



# Deputy Headteacher Candidate Pack



**Inclusion** is at the  
**heart** of our trust

## Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, alternative provision and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of our pupils to reach their full potential, have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We focus on impact, always making sure common sense is at the heart of our decision making, ensuring clarity and consistency from our leaders.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need to allow them to flourish and be the best that they can be.

Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.



# Inclusion is at the heart of our trust

## About this role

The trust, on behalf of Ash Grove School, are seeking to appoint an inspiring, compassionate and dedicated Deputy Headteacher who is eager to make a meaningful impact while fostering strong, supportive connections with staff, pupils, families, and the wider community.

Ash Grove has recently transferred into our trust, having previously been called Spring Lane. The school is on a significant journey of improvement, heavily supported by the trust. This is an exciting opportunity for the right individual to oversee a transformation project. There is also significant opportunity for the right leader to grow and expand with the school overtime. The school will move into brand new facilities which will be transformational for the community and there is also an opportunity to expand the schools offer to make a wider difference. The trust is also set to open a brand new SEMH school in 2027 and we anticipate lots of partnership working which will present opportunities for both schools.

The ideal candidate will be a dedicated leader with a passionate commitment to supporting students who benefit from alternative approaches to mainstream education. The successful candidate will have the ability to create and champion broader curriculum pathways, provide tailored SEMH support, and offer children a fresh start on their educational journey. Whoever is successful will be given all the support and resources need to create an exceptional school. This a project which is close to our hearts as its about making a difference to young people who need it the most.

As Deputy Headteacher you will play a vital role in raising teaching and learning standards within a school culture where everyone is truly valued, supported, and united in working towards positive change through an inclusive and compassionate approach to education.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

**We ask that you do not send CV's, please complete and send your application form to [hr@oaklp.co.uk](mailto:hr@oaklp.co.uk)**

For any enquiries about the role, please contact the trust central team on **0161 553 0030** or email HR directly there will be an opportunity to speak with the newly appointed Headteacher Dave Herbert and visit the school.

*James F-Smith*

**James Franklin-Smith**  
**CEO of Oak Learning Partnership**

**Oak**   
Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)



A young boy with short brown hair is shown in a close-up, focused on playing a violin. He is wearing a dark blue sweater. The background is a library with bookshelves filled with books. A teal circular graphic is overlaid on the right side of the image, containing a quote and a caption.

**“Every day is different, with opportunities to learn new skills and work together to find solutions. It’s a great place to work with a fantastic team of dedicated staff.”**

Member of our Pastoral Team at Oak Learning Partnership

# Deputy Headteacher

**Salary:** Leadership Scale 16-20, £72,162 - £79,475

## Job Description

**Normal place of work:** Ash Grove School, although you may be asked to contribute towards Trust wide projects.

**Main Responsibilities:** Strategic lead for Quality of Education and Student Progress.

**Responsible to:** Headteacher and Executive Director of Education

### PURPOSE OF THE POST

- To be responsible for the leadership of specific whole-school developments. In conjunction with the Headteacher, assist with the leadership and management of all the staff and the general organisation of the school. To carry out ad hoc duties delegated by the Headteacher. To support the Headteacher in providing professional leadership for the school that secures its success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.
- To deputise for the Headteacher in the event of absence or unavailability, by carrying out leadership and management tasks in accordance with school policy and practice.
- To support the Headteacher and the Governing Body to create a vision, which can be shared by all members of the school community and a strategic plan that inspires and motivates pupils, staff and all other members of the school community.
- To ensure that best practice is delivered throughout the school and that all provision demonstrates the values and aspirations in the schools' aims and objectives.
- To play a significant role in setting aims and objectives for the school and in formulating the School Development Plan along with the Headteacher, the Governing Body and other senior staff. To take sole responsibility for appropriately delegated aspects in the School Improvement Plan, in agreement with the Headteacher.
- To strategic lead qualifications, assessment and data across the school.
- To strategic lead careers and CONNECT (subjects within CONNECT i.e STEM, Computing/Media.).

### LEADERSHIP AND MANAGEMENT

- To lead, monitor and evaluate curriculum development and policies, ensuring that they meet national and school priorities, take corrective action to ensure quality and performance standards are attained and continuously improved.
- To contribute to the overall strategic direction of the school as a member of the Senior Leadership Team in the production, monitoring and evaluation of the School Development Plan.
- Support the Headteacher in developing positive working relationships with and between all staff and provide and sustain motivation.

- To provide effective leadership and management of staff to ensure that professional duties are being fulfilled and to enable all staff to develop expertise in their roles.
- To take a significant role in the implementation of the school's appraisal policy, to secure school improvement and individual professional development.
- To plan, allocate, support and evaluate the work undertaken by teaching and support staff, including the management of staff on a day-to-day basis.
- To participate in recruitment and selection, as agreed with the Headteacher.
- To lead the evaluation of the achievement of pupils including target setting and analysis of results.
- To lead on the production of school policy statements and policies.
- Support and assist the Headteacher in planning, managing and monitoring the use of finances and resources effectively to achieve the aims of the school.
- Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the school in terms of achievement, teaching and learning, behaviour and safety.
- To lead staff who are responsible for systems in school, which reduce staff workload and increase the efficiency of the school.
- To manage the school in the absence of the Headteacher and support the Headteacher in leading and managing the school to the highest professional standards.
- To supervise the work, timekeeping and performance of teachers and teaching assistants in co-operation with the Headteacher, ensuring that all staff are fully accountable for fulfilling their roles to a high standard.
- To assist the Headteacher in the appraisal of teaching staff and teaching assistants.
- To provide advice to teaching and support staff in devising, monitoring and evaluating specific programmes for individual pupils.

