

# Job Profile

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**Job Title:** Deputy Headteacher

**Reports to:** Headteacher

**Location:** Langstone Primary Academy

monitoring, reviewing and evaluating the curriculum to ensure that provision expectations and standards are high.

- Build and promote the engagement of networks for shared learning and effective community cohesion.

## Function of the post:

The Deputy Headteacher will support the Headteacher in providing strategic leadership and direction, ensuring a child centred approach where teaching is consistently good or better. Fostering confidence, ambition and motivation in staff to promote and deliver a positive, exciting and relevant learning experience for pupils, the post holder will also engage and enthuse parents for the benefit of the pupils and School.

## Principal Accountabilities:

- To be responsible for the professional duties of the Headteacher in the event of their absence.
- Manage the collection and analysis of data on pupil performance, presenting data to teaching staff in a manner that enhances understanding and learning, and encourages action that will bring about improvement in standards.
- Be a member of the Designated Safeguarding Lead Team, led by the Headteacher.
- To lead and manage the School's Continuing Professional Development Policy and procedures that will bring about tangible improvements for the benefit of the whole school.
- Lead on school self-evaluation in the quality of education, using a range of methods to monitor and assess the quality of teaching, effective use of resources, standards of learning and the attainment and progression of pupils.
- Responsible for leading and facilitating curriculum innovation and pioneering practices, playing a leading role in

## University of Chichester Academy Trust:

The Trust's vision is "For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives", and it is our mission "To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning..."

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy's own identity.

## National Standards of Excellence for Headteachers:

Act in accordance with the four 'Excellence as Standard' domains being: qualities and knowledge, pupils and staff, systems and process and the self-improving system detailed in the National standards of excellence for headteachers, January 2015.

## Teachers' Standards (England)

Uphold principles of the Teachers Standards, ensuring all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

## Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of

other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

### **Equality and Inclusion:**

The University of Chichester Academy Trust and the Academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

### **Right to Work:**

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

### **Health and Safety:**

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

**Sustainability and Environment:** The University of Chichester Academy Trust is committed to sustainable development and

environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

### **Data Protection:**

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

### **Safer Recruitment:**

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at [www.homeoffice.gov.uk/dbs](http://www.homeoffice.gov.uk/dbs)

## Person Specification

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Knowledge and Qualifications – Essential	Knowledge and Skills - Desirable	Evidenced through
Qualified Teacher with evidence of continual professional development or relevant accredited study appropriate to the post.	Relevant accredited study and/or professional development such as leadership and management training.	<ul style="list-style-type: none"> <li>• Application</li> <li>• Documentary evidence</li> <li>• Interview</li> </ul>
Current knowledge of the national curriculum and research, initiatives and technologies in child learning and development.		
Good understanding of assessment procedures including assessment for learning.		
Good understanding of the principles of equality and diversity that support a culture that embraces diversity within the classroom and community.		
Knowledge of, and training in health and safety and safeguarding legislation within the context of school compliance.		
Current knowledge of the new Education Inspection Framework.		
Skills - Essential	Skills – Desirable	Evidenced through
A skilful communicator with strong, interpersonal and presentation skills, both verbal and written, which naturally adapts to a diverse audience, e.g. governors, parents and carers, staff, pupils and the wider community on a wide range of issues to provide clarity of vision, influence and direct or challenge others.		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview activities</li> <li>• References</li> </ul>
ICT skills that enables efficient and effective administration, supports the work of the school and enhances pupil learning in the classroom.		
Evidence of leadership and team qualities that contribute to an effective and strong leadership team, with the ability to set and achieve challenging goals in a supportive environment. Identify and deliver change to a high level, which promotes organisational reflection and an enthusiasm and motivation for continued improvement and shared thinking.		
Skill set required to successfully extrapolate, analyse and report data to a diverse audience.		

Organisational, financial, budgetary, management and administration skills relevant to the effective delivery of the duties of the post to achieve the academy's educational goals and priorities.		
Excellent people skills, managing issues in a sensitive, supportive and appropriate manner to support the effective operation of the Academy.		
Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the Academy and the Academy Trust.		
<b>Experience - Essential</b>	<b>Experience – Desirable</b>	<b>Evidenced through</b>
An exemplary cross primary phase classroom practitioner who is leading in curriculum innovation, supporting and motivating colleagues to enhance teaching through good primary practice and shared thinking to enable successful school improvement with evidence of how this has a positive impact on pupils achieving their full potential.	Experience of challenging, developing and supporting staff performance and management, conflict resolution and time management.	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview activities</li> <li>• References</li> </ul>
Supporting elements of whole school management in a similar or SLT role, including financial, budgetary and resource management and staff recruitment.	Experience of contributing to SEF.	
Experience of managing and using pupil attainment, tracking and interpreting data and moderating achievement.	Delivering successful in-house training.	
Proven track record of monitoring, evaluating and improving quality of learning and teaching, building effective strategies for academy self-evaluation and making effective use of ICT in learning	Previous Deputy Headship experience, ideally with the primary age range.	
Demonstrable evidence of being part of a successful team that delivers measurable improvement.	Experience as a school governor.	
Evidence of collaborating and building effective relationships with parents, carers and the wider community to enrich teaching and learning for the wellbeing of pupils.	Experience of collaborative working with multi-agencies for the benefit of the pupils.	
	Experience in managing additional educational needs provision.	
	Experience of being inspected by OFSTED at a senior level.	
<b>Personal Attributes - Essential</b>	<b>Person Attributes – Desirable</b>	<b>Evidenced through</b>
Strong work ethic with a high level of commitment to the whole Academy community and a flexible approach.		<ul style="list-style-type: none"> <li>• Interview activities</li> <li>• References</li> </ul>
Commitment to equality that raises aspirations for all, challenges prejudice and assumptions and promotes integration, celebrating the diversity of multicultural Britain.		

Realistic, honest and efficient approach.		
An ability to foster an open, innovative, equitable culture, dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively		
Welcomes accountability to a wide range of groups, forms constructive relationships with all and understands the importance and value of engaging with parents, carers and the wider community.		
Committed to enabling the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils needs and the school communities.		
Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance for the well-being of self and others.		
Self-reflective and responsive to feedback from a range of sources that help to identify and inform future decision making.		
Positive attitude to change, with an adaptable and versatile approach.		
Enthusiastic, approachable and optimistic, with the presence to inspire confidence and trust, enabling others to feel empowered and motivated to achieve high goals.		
Develops and empowers individuals and teams that promotes collaboration, shared knowledge and understanding, where success is celebrated and individuals accept responsibility for outcomes.		

# Application Procedure

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Applicants should **complete** an **Application Form** and **Equality Monitoring Form** and return it by email to [unicathr@chi.ac.uk](mailto:unicathr@chi.ac.uk). The closing date is 09:00 am on Thursday, 22<sup>nd</sup> May. Interviews to be held on Friday, 23<sup>rd</sup> May 2025.

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**E:** [unicathr@chi.ac.uk](mailto:unicathr@chi.ac.uk)

## Statement in Support of Application

In addition to completing the application form, please inform us in no more than 250 words how you believe you can add value to the School and the Academy Trust.

## Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the HR Team immediately on the number above.

## Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the Person Specification in the context of the accountabilities.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

## CV

You may submit a separate sheet detailing your qualifications and previous employment. All other information requested should be contained within the application form.

If there are any dates unaccounted for you should detail the reasons in the relevant field on the application form.

If you would like to receive this information pack in an alternative format, please contact the Trust's HR Department.