

Job Description

Job title:	Deputy Headteacher	Contract Type:	Permanent
Responsible To:	Head of School	Salary Range:	L20-L24
Location:	St Pauls Way Secondary School		

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

Our mission is to make St Paul's Way the best place to learn in, work in, and partner with. Through collaboration, integrity and high aspiration, we create conditions where motivation and progress flourish.

As an all-through school, and as part of UST, we can nurture and educate students from ages 3-18. By working collectively, we are able to provide a cohesive transition through key stages that allows students to flourish. Within this truly collaborative ethos, you will be joining a determined and unified team that is focused on providing a transformational education for all.

ROLE SUMMARY:

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the Deputy Headteacher posts involve deputising for the Head of School in his/her absence.

As key members of the Executive Senior Leadership Team, the Deputy Headteachers have a key role in strategic leadership and development, formulating policy and monitoring our pastoral and academic provision across the primary and secondary Schools. These posts focus on the continued development of outstanding achievements and standards across the schools and on delivering exceptional pastoral and inclusion provision across the school.

The Secondary Phase Deputy Headteacher post holders have whole school responsibility for either Quality of Education or Pastoral and Inclusion, or a combination of both when leading the Sixth Form. The specific roles and responsibilities may be re-allocated amongst the post holders over time by the Head of School / Executive Headteacher to support career development and the school priorities.

As a Trust that values collaboration to provide a transformational education to all children, our expectation is that our senior colleagues should be prepared to share good practice and provide school-to-school support across and beyond the Trust if requested.

MAIN RESPONSIBILITIES:

Ethos, Identity & Community Leadership

- Embed the ethos, identity and values of the school, ensuring all SPW graduates fulfil their potential.
- Act as a visible role model for staff, students and the local community, maintaining a high profile across the school.
- Promote and develop a culture of high expectations for all members of the school community.
- Play a full and active role in the wider school community, encouraging others to do the same.
- Engage parents and carers positively in all aspects of their child's learning.
- Work collaboratively with the Primary School to strengthen cross-phase coherence and ensure smooth progression for students.
- Work collaboratively with local schools for the benefit of St Paul's Way students.
- Ensure school policies and practice reflect a strong commitment to inclusion and equal opportunities

Teaching, Learning & Professional Development

- Teach an agreed timetable in line with STPCD expectations, modelling high-quality teaching.
- Act as a lead professional in the classroom, promoting consistently high standards of teaching and learning.
- Coach and mentor staff and students to develop effective teaching, learning and leadership skills.
- Lead the continuous improvement of Teaching & Learning and wider provision through:
 - Research & Development, and Outreach
 - Staff Professional Development & Induction
 - Performance management

- Contribute to and lead aspects of the School Improvement and Development Plan.
- Participate in Trust-wide networking to share best practice and strengthen transformational learning.

Student Outcomes, Achievement & Intervention

- Lead the KS3/KS4/KS5 outcomes strategy to secure the best possible results for students.
- Robustly challenge underachievement and mediocrity in all its forms.
- Ensure underachieving students receive appropriate support.
- Ensure all students have appropriately challenging achievement targets, reviewed systematically through improvement plans.
- Lead targeted intervention programmes to secure high standards across key stages.
- Oversee educational enhancement opportunities, including enrichment, weekend/holiday classes and residential.
- Ensure data and assessment are used effectively to improve outcomes and inform teaching practice.
- Ensure monitoring, evaluation and review processes provide clear information on student progress to stakeholders

Safeguarding, Welfare & Pastoral Leadership

- Ensure the safety, welfare and pastoral care of all students across the school.
- Ensure school policies are developed, monitored and implemented effectively to support safeguarding and wellbeing.

Trust and Governance Responsibilities

- Attend and report into Trust meetings as required
- Oversee the planning and delivery of Trust Quality Assurance programmes
- Report on standards and progress to the School Committee.
- Ensure accountability through regular progress reviews and contribute reports to the Executive Headteacher, the School Committee and Trust forums.

Undertake any other duty as specified by the STPCD not specifically mentioned in the Job Description.

