

JOB DESCRIPTION

Deputy Head Teacher

Salary Scale – L22 – L26

Reporting to the Head Teacher.

Main Purpose of the Role

The Deputy Head Teacher at Baldon School plays a pivotal leadership role in advancing the school's vision of providing an inclusive, supportive, and high-quality education for all pupils. This role is critical in supporting the Head Teacher in the strategic and operational management of the school, ensuring that all pupils, particularly those from socially deprived backgrounds and with additional needs, achieve their full potential. The Deputy Head Teacher will lead on Inclusion and oversee key areas such as behaviour, attendance, personal development, well-being, and SEND provision. This position requires a dynamic leader committed to upholding high educational standards and promoting a culture of respect, safety and continuous improvement aligned with Baldon School's context and ethos.

Key Responsibilities and Duties

Leadership of Inclusion

- Lead on the development and implementation of the school's inclusion strategy, ensuring all pupils, including those with SEND and those entitled to free school meals (50.2%), receive equitable access to a broad and balanced curriculum.
- Support the school's SENDCO in developing and monitoring provision for pupils with SEND (currently 23.39% of the school population).
- Promote an inclusive culture that celebrates diversity and removes barriers to learning for disadvantaged pupils including those with SEND, LAC, Pupil Premium, FSM.
- Research, implement and monitor a Pupil Premium Strategy which secures the understanding of disadvantaged pupils' needs; ensuring staff are clear in their roles and have a positive impact on pupils' outcomes.
- Ensure that appropriate alternative provision is accessed in a timely manner for those pupils who require it, both internally and externally.

Strategic Leadership and School Management

- Support the Head Teacher in articulating and implementing the school's vision, values, and strategic objectives.
- Lead initiatives that promote inclusive education, ensuring equitable access and opportunity for all pupils.
- Contribute to whole school improvement planning, ensuring alignment with the needs of a community with significant social deprivation.
- Participate in senior leadership team meetings, decision-making, and governance discussions.
- Manage and deploy staff and resources effectively to achieve school priorities.
- Lead, motivate, and develop staff teams, fostering a culture of professionalism and continuous development.
- Support the recruitment, induction and retention of high-quality staff.

Behaviour, Attendance and Personal Development

- Oversee the school's behaviour policy implementation, ensuring high standards of conduct and a positive, respectful school culture.
- Review and develop relevant systems and policies including pupil attendance, securing high expectations and timely interventions.
- Manage initiatives to support pupils' personal development and well-being, including the planning and monitoring of the school's Pastoral Curriculum, Careers Programme, mental health support and extracurricular opportunities.

Whole School Responsibilities

- Deputise for the Head Teacher as required, representing the school internally and externally.
- Promote a safe and supportive environment where pupils feel protected and valued.
- Ensure compliance with health and safety, safeguarding policies and procedures.
- Manage the whole school assembly programme.
- Manage staff through the performance management process.

Skills and Competencies

- Strong leadership and management skills, with the ability to inspire, motivate and challenge pupils and staff to achieve high standards.
- Proficiency of Inclusion, SEND provision, and strategies to support disadvantaged pupils.
- Excellent communication and interpersonal skills to build positive relationships with pupils, staff, parents, and external partners.
- Strategic thinking and problem-solving abilities to drive school improvement.
- Resilience and adaptability to respond to the demands of a large, diverse secondary school.
- Commitment to upholding the school's vision and values, fostering an inclusive and supportive environment.
- Capacity to manage multiple priorities and work collaboratively within a senior leadership team.
- Proficient in thorough analysis of data and strategies to improve outcomes.

Professional Development

- Commitment to ongoing professional learning and leadership development aligned with the school's values and priorities.
- Access opportunities for growth through participation in leadership training, external networks, and collaboration with other schools.
- Engagement in appraisal processes to set and review professional objectives supporting school improvement and personal career progression.

Safeguarding

- Uphold and model the highest standards of safeguarding and child protection in line with statutory guidance (e.g., Keeping Children Safe in Education 2025).
- Act promptly and appropriately on any concerns regarding pupil welfare, working collaboratively with the DSL and external agencies.
- Foster a culture where pupils feel safe, respected, and supported, reflecting Boldon School's commitment to their well-being and protection.

This job description reflects the essential duties and responsibilities of the Deputy Head Teacher role at Boldon School, tailored to the school's secondary education context and the commitment to providing an inclusive, safe, and high-achieving educational environment.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others' health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

PERSON SPECIFICATION

Deputy Head Teacher

Candidates **MUST** address all the person specification in their application.