## **BEHAVIOUR**

- Possess a clear understanding of restorative practices, adverse experiences and SEMH, plus the resilience to help pupils overcome barriers to learning and make positive choices with their behaviour to learning.
- To lead in promoting positive behaviour of pupils through the rewards system and support staff regarding pupil behaviour.

## **TEACHING AND LEARNING**

- To inspire, motivate and influence staff and pupils, taking the leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils' work and teachers' planning and teaching.
- To model outstanding practice in the classroom.
- To provide guidance and support to managers and other staff in order to improve the quality of teaching and learning.
- To actively promote equality of opportunity by assisting the Headteacher in ensuring the school's curriculum provides the best possible education for all its pupils.
- Supporting managers and subject leaders in developing their role, in particular in relation to raising standards.

- Supporting staff in the use of assessment information to inform teaching and learning.
- To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.
- Develop links with other schools, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.
- To assist the Headteacher in the management of the school database of individual pupils' attainment and progress, including the analysis of performance data.
- To lead and manage assessment throughout the school, ensuring regular up to date information is shared with all stakeholders at key points throughout the year in order to influence school improvement.

## **SAFEGUARDING**

- To be willing to train as Deputy Designated Safeguarding Lead (DDSL) to support the safeguarding structures within the school.
- Undertake training relevant to the role in order to keep up to date knowledge required to carry out this role.
- To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

## **CURRICULUM**

- To manage and strategically lead the qualifications, assessment and data of the school.
- To co-ordinate the monitoring of pupil progress records, data collections and qualification tracking against KPIs.
- Ensure that the timetabled provision gives all pupils the opportunities to succeed.
- To manage and oversee budgets related to areas of responsibility.
- To strategically lead careers, STEM, Computing/Media.

## **OTHER DUTIES AND RESPONSIBILITIES**

- Organise and assist in the delivery of parent forums and information evenings.
- Attend school events and functions, as well as appropriate meetings, with colleagues and parents/carers.
- Contribute to the gathering and collation of stakeholder views.
- Assist with the marketing of the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions.
- Engage actively in Appraisal and Continuing Professional Development to ensure professional skills are kept up to date and further developed.
- Contribute to the creation and development of a school in which all staff recognise that they are accountable for its success.
- Contribute to the establishment and monitoring of systems that keep parents well informed about the curriculum, pupil achievement and progress.
- To have responsibility in reporting to parents and ensuring full transparency with pupil progress.
- To take a leading role in maintaining the involvement of parents, carers and the community in the life of the school.

- Work with the Headteacher to support a school culture and curriculum which celebrates diversity.
- Collaborate and network with other schools.
- Work with other agencies for the well-being of pupils and families.



# Deputy Headteacher Person Specification

## CRITERIA

**Experience, Qualifications and Training:** On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

### ESSENTIAL

- Graduate, Qualified Teacher Status.
- Good Honours Degree
- Relevant Qualifications
- Significant Leadership and Management experience at a senior level.
- Experience of leading a successful whole school initiative.
- Evidence of work which has led directly to positive outcomes for students at whole school level.
- Involvement in leading CPD at whole school level.
- Proven track record of raising standards, managing change, leading innovations and meeting challenges successfully.
- Experience of safeguarding and successful implementation of systems which promote the safeguarding of young people.
- Experience of using appraisal processes successfully to contribute to school improvement.
- Willingness to learn and commitment to professional development.
- Positive relationships with pupils' parents.

### DESIRABLE

- Additional qualification / professional development in Special Educational Needs.
- Successful teaching of SEND pupils and be able to demonstrate impact.
- A range of relevant in- service training during the last three years which includes accreditation.
- Ability to provide excellent opportunities to young people with SEMH and have the dedication and disposition to train to do this.
- Experience of running assessment, data, progress and systems within your existing school would be an advantage.
- Experience of careers, STEM, Computing and Media within your existing school would be an advantage.

## CRITERIA

**Ability, Skills and Knowledge:** In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

### ESSENTIAL

- Effective classroom practitioner with the ability to teach outstanding lessons.
- Knowledge and understanding of specialist strategies for supporting pupils SEMH.
- Ability to evaluate and develop practice from evidence of pupil learning.
- Able to provide for pupils' different learning styles.

## CRITERIA

**Personal style and behaviour:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

### ESSENTIAL

- A reliable attendance record.
- Demonstrable commitment to working with young people with diverse needs.
- Ability to manage other team members in the classroom.
- A team player.
- Approachable and sensitive to the needs of others.
- A willingness to work positively with challenging behaviour.
- A demonstrable commitment to equal opportunities.

## **Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.

## **Students and Staff**


1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## **System and processes**

1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **The self-improving school system**

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



**"I really enjoy working with the Oak Learning Partnership. I feel supported in my role and I am valued and encouraged to reach my full potential by leaders who believe in me. I have a wealth of support that I can access from the central and executive leadership team and their values are evident in raising outcomes for children whilst empowering staff to make, and be, the difference."**

Member of our admin team  
at Oak Learning  
Partnership

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