley. Kings Oak Primary joined the Trust in September 2026. As part of the Trust, staff and pupils benefit from strong professional networks and opportunities to work together across schools.

The Deputy Headteacher will play a central role in strengthening leadership, supporting staff development and securing consistent practice across the school. Working closely with the Co-Headteachers and Trust leaders, the successful candidate will help build a strong culture, maintain high expectations and support continued improvement.

This role would suit an experienced leader who is ready to take on wider responsibility and who is committed to improving outcomes for all pupils. We are looking for someone who leads with clarity, builds strong relationships and has the determination to make a positive difference every day.

We look forward to receiving your application.

Warm Regards.



Dave Dickinson OBE
CEO

About Us

Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

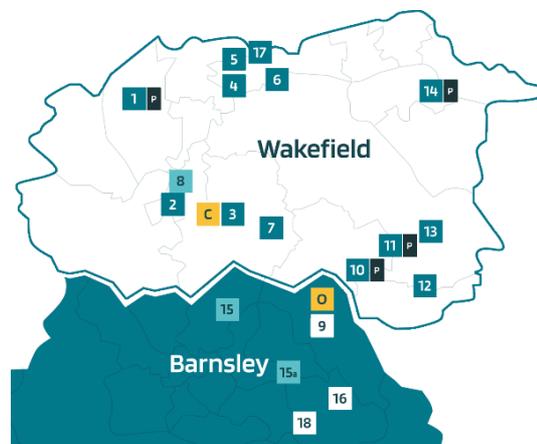
Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We believe that **success is a shared experience** — every learner, every member of staff, and every school should flourish, together.

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

In response to local need, our first independent special academy— Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we have opened a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



Our Locations

Waterton Offices
C - Centre for Excellence
O - Operations Office

Waterton Schools
1 - Wrenthorpe Academy
1p - Wrenthorpe Pre-School
2 - Sharlston Community School
3 - Walton Primary Academy
4 - Normanton Junior Academy
5 - Lee Brigg Infant and Nursery School
6 - Normanton Common Primary Academy
7 - Crofton Infant's School
8 - Hammer Lane Academy
9 - Churchfield Primary School
10 - King's Meadow Academy
10p - The Meadow Pre-School
11 - West End Academy
11p - The Woodland Pre-School
12 - South Kirkby Academy
13 - Ackworth Mill Dam School
14 - Cherry Tree Academy
14p - Cherry Blossom Pre-School
15 - Newstead Academy
15a - Hunningley Academy
16 - Kings Oak Primary
17 - Allot's Junior Academy
18 - Jump Primary Academy



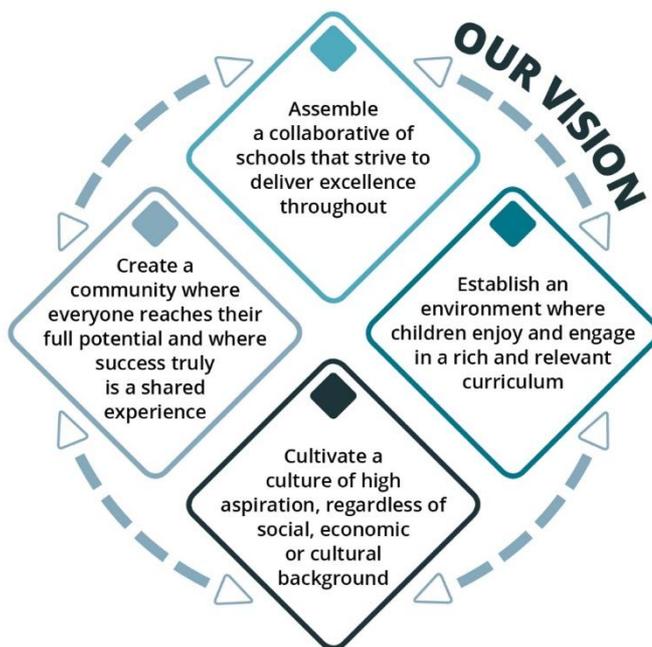
We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth. If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.

Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision—centred on collaboration, aspiration, enjoyment, and equity—guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.



About The School

Kings Oak Primary is a warm, inclusive and community-driven school at the heart of Wombwell. As a two-form entry school with a full-time nursery, it serves 432 pupils within a diverse and evolving community, blending longstanding local heritage with new developments. The school takes pride in supporting a high proportion of pupils with additional needs, ensuring every child is valued, supported and encouraged to succeed.

