



Arnhem Wharf
Primary School

Deputy Headteacher
1 FTE

Arnhem Wharf Primary School

For January 2026

Or September 2025, if possible

Closing date: 16th June at 12pm



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28th May 2025

Dear Applicant,


Deputy Headteacher Position at Arnhem Wharf Primary School

Thank you for your interest in the position of Deputy Headteacher here. Arnhem Wharf is a happy, creative and successful school on the Isle of Dogs in Tower Hamlets, East London. We are proud of our school and are looking to appoint an enthusiastic and hard-working deputy who is keen to join us on our journey. Arnhem Wharf is an inclusive and ambitious school, committed to excellence for everyone, promoting high standards in all that we do. It is a school with a positive ethos, focused on learning for all in a rich and stimulating environment. We are particularly proud of the recognition we have received for our work in all areas of the arts and of our reputation for inclusive practice and work with families. We are also committed to our work as a Unicef Rights Respecting School.

The Deputy Headteacher works in close partnership with the Headteacher on the strategic and day to day leadership of the school and as part of the Senior Leadership Team, and the Deputy also leads the work of the Middle Leadership Team and works with the whole school team on whole school behaviour management. We will offer the successful candidate the opportunity to be fully involved in the leadership of the school, significant autonomy in areas of responsibility and opportunities for professional development.

To be successful, you will need to be aspirational, optimistic and full of energy. You will be curious about teaching and learning, relish challenge and be resilient, committed to collaborative working and able to take initiative. Your values will align clearly with ours and you will enjoy working with a wide range of people and looking for creative solutions. You will need to be organised and skilled in prioritisation and systems, and flexible to respond to changing needs. It is a demanding position and full of challenge but also great reward.

The closing date for applications is Monday 16th June 2025 at 12pm and shortlisting will take place on 17th & 18th June. Our HR administrator will contact shortlisted candidates by Monday 23rd June to invite them for the next stage of the application process. A day of tasks relevant to the person specification and interview will take place on Friday 27th June. Please note that CVs will not be accepted and that references will be sought for all shortlisted candidates.



Please go to our website at www.arnhemwharfprimaryschool.com to find out more about our school and, if you think that you have the skills and interest to work here, contact Melody Coogan, our HR Administrator, at the school office (020 7515 4310) to arrange a visit. Should you have any queries please email Melody at recruitment@arnhemwharf.towerhamlets.sch.uk

To apply please complete the application form on the school's website. Please ensure you address the following in your application:

- A supporting statement that demonstrates how you meet the person specification
This must be no more than three sides of A4 (Arial 11).
- A statement explaining why you have applied for this position and why you want to work at Arnhem Wharf Primary School. This must be no more than one side of A4 (Arial 11).

We would really encourage you to visit, and look forward to meeting you and to receiving your application.

Yours sincerely,

Alex Lundie
Headteacher



OUR VISION & VALUES



RESPECT

Everybody is valued and we are kind to each other

RESPONSIBILITY

We take responsibility for our choices and know that we are all responsible for this community and everything in it



RESILIENCE

If things are challenging or difficult or go wrong, we reflect on what we can do differently, ask for help and have another go

COLLABORATION

We learn together, with and from each other and share in everyone's success. It is not a competition!



EXCELLENCE

We strive to be and do the best that we can, creative, and thoughtful, curious about the world

Job Description

Responsible to: The Headteacher

Responsible for: Line management of agreed members of the senior leadership team, the teaching staff team and support staff team (see staff structure) and supervision of the subject leaders/middle leadership team.

This job description should be read alongside the range of duties of Deputy Headteachers as set out in the annual Teachers' Pay and Conditions document.

Generic Teacher Role

- to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the headteacher;
- to demonstrate positively inclusive practice with particular reference to including the more-able, those with English as an additional language and those with special educational needs and disabilities;
- to be committed to and actively promote the school's ethos and equal opportunities policies;
- to uphold the school's principles and policies which underpin good practice and the raising of standards;
- to actively support the school values and its vision for the school community.