TRAINING AND QUALIFICATIONS

	Essential	Desirable	Source A- application I - interview R – references C - Certificates
Qualified teacher status.	Y		A, C
Degree.	Y		A, C
Higher degree.		Y	A, C
National Professional Qualification for Headship.		Y	A, C
Evidence of recent and relevant CPD for Deputy Headship (Within the last three years).	Y		A

STRATEGIC LEADERSHIP AND VISION

	Essential	Desirable	Source
Substantial, successful, recent senior leadership experience in a secondary school, at deputy or assistant head teacher level.	Y		A, I, R
Recent substantial, successful experience of teaching pupils, of all abilities, in two relevant Key Stages (3 and 4).	Y		A, I, R
An excellent understanding of strategic leadership.	Y		A, I
A clear understanding of inclusion and improving outcomes for key groups.	Y		A, I
Experience of gathering evidence of outcomes and performance of key groups.		Y	A, I
Evidence of successful strategies to break down barriers for key groups.	Y		A, I
A proven track record of creating and leading teams, to achieve successful outcomes.	Y		A, I
Evidence of successful strategies for planning, implementing, monitoring, and evaluating school improvement.	Y		A, I
An ability to analyse data, develop strategic plans and monitor and evaluate progress towards these.	Y		A, I, R
A recent and demonstrable proven track record of raising standards and improving teaching.	Y		A, I, R
First hand experience of self-evaluation processes and how findings inform the SIP and SEF.	Y		A, I, R
Experience of undertaking effective performance management.	Y		A, I, R
An understanding of financial and resource management.		Y	A, I, R
Understand the importance of the role of the Governing Body.	Y		A, I, R

LEADERSHIP OF CURRICULUM AND TEACHING

	Essential	Desirable	Source
An excellent understanding of curriculum design, planning and implementation.	Y		A, I
Be an exceptional classroom practitioner, with a proven track record of impact.	Y		A, I
A very good knowledge of national curriculum requirements.	Y		A, I
Evidence of an adaptive curriculum to meet the needs of all pupils.	Y		A, I
A clear understanding of what good quality teaching and learning looks like and strategies to develop this.	Y		A, I
Knowledge and understanding of a range of successful teaching and learning strategies to meet the needs of pupils.	Y		A, I
Experience in identifying and supporting vulnerable groups effectively.	Y		A, I, R

BEHAVIOUR, ATTENDANCE AND PERSONAL DEVELOPMENT

	Essential	Desirable	Source
Experience of effectively leading teams and positively working with staff to foster a positive culture.	Y		I
An acute understanding of behaviour systems and processes in school and in collaboration with others.	Y		A, I
A thorough understanding of effective strategies to improve attendance.	Y		A, I
A detailed knowledge, understanding and commitment to promoting safeguarding and the welfare of all pupils.	Y		A, I, R
An accurate understanding of the systems to support pupils personal development and well being.	Y		I, R

ACCOUNTABILITY AND PARTNERSHIP

	Essential	Desirable	Source
Understanding evidence accountability to the Head Teacher and Governors.	Y		A, I, R
Evidence of effective collaboration, working with a variety of stakeholders and external agencies, for example, staff, pupils, governors, parents.	Y		A, I
Understand the quality assuring and working processes for statutory guidance relating to key groups.	Y		A, I
Evidence of evaluating impact of actions and holding staff to account for improvements.	Y		A, I

PERSONAL ATTRIBUTES

	Essential	Desirable	Source
An effective communicator with strong interpersonal skills.	Y		A, I
An ability to prioritise workload and work to specific deadlines.	Y		I
Ability to inspire, challenge, motivate and empower others.	Y		I, R
An understanding of fostering a fair, open, and supportive environment.	Y		I, R
Self-motivation and a commitment to continued professional development.	Y		I, R
Have an ability to effectively collaborate with parents and the community.	Y		I, R
A positive and aspiring role model to staff and pupils.	Y		I, R

OTHER REQUIREMENTS

	Essential	Desirable	Source
Application forms should be completed in full. Candidates must submit a letter of no more than 2 sides of A4 with a font size of Arial 11, in lieu of the personal statement section of the application form. CVs and any information other than that requested will not be considered.	Y		A
Should address the criteria identified in the person specification.	Y		A
Written task, presentation, data task and lesson observation.	Y		I

[G] CONFIDENTIAL REFERENCES AND REPORTS

	Essential
Written references only.	Y
Confirming professional & personal knowledge, skills & abilities referred to above.	Y
Positive recommendation from current employer.	Y