Job Description:	Leadership
Role:	Deputy Headteacher
Salary/Grade:	L14 – L18

Introduction & Prime Objectives of the Post:

The role of Deputy Headteacher is to assist the Headteacher with the management and organisation of the school in seeking to achieve the highest quality education and to ensure the highest possible standard of pupil achievement and school efficiency and to deputise in the absence of the Headteacher, both at short notice and over a longer term.

This role involves engaging with pupils in regulated activity relevant to children.

Key Duties & Responsibilities:

- Deputise for the Headteacher in their absence, including being the responsible person on site
- Inspire, motivate and influence colleagues and pupils, in securing the highest standards of education and raising outcomes for pupils
- Lead by example and be dedicated to working and succeeding as a team
- Have high expectations and be accountable for raising standards through leadership of school improvement areas
- Engage all relevant stakeholders collaboratively in the development of the provision and culture of the school
- Demonstrate effective and creative leadership of teams in order to secure sustainable school improvement
- Provide strategic leadership across the school for delegated areas of responsibility ensuring these areas are prioritised and effective
- Identify and develop colleagues, supporting them to develop professionally and prepare them for future success in their career
- Professionally and dynamically implement the policies of the school under the guidance of the School Business Leader
- Be a Deputy Designated Safeguarding Lead (DDSL) for safeguarding and child protection in line with the expectations of Keeping Children Safe in Education (KCSIE)
- Be a key member of the senior leadership team in order to support strategic development
- Develop plans that contribute to the overall School Development Plan
- Develop, implement and maintain whole school consistent strategies that support the delivery of a high quality standard of education and achieves positive outcomes for all pupils
- Provide access to expertise and professional development for staff, through formal and informal approaches to training and CPD
- Lead and develop a team in order to raise attainment and secure school improvement.
- To ensure that all statutory duties are undertaken effectively and in line with the Code of Practice related to the SENco role such as admissions, transition and annual reviews of EHCP's.
- Provide strategic leadership for outreach work undertaken by the school.
- Strategically ensure that pupils have access to the provision/resources that
- they require to meet their needs as identified in their EHCP
- Lead by example and take a leading role in developing leadership in others, through the CPD programme
- Be an excellent role model for all members of staff and students and to maintain a positive and visible presence around the school
- Comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description

- Ensure procedures are understood and followed in order to safeguard our students and colleagues
- Be responsible for the line management of leaders and teams as identified by the Headteacher
- Be accountable for measuring, monitoring, evaluating and improving standards within the school
- Fulfil the duty of a Deputy Headteacher to act as a 'Person in Charge' by managing daily operations when necessary
- Ensure that there is a robust team approach to quality assurance and that it leads to improved outcomes
- Develop the distributive leadership model and maximise the contribution and collaboration of all staff
- Lead on admissions and transitions within the academy, working collaboratively with the Local Authority and other agencies to do so
- Lead on ensuring effective and efficient systems are in place to ensure annual reviews of EHCP's are undertaken and as a result pupils needs are met and provision is in place.
- Implement systems and processes to enable the school to have the resources in place to meet pupil needs
- Work collaboratively with external agencies and the wider community to ensure the holistic needs of pupils are met

Effort Demands:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Make decisions using initiative within established working practices and procedures.

Environmental Demands/Working Conditions:

- Prioritise systems in the school that secure outstanding safeguarding
- Demonstrate consistent compliance with school policies, codes of conduct etc.
- Consider all staff's interests equally & respond to staff fairly and with regard to school priorities
- Use all means to overcome barriers to pupil progress
- Support the professional development of colleagues
- Participate in professional development opportunities
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.
- To ensure their practice meets the Health and Safety Duty of care that all staff have for each other, the pupils and other visitors within the school or when conducting off site visits
- To ensure their professional practice meets the requirements of the Equalities Act at all times.

Other Considerations:
• To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher. • To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files. • Accept and commit to the principles underlying the Schools Equal Rights policies and practices. • Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act. • Must be legally entitled to work in the UK.

• This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager. • This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment • This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
Special Conditions of Service: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).
Intermediate Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. The post holder should demonstrate: • They can express themselves fluently and spontaneously with minimal effort and, • Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Date:	**November 2026**