Job Purpose and Major Objectives

Major objectives will be achieved in partnership with (and under the overall direction of) the headteacher and will include:

- co-formulating the vision, ethos, aims and objectives of the school;
- ensuring high performance and high standards in all areas of school life and for all children;
- establishing, monitoring and evaluating the plans and policies through which these standards shall be achieved;
- monitoring progress through a rigorous system of self-evaluation;
- developing and evaluating the strategic plan for the school;
- leading, managing and inspiring staff and deploying resources;
- the achievement of the smooth day-to-day management of the school.

Leadership and Management

- to undertake, as necessary, the full range of professional duties of the Headteacher in the event of their absence from school;
- to work in partnership with the Headteacher in developing, promoting and demonstrating the values, aims and vision of the school;
- to participate in the writing, implementation and evaluation of a strategic plan for the school and in the self-evaluation of the school's performance;
- to support the Headteacher in monitoring the work and organisation of the school;
- as required, and under the direction of the Headteacher, to allocate, manage and monitor human and material resources effectively and efficiently;
- to lead on specific and agreed areas of school life, in particular, curriculum and assessment;
- to work with the Headteacher to ensure that governors are kept fully informed and to help to assist and advise them in the discharge of their duties;
- to attend/lead all relevant meetings, for example SLT, Governing Body and staff meetings and training days and to take an active role in ensuring these are productive and positive;
- to work with the Headteacher and other members of the Senior Leadership Team in ensuring the smooth and safe running of the school on a daily basis, with regard to key areas such as security arrangements for pupils, rotas, timetables, supervision and safety;
- to be aware of, understand, comply with and promote policies relating to safeguarding and the welfare of children, including child protection, health and safety, security and data protection policies;
- to promote community cohesion and work with parents/carers and the wider school community.

Pupil Achievement

To work, in partnership with the Headteacher and as part of the SLT, to:

- ensure the highest standards of academic achievement for all pupils
- ensure effective self-regulation, safety, welfare and pastoral care of pupils throughout the school;
- lead the implementation of a broad, creative and deep curriculum within the context of the national curriculum and for all pupils;
- develop and use effective assessment and tracking procedures;

- analyse pupil, group and school level data with school leaders and use this to improve outcomes for pupils;
- monitor and improve quality of teaching and learning throughout the school and act as a model of excellent practice in learning and teaching.

Staff

To work, in partnership with the Headteacher and as part of the SLT, to:

- to promote, model and demonstrate good classroom practice, including through the delivery of staff training and coaching;
- to act as a lead learner in the school, promoting the ethos of learning for all;
- to participate as a reviewer and reviewee in the performance management process;
- to monitor and evaluate quality of teaching and learning;
- to line manage other staff members as set out in the staff structure;
- to supervise the work of the Middle Leadership Team;
- to arrange, plan and deliver appropriate staff training.

Ethos

To work, in partnership with the Headteacher and as part of the SLT, to:

- to maintain morale and confidence and set an example of the highest professional standards;
- to model and demonstrate consistent and excellent practice which promotes the aims and vision of the school;
- to foster a sense of community within the school, including forging and nurturing relationships with all pupils and parents and the wider community;
- to support the positive benefits of living within an inclusive and diverse society.

Specific Responsibilities

- working with SLT to improve the quality teaching and learning, including the delivery of staff training;
- curriculum development and overview;
- the assessment, tracking and analysis of pupil data and leading in pupil progress meetings;
- performance/line management of relevant members of staff;
- sickness management of teaching staff and some members of support staff.

Wider Professional Effectiveness

- to take responsibility for own professional development and to use the outcomes to improve teaching, learning and leadership and management;
- to demonstrate consistent commitment to the school's aims, vision and values;
- to make an active contribution to the policies and aspirations of the school;
- to take part in the corporate life of the school;
- to keep up to date with current educational thinking and practice.