Quality of Education

1. To work with curriculum leaders and the Trust Director of Education to ensure there is a clear and coherent rationale for the school's curriculum design
 - To ensure that the rationale and ambitious aims of the curriculum design are shared across the school and fully understood by all
 - To ensure that appropriate mapping is in place so that the curriculum has sufficient depth and coverage of knowledge in the subjects and to ensure that there is a model of curriculum progression for every subject
 - To ensure that Faculty and Subject leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts

- To ensure that curriculum coverage allows all pupils to access the content and make exceptional progress through the curriculum
 - To ensure that reading and written fluency is prioritised to allow pupils to access the full curriculum offer
 - To ensure that Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the curriculum and that this is factored into curriculum design
 - To ensure that leaders, at all levels, have clear roles and responsibilities to ensure exceptional curriculum design and delivery
 - To ensure, through high-quality professional development, that leaders have the knowledge, expertise and practical skill to design and implement a curriculum successfully
 - To ensure that Leaders at all levels, including governors, regularly review and quality assure the curriculum to ensure that it is implemented to an outstanding level
 - To ensure that high quality curriculum resources are selected that serve the course of study, the school's curriculum and demonstrates value for money
 - To ensure that the way the curriculum is planned meets the learning needs of all students including those with additional educational needs
 - To ensure curriculum delivery is both equitable and appropriate for all groups
 - To ensure that interventions are appropriately delivered to enhance students' capacity to access the full curriculum to ensure the progress for all learners is maximised
2. To ensure that assessment is designed thoughtfully to shape future learning and that assessment is not excessive or onerous
- To ensure that assessments are reliable via robust systems of checking and moderation
 - To ensure, through appropriate monitoring systems, that there is no discrepancy between the planned and the delivered curriculum

Pastoral & Inclusion

1. Lead whole-school Pastoral and Inclusion systems to ensure provision is safe, inclusive and complies with DfE behaviour, safeguarding, attendance and SEND guidance.
2. Monitor and improve student progress, attendance and punctuality across all year groups,
3. Oversee a high-quality tutor and personal development programme, ensuring it supports wellbeing, character, safeguarding awareness and RSHE expectations
4. Develop and strengthen Student Voice and Leadership, ensuring pupils—especially disadvantaged and SEND groups
5. Strengthen parental engagement and parental voice, ensuring accessible opportunities for families to participate, consistent with Ofsted's expectation that leaders work collaboratively with parents.
6. Lead behaviour for learning ensuring a consistent, evidence-based behaviour culture, fair use of sanctions, positive reinforcement, and inclusion-friendly adaptations for SEND learners.
7. Manage FAP and managed moves to ensure processes are lawful, inclusive, and compliant with exclusions/suspensions guidance
8. Oversee student admissions and transition, ensuring early identification of need, smooth induction and termly evaluation, aligned to DfE inclusion and SEND Code of Practice expectations
9. To oversee SEND provision, ensuring inclusive practice, strong identification systems, and high-quality provision in line with Ofsted's new standalone inclusion judgment and DfE SEND Code of Practice.

10. Lead the Pupil Premium strategy, ensuring it is evidence-based, addresses barriers to learning, and demonstrates impact
11. Act as operational lead for safeguarding, either as DSL or deputising for the DSL and ensuring systems meet statutory duties
12. Lead and train the school's safeguarding team, ensuring all staff receive up-to-date training in line with statutory safeguarding duties, child-on-child abuse guidance, and updated RSHE requirements.
13. Ensure inclusion, behaviour, attendance and wellbeing are embedded in school culture, creating a calm, safe, inclusive environment where pupils feel valued and supported.
14. Serve as SLT lead for site operations, ensuring the environment is safe, supportive and conducive to positive behaviour (aligned to safeguarding and wellbeing expectations).

Working with Others

1. To advise and liaise with members of the Governing Board and Trust Partners, as appropriate, and ensure that they have an accurate understanding of the work of the schools
2. To organise governor visits to the schools
3. To work with the Primary Phase, and partner primary and secondary schools as appropriate. To bring in best practice and build links with other schools, in particular with respect to curriculum continuity
4. To work on a range of initiatives alongside our University and Trust Partners including research and development
5. To work with our broader community to promote St Paul's Way School.

Effective Use of Staff and Resources

1. To directly line manage at least two Assistant Headteachers within the Senior Leadership Team, ensuring that they deliver on the expectations set out in their job descriptions
2. To manage a delegated school budget and produce financial management plans as appropriate
3. To have a lead responsibility for aspects of the recruitment, retention and deployment of staff within the school.

Additional Duties

1. To play a comprehensive role within the life of the school community, support its ethos and encourage all staff and students to follow this example
2. Continue personal professional development
3. Undertake any other duty as specified by the STPCD not mentioned above.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Executive Headteacher or Head of School.

General Responsibilities

Wider Professional Responsibilities

1. Make an active contribution to the policies and aspirations of the school and the Trust.
2. Seek to share your expertise with colleagues.