The curriculum is rich, broad and creatively designed, placing imagination and curiosity at its core while equipping pupils with the essential knowledge and skills for lifelong learning. We are dedicated to improving the life chances of our students, empowering them to become resilient, respectful, and tolerant citizens.

Under our guiding motto, “Dare to Dream,” we strive to raise aspirations and instil the belief that every child can achieve at the highest level.



Community engagement remains a cornerstone of our identity. We actively celebrate learning through a variety of sporting events, festivals, and arts and music initiatives. These gatherings serve to strengthen the vital partnership between the school and our families, ensuring that the whole community is united in supporting our pupils' success.

With a clear focus on improvement and a shared determination to strengthen outcomes, Kings Oak is on an exciting journey—working in close partnership with the Trust, staff and community to build a culture of excellence and create the very best opportunities for every child.



Current priorities for this role will include:

- Strengthening consistency in behaviour and routines
- Supporting staff through coaching and clear expectations
- Improving outcomes for pupils with SEND
- Strengthening middle leadership accountability
- Supporting the next phase of school improvement

Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission—ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.

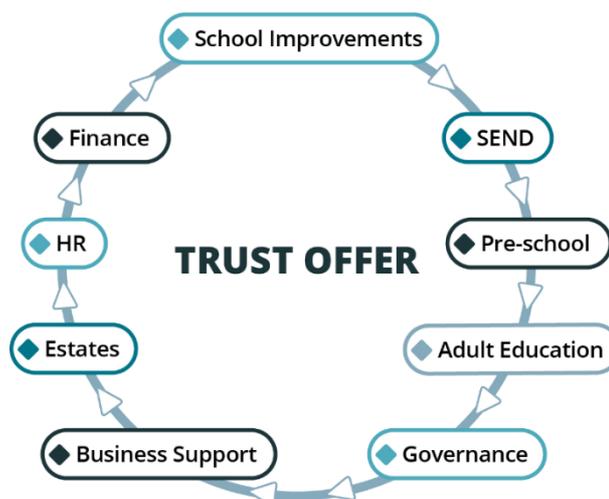


Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.

This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

To read about impact in 2025, please read our annual report to stakeholders on the Trust website.

<https://www.watertonacademytrust.org/academies/trust-performance/>

Job Description – Deputy Headteacher

Job Title	Deputy Headteacher
Reporting to	Co-Headteacher
Grade	L12-L16

Main Purpose	<ul style="list-style-type: none"> • Work with the headteacher to provide strategic leadership and vision that promotes the achievement and wellbeing of the children and the continuing professional development of the staff. • Provide leadership, development and management of the teaching and learning of all pupils; to take a lead role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school. • Provide strong day-to-day operational leadership to secure consistent expectations for behaviour, routines and classroom practice, ensuring staff are well supported to implement agreed approaches. • Network and liaise across the range of colleagues within Waterton Academy Trust, external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, assessment, support, transition and high-quality learning and teaching. • Take responsibility for child protection issues, as appropriate. • Deputise in the headteacher’s absence. As deputy head teacher, you will be required to meet the general requirements of this post as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the head teacher.
Strategic direction/ Shaping the future	<ul style="list-style-type: none"> • Support the headteacher in: <ul style="list-style-type: none"> a) Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. b) Demonstrating the vision and values of the school in everyday work and practice. c) Motivating and working with others to create a shared culture and positive climate. • Assist the headteacher in the ongoing and annual review of standards of leadership, and of teaching and learning, in both specific areas of responsibility and across all areas of school provision. • To further develop current assessment systems so that they monitor progress and attainment of all pupils, in all curriculum areas, including vulnerable groups. • Develop and implement policies and practices, which reflect the school’s commitment to high achievement and are consistent with national and local strategies and policies. • Promote high expectations for attainment.