Professional Characteristics

Demonstrate effective professionalism which challenges and supports all pupils and members of staff to do their best and achieve high standards through:

- inspiring trust and confidence;
- building team commitment;
- engaging and motivating all;
- analytical and strategic thinking;
- taking positive action to improve the quality of pupils' learning and welfare;
- taking positive action to ensure that staff provide the most effective learning environment for all pupils.

There are key leadership competencies that contribute to success in this position. The deputy headteacher is expected to demonstrate these in his/her work and to take responsibility for developing and improving these skills:

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| <p><i>Self-Awareness</i></p> <p>Emotional Self-Awareness</p> <p>Accurate Self-Assessment</p> <p>Self-Confidence</p> <p>Knowledge of own strengths</p> <p>Knowledge of own areas for development</p> | <p><i>Social Awareness</i></p> <p>Empathy</p> <p>Communication skills</p> <p>Organisational Awareness</p> <p>Service Awareness</p> <p>Understanding of own influence</p> <p>Awareness of wider influences</p> |
| <p><i>Self-Management</i></p> <p>Emotional Self-Control</p> <p>Transparency</p> <p>Adaptability</p> <p>Initiative</p> <p>Optimism</p> <p>Resilience</p> | <p><i>Relationship Management</i></p> <p>Inspirational leadership</p> <p>Ability to inspire trust</p> <p>Conflict Management</p> <p>Teamwork</p> <p>Collaboration</p> <p>Ability to receive and give feedback</p> |



Equal Opportunities

In collaboration with the headteacher, ensure that the school's equal opportunities policies are implemented.

Equal Opportunities Statement:

At Arnhem Wharf we aim to ensure equality of opportunity for all people in service provision and in employment and we oppose strongly any form of discrimination.

Arnhem Wharf Primary School is committed to safeguarding and promoting the welfare of all children and expects all members of staff to share this commitment.


Performance Measures

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these as part of the school's performance management cycle.

Organisational Details

The postholder will be line managed and performance managed by the Headteacher.

The job description is current at the date shown but, in consultation, may be changed to reflect or anticipate changes in the job, commensurate with the post and the grade.



Person Specification: Deputy Headteacher

Appointment for September 2025 or January 2026

Salary Scale: £79,700 - £85,092 (L15-L18)

Candidates are strongly advised to address each section of the person specification on the application form, giving examples where appropriate. These criteria will be used for shortlisting purposes and candidates will be selected for interview by the extent to which they meet the criteria. They will also be tested during the task and interview process.

Arnhem Wharf Primary School is committed to safeguarding and promoting the welfare of all children and expects all members of staff to share this commitment. The school application form must be completed in full and CVs will not be accepted. When completing the application form, candidates must provide a full chronology from the time of leaving secondary education to present, accounting for any gaps in education/employment. This is a requirement of the school's safer recruitment processes and failure to comply will affect shortlisting decisions.

Please note that you are required to submit two parts in the supporting statement:

*A supporting statement demonstrating how you meet the requirements of the person specification, **of no more than three sides of A4.***

*A statement of your reasons for wanting to work at Arnhem Wharf School in this position **of no more than one side of A4.***

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| Essential | Desirable <i>In addition, the successful candidate might have experience of:</i> |
| Qualifications | |
| <ul style="list-style-type: none"> • Qualified Teacher status; • Evidence of continuous professional learning; • Commitment to further professional development. | <ul style="list-style-type: none"> • Further leadership training (eg NPQSL); • A willingness to participate in NPQH/other leadership programmes if not already undertaken; • Safer recruitment training. |