DEPUTY HEADTEACHER: PERSON SPECIFICATION				
Attributes	Essential	How tested	Desirable	How tested
Qualifications/ Training				
Education	Qualified teacher status	AF	A degree or equivalent. Higher degree qualification, Postgraduate SEN courses. Recognised management qualification, NPQH	AF
Professional Development	Evidence of sustained participation in INSET, especially school leadership and management programme or similar.	AF	Participation in work with other schools/agencies. Experience of leading INSET activities for others. Engagement with NPQML/SL or equivalent	AF
Experience				
Leadership and Management	Evidence of Leadership and Management experience Experience of monitoring and evaluating teaching. Experience of taking a lead role in the Annual Review Process. Experience of managing and/or coordinating staff. Three years experience as Senior Manager /Deputy Head.	AF AF AF/I AF/I	Experience of conducting performance management Awareness of how to set and manage a school budget. Experience of appointing and inducting staff, Experience of establishing and developing school administrative systems; IT systems for resource and budget management.	AF AF/I AF/I AF/I AF/I
Teaching, Learning and Assessment	A sustained period of a minimum 5 years in a Special School setting Evidence of being a good or better teacher Experience of curriculum leadership. Experience of taking a lead role in the Assessment of pupil progress and achievement. Experience of managing teaching resources Practical understanding of effective teaching and evaluation strategies	AF AF AF/I AF/I AF/I	Teaching experience across different Key stages. Evidence of curriculum leadership across the school age range within the last 3 years. Experience of a wider range of schools and other educational establishments. Experience of monitoring and evaluating teaching. Up to date knowledge of how ICT can be used to enhance teaching and learning.	AF AF AF AF/I AF/I

	In depth knowledge and understanding of all primary key stages.	AF/I		AF/I
Personal Development, Behaviour and Welfare	Understanding of actions to be taken to promote racial harmony, and prepare pupils to live in a culturally diverse society. Understanding of Spiritual Moral Social and Cultural development Awareness of strategies to raise pupil achievement and proactively support behaviour	AF/I AF/I AF/I AF/I	Team Teach Lead Practitioner (or a commitment to be so) Moving and Handling Lead Practitioner(or a commitment to be so)	AF/I AF/I AF/I

DEPUTY HEADTEACHER: PERSON SPECIFICATION				
Attributes	Essential	How tested	Desirable	How tested
Knowledge and Understanding				
National Framework	Knowledge of the Education Acts, 2004 Children Act and SEN Code of Practice. Knowledge of new Inspection Framework. Awareness of current developments in Education and the implications of these.	AF/1 AF/I AF/I	Experience of an OFSTED inspection and its follow up. Understanding of workforce reform and its' impact.	AF/1 AF/I
Standards	Understand characteristics of an effective special school. Evidence of involvement in whole school target setting. Knowledge of the SEN Code of Practice	AF/I AF/I AF/I	Recent Involvement in school improvement work	AF/I
National Curriculum	Experience of planning the curriculum across the age range of the school	AF/I		AF/I
Parents and Community	Experience of working directly with parents and other stakeholders for the benefit of improving outcomes for children.	AF/I		AF/I
Governance	Experience of work with Governors in any capacity	AF/I AF/I		AF/I
Skills				
Leadership	Commitment to the vision and values of the school.	AF/I	Experience in leading aspect of school development	AF/I

	Ability to lead, provide clear vision and command respect. Effective Communicator Incisive and clear strategic thinker. Ability to motivate pupils and staff. Involvement in change management in relation to workforce reform. Ability to delegate responsibility, set high standards and provide a focus for improvement. Effective in developing leadership in others. Personal impact and presence.	I /T AF/I I AF/I I/ T AF/I AF/I AF/I	Experience of writing and delivering Action Plans Experience of evaluating the Impact of action plan work on Pupil Outcomes Experience of writing and reviewing SEFs	AF/I AF/I AF/I
Management	Ability to manage change in a school, monitor and evaluate its impact.	AF/I	Played a leading role in implementing a School Improvement Plan or Action Plan	AF/I
Relationships	Able to establish and develop good relationships with all involved in the school. Able to deal sensitively with people and resolve conflicts. Commitment to the school's wider community, and Children's Services.	I/T I/T AF/I		
Interpersonal and communication skills	Ability to communicate effectively in writing and orally. Competent in the use of ICT. Flexible and approachable. Resilient under pressure. Positive and energetic approach to work. Sense of humour.	AF/I/ T		
Attitudes				
Education Philosophy	A commitment to raising achievement through partnership with parents and other stakeholders. A determination to progress school improvement and a desire to fulfil each child's potential.	AF/I /T I	An understanding of the way schools can promote values and a moral code.	AF/I
Staff Development	Committed to the development of all staff, teaching and non-teaching.	AF/I	Played leading role in establishing a staff development programme.	AF/I
Equal Opportunities	Commitment to equality of opportunity.	AF/I	Experience of implementing strategies for social inclusion.	AF/I

	Commitment to race and gender equality and social inclusion		Understanding of the need to promote positive role models.	AF/I
Circumstances				
Personal	Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). No contra-indications in personal background or criminal record indicating unsuitability to work with children.	Docs & BG checks AF/I		
Physical/Sensory	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. Ability to cope with the requirements of the post, which may include working with pupils who have challenging behaviour in association with learning difficulties and or physical difficulties. Capable of moving and handling pupils within school policies and practices.	AF/I		
Driving	Where driving is an aspect of the role a clean driving licence is required	AF/I	Able to drive the school minibus	AF/I

AF = Application Form I = Interview and other activities T = Tasks/Tests

Tests and Presentations may also be used and the person specification can indicate which areas are to be measured by these