	<ul style="list-style-type: none"> • Establish plans for the development and resourcing of specific areas of responsibility where necessary and evaluate progress made and impact. • Work with outside agencies and stakeholders to inform future action. • Contribute to the development of effective organisational and administrative systems which support the aims of the school.
<p>Leading Learning and Teaching – development and enhancing the teaching practice or others:</p>	<ul style="list-style-type: none"> • Work with the headteacher to raise the quality of teaching and learning and pupils’ achievement, setting high expectations, monitoring, and evaluating effectiveness of learning outcomes. • Take responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted. • Provide regular feedback for colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning. • Develop whole staff, key stage teams and individuals to enhance performance: <ul style="list-style-type: none"> a) Undertake coaching and mentoring. b) Plan, organise and deliver staff meetings, where necessary bringing in outside speakers. c) Keep abreast of the latest developments in the area and disseminate effectively to other members of staff. • Plan, delegate and evaluate work carried out by teams and individuals. • Be part of the recruitment and selection process of teaching and support staff. • Ensure effective strategies and systems within the School Behaviour Policy are in place and implemented to support the needs of individual pupils and promote high standards of behaviour. • Promote the use of ICT to enhance and extend pupils learning. • Strategic leadership of the curriculum and curriculum leaders.
<p>Securing Accountability</p>	<ul style="list-style-type: none"> • Support the governing body in meeting its responsibility to account for the performance of the school. • Work alongside the headteacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff. • Use a range of data sources to set realistic, yet challenging, targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes. • Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary. • Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. • Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans that encapsulate key school learning strategies. • Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

<p>Resource Management</p>	<ul style="list-style-type: none"> • Work with the headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation. • Work with the headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. • Secure and allocate resources to support effective learning and teaching within subject area(s). • Monitor and control the use of resources and budget according to the school's agreed financial procedures.
<p>Developing Self and Working with others</p>	<ul style="list-style-type: none"> • Work with the headteacher to build a professional learning community, which enables others to achieve. • Support staff, within the whole school, in achieving high standards through effective continuing professional development. • Implement successful performance management processes with allocated team of staff: <ul style="list-style-type: none"> a) Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture. b) Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities. c) Acknowledge the responsibilities and celebrate the achievements of individuals and teams. d) Develop and maintain a culture of high expectations for self and others. e) Regularly review own practice, set personal targets and take responsibility for own professional development.
<p>Strengthening Community</p>	<ul style="list-style-type: none"> • Work with the headteacher to engage with the internal and external school community to secure equity and entitlement. • Contribute to policies and practices which promote equality of opportunity and tackle prejudice. • Work collaboratively at both strategic and operational levels with parents and carers, and across multiple agencies, in order to promote the wellbeing of children and families and to ensure pupils meet their full potential. • Promote positive relationships and collaborate with colleagues across Waterton Academy Trust in order to share expertise and bring positive benefits to all schools. • Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
<p>Specific Duties for Deputy Headteacher</p>	<ul style="list-style-type: none"> • To provide professional leadership and management of areas of the School Development Plan as agreed, on an annual basis, with the headteacher. • To take an active role in the School Senior Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children. • To lead the Performance Management of teachers and support staff. • To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the headteacher/governors who will give full support throughout).

	<ul style="list-style-type: none"> • Be responsible as Designated Lead for Safeguarding of pupils and staff (DSL). • Be responsible as Inclusion Lead for improving outcomes for pupils with SEND and those who are disadvantaged. • To ensure the safety, welfare and pastoral care of all pupils. • To play a full role within the life of the school community, support its ethos and encourage all stakeholders to follow this example.
Expectations of All Employees	<ul style="list-style-type: none"> • Represent and promote Waterton Academy Trust values internally and externally • Ensure that all stakeholders receive an excellent customer service experience in all dealings with you and with Waterton Academy Trust • Deliver your day-to-day duties consistently with the agreed service level • Actively promote and act, at all times, in accordance with Trust policies, e.g. Code of Conduct, Health and Safety, Equal Opportunities and Safeguarding • Make a commitment and contribution to the overall ethos and values of the trust, upholding these in all activities connected with the role • Undertake other duties commensurate with the job level • Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
Additional Information	<p>Duties will vary according to the needs of the school. The specific focus for the Deputy Headteacher’s work programme will be negotiated and agreed at the beginning of each performance management cycle. In addition to the above and specified responsibilities, the postholder will carry out any other reasonable duties relevant to the role as determined by the headteacher</p>
Characteristics of the Post	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</p>