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| Experience | |
| Experience of: <ul style="list-style-type: none"> • successful teaching in an inclusive inner-city primary school; • membership of a school senior leadership team, probably at the level of assistant headteacher • the delivery of staff training; • successful management of staff, teams, projects and resources; • developing successful relationships with parents and carers; • strategic planning, implementation, monitoring and evaluation; • mentoring / coaching other staff to improve performance and/or carrying out performance management; • tracking pupil progress and analysing pupil level data; • curriculum development and planning. | <ul style="list-style-type: none"> • teaching across the whole Primary age range (nursery to Year 6); • deputy headship; • analysing school level data; • acting as a line manager/performance management reviewer; • presenting for a variety of audiences, for example the Governing Body, parents and carers, inspection teams; • carrying out HR processes such as investigations, disciplinary, capability and sickness procedures; • enabling effective school to school and cluster/partnership support; • curriculum design. |

| Skills | |
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| <p>Experience of:</p> <ul style="list-style-type: none"> • successful teaching in an inclusive inner-city primary school; • membership of a school senior leadership team probably at the level of assistant headteacher • the delivery of staff training; • successful management, including management of staff, teams, projects and resources; • developing successful relationships with parents and carers; • strategic planning, implementation, monitoring and evaluation; • mentoring/coaching other staff to improve performance and/or carrying out performance management; • tracking pupil progress and analysing pupil level data; • curriculum development and planning. | <ul style="list-style-type: none"> • teaching across the whole Primary age range (nursery to Year 6); • deputy headship; • analysing school level data; • acting as a line manager/performance management reviewer; • presenting for a variety of audiences, for example the Governing Body, parents and carers, inspection teams; • carrying out HR processes such as investigations, disciplinary, capability and sickness procedures; • enabling effective school to school and cluster/partnership support; • curriculum design. |

| Knowledge and understanding | |
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| <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • the learning process and the impact of quality first teaching on outcomes for pupils; • the EYFS, KS1 and KS2 curriculum; • statutory assessment, recording and reporting requirements in EYFS, KS1 and KS2; • effective formative and summative assessment in the EYFS and primary phases; • effective ways to ensure inclusion of all learners; • strategies for developing speaking and listening skills, including for pupils with English as an additional language; • positive and effective behaviour management ; • trauma sensitive practice and a relational approach to self-regulation • recent developments in education policy and legislation | <p>In addition, the successful candidate might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • child development birth to 3 years; • the KS3 curriculum and secondary education; • HR processes such as disciplinary, capability and sickness procedures; • the effective characteristics of collaborative leadership; • the effectiveness of coaching and mentoring. |

- current educational policy and curriculum developments;
- the current Ofsted framework;
- the statutory requirements relating to child protection and safeguarding; equalities; health & safety and SEND.

Personal and professional characteristics

The successful candidate will possess:

- the skills to inspire and motivate staff and pupils in line with the school's aims and vision;
- excellent interpersonal, organisational and management skills;
- the skill to develop and maintain positive relationships with all members of a diverse community and to motivate all to achieve high standards;
- the commitment to promote the well-being and positive behaviour of all (pupils, staff, parents and visitors);
- excellent oral and written communication skills;
- the skills to use IT in highly effective ways to support learning, teaching and assessment;
- the skills to present information and ideas clearly;
- skills of analysis, particularly with regard to the strategic analysis of assessment data;
- the skills to develop and improve learning and teaching across the school through coaching, advising and supporting others;
- the skills to effectively plan and deliver staff training;
- the skills to create a happy, nurturing, challenging and effective learning environment for all;
- writing reports for a various audiences, for example the Governing Body, parents, the local authority;
- team leadership;
- working with families around welfare and safeguarding matters, for example leading *Team Around the Child* meetings, attending and providing reports for Child Protection conferences.

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| <ul style="list-style-type: none">• commitment to working in partnership with the headteacher, the senior team, governors and other members of the school community.• High expectation, aspiration and ambition for all of our children and for the school community;• Absolute commitment to safeguarding and to promoting the welfare of children;• Strong commitment to high standards of achievement for all;• Strong commitment to inclusion and to equality of opportunity;• Commitment to team and partnership work;• Commitment to life-long learning for pupils, staff and self;• Commitment to working with families and the wider community;• Excellent organisation and prioritisation skills;• Determined, reliable and positive attitude to work;• Positive approach to challenge and the desire to contribute to on-going improvement;• Empathy, open mindedness, generosity and resilience; | <ul style="list-style-type: none">• Ambition and a desire to learn in preparation for headship in the future. |
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