3. Contribute effectively to the work of the wider team.
4. Play a critical role in the life of the school.
5. Promote the general progress and well-being of individual students.
6. Provide guidance and advice to students on educational and social matters and on their further education and future careers.
7. Provide a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
8. Communicate and consult with the parents / carers of students in line with school procedures
9. Participate in meetings arranged for any of the purposes described above
10. Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
11. Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

Leadership: Vision and Values

1. Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents, and wider community the vision, purpose, and leadership of the Trust.
2. To ensure equal opportunities for all.
3. To be committed to safeguarding and to promoting the welfare of all young people.
4. To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
5. Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

1. Take responsibility for the day-to-day management of designated staff.
2. Develop and maintain a culture of high expectations for self and others
3. Regularly review own practice, set personal targets, and take responsibility for own development
4. Actively engage in the performance review process
5. Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students, and visitors.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues, and visitors.
7. Adhere to Trust policies and procedures.

Qualification Criteria

8. A fully qualified teacher with evidence of QTS for secondary teaching.
9. Qualified to at least degree level in subject area and/or good A Levels or equivalent.
10. Qualified to teach and work in the UK.

Additional requirements

1. The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.

2. Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
5. Complete any training required to improve performance and take part in the school performance management systems (where relevant).
6. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust

Training

1. The post holder will be required to undertake training as required to be effective in carrying out all duties, and to engage with professional development opportunities, including: year team meetings, twilights, pastoral meetings, briefings
2. The post holder will be required to undertake Level 2 Safeguarding training

General Administration

1. Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
2. Ensure that communications are responded to in a timely manner and agreed deadlines are met

Equality and Diversity

1. The Trust has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Safeguarding

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.

JOB DESCRIPTION AGREEMENT

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

HEALTH AND SAFETY

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Signed _____ **Date**

Post holder

Signed _____ **Date**

Executive Headteacher

Person Specification

Deputy Headteacher

Knowledge and Experience	Essential	Desirable
<ul style="list-style-type: none"> • Qualified to teach and work in the UK 	✓	
<ul style="list-style-type: none"> • Minimum of five years teaching experience, three at senior leadership level. 	✓	
<ul style="list-style-type: none"> • Evidence of successful, outstanding teaching experience across the secondary age range. 	✓	
<ul style="list-style-type: none"> • Recent appropriate Continuous Professional Development. 	✓	
<ul style="list-style-type: none"> • Experience of successfully leading an aspect of school improvement. 	✓	
<ul style="list-style-type: none"> • Experience of closely monitoring and raising achievement. 	✓	
<ul style="list-style-type: none"> • Experience of successfully leading teams 	✓	

Skills and Abilities	Essential	Desirable
<ul style="list-style-type: none"> • Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment. 	✓	
<ul style="list-style-type: none"> • Understanding of the opportunities and challenges offered by a school led system of improvement and the greater flexibility and diversity of schools. 	✓	
<ul style="list-style-type: none"> • Good knowledge of curriculum design and implementation. 	✓	
<ul style="list-style-type: none"> • Knowledge of tracking and target setting to raise attainment at individual pupil, cohort and whole-school level. 	✓	
<ul style="list-style-type: none"> • Ability to analyse data, present findings and implement improvements. 	✓	
<ul style="list-style-type: none"> • Ability to communicate effectively, both orally and in writing with a range of audiences. 	✓	

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model. 	✓	
<ul style="list-style-type: none"> Proven administrative and organisational skills. 	✓	
<ul style="list-style-type: none"> Proven ability to motivate and inspire pupils and colleagues 	✓	
<ul style="list-style-type: none"> An ability to continuously develop the pastoral, career, and university progression of our pupils. 	✓	
<ul style="list-style-type: none"> Experience in helping young people to overcome their personal, motivational, and academic challenges. 	✓	
<ul style="list-style-type: none"> A proactive approach to continuous professional development 	✓	
<ul style="list-style-type: none"> A passionate belief in the success of young people and obtaining high standards 	✓	
<ul style="list-style-type: none"> Flexible, adaptable, results orientated and able to prioritise, resilient under pressure 	✓	
<ul style="list-style-type: none"> Outstanding classroom practitioner. 	✓	
<ul style="list-style-type: none"> Experience of school self-evaluation and development planning procedures. 	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> Commitment to equality of opportunity and the safeguarding and welfare of all students 	✓	
<ul style="list-style-type: none"> To undertake, within reason, other various responsibilities as directed by the line manager and senior leadership team 	✓	
<ul style="list-style-type: none"> This post is subject to an enhanced Disclosure & Barring Service check 	✓	