Person Specification – Deputy Headteacher

AF: Application Form

OT: Occupational Task

CQ: Certificates/Qualifications

I: Presentation

I: Interview

R: Reference

Qualifications	Essential	Desirable	Assessed
Qualified Teacher Status	X		AF/CQ
First Degree or Equivalent for employment	X		AF/CQ
Evidence of further professional development. For example, NPQSL, NPQH, or equivalent.		X	AF/CQ/I
Knowledge, Understanding and Experience	Essential	Desirable	Assessed
Substantial experience of teaching in a primary school, including evidence of strong impact on pupil progress and outcomes	X		AF/I/R
Successful experience as a senior or middle leader with responsibility for improving standards	X		AF//I/R
Proven experience of leading whole school or phase improvement work that has resulted in measurable improvement	X		AF/I/P
Experience of improving behaviour, culture or consistency across a school or key stage	X		AF/P
Experience of supporting, coaching and developing staff to improve classroom practice	X		AF/I/R
Experience of leading safeguarding, inclusion or SEND provision (or significant involvement in these areas)	X		AF/I/R/P
A strong classroom practitioner who models effective teaching, strong routines and high expectations	X		AF/OT/I/P
Strong understanding of effective primary pedagogy and how to secure consistent teaching practice across a school	X		AF/OT/I/P
Clear commitment to inclusion, with high expectations for all pupils, particularly those with SEND, disadvantaged pupils and those with additional needs	X		AF/OT/I/P
Secure understanding of assessment, including target setting, progress tracking and the effective use of internal and external data to drive improvement	X		AF/OT/I/P
Experience of performance management and holding others to account for standards	X		AF/OT/I/P
Experience of working with parents, external agencies and other professionals to improve outcomes for pupils		X	AF//I/R
Leadership and Management	Essential	Desirable	Assessed
Successful experience of senior or aspiring senior leadership with evidence of impact	X		AF/I/R/P
Strong understanding of whole school priorities including behaviour, safeguarding, attendance, curriculum and standards	X		AF/I/R/O T
Experience of leading change and securing improvement through clear planning, monitoring and follow up	X		AF/I/R/P

Ability to secure consistency through clear systems, routines and professional dialogue	X		AF/I
Experience of leading staff performance management, coaching and professional development	X		AF/I/R/P
Ability to analyse priorities, manage workload and ensure agreed actions are completed on time	X		AF/I/R/P
Strong people management skills including the ability to challenge appropriately and have difficult conversations	X		AF/I/R/O T
Demonstrates the ability to translate strategic priorities into consistent day to day practice.	X		AF/I/R
Able to motivate, promote good relationships and effectively communicate with all stakeholders	X		AF/I/R
Commitment to safeguarding and promoting the welfare of all	X		AF/I/OT/ P
Knowledge of the role of Governors and the role of the Trust		X	AF/I
Personal Attributes	Essential	Desirable	Assessed
Visible and credible leader who leads by example and maintains high professional standards	X		AF/I/R/P
Calm, resilient and solution focused, able to maintain perspective under pressure	X		AF/R/I
Approachable, fair and consistent, able to build trust with staff, pupils and families	X		AF/I/R
Able to motivate others while also providing appropriate challenge when needed	X		AF/I
Strong interpersonal skills with the ability to manage difficult conversations professionally	X		AF/I/R/O T/P
Works collaboratively and contributes positively to a strong team culture	X		I/P/R/OT
Flexible and reflective, open to feedback and willing to seek advice where needed	X		AF/I/OT/ P
Strong moral purpose and commitment to improving outcomes for all pupils	X		AF/I/OT/ P
Positive, grounded and emotionally intelligent with a steady leadership presence	X		AF/I/R/P
Suitability to work with children and young people	Essential	Desirable	Assessed
Satisfactory DBS disclosure and standard Trust pre-secondment checks	X		AF, R, I
Ability to work in a way that promotes the safety and well-being of learners	X		AF, R, I

Next Steps

For further information, or to visit the school (dates below), please contact the school office: KingsOakOffice@watertonacademytrust.org or call: 01226 272740

School visits dates and times

Interested candidates are warmly welcomed and strongly encouraged to visit Kings Oak Primary Academy prior to applying. We are offering several open days for you to look around the school. These are:

- Thursday 16th April 2026 – 2:30pm
- Friday 17th April 2026 – 11:00am–12:00pm
- Thursday 23rd April 2026 – 2:00pm
- Friday 24th April 2026 – 2:00pm

If you are unable to attend one of the above sessions, please contact the school office to arrange an alternative date and time.

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Midday on Thursday 14th May 2026

Shortlisting: Friday 15th May 2026

Interviews: Wednesday 20th May 2026

Start Date: September 2026

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.