

Brandlehow Primary School

Deputy Headteacher

Candidate Information Pack

Brandlehow Road, London SW15 2ED

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WELCOME TO OUR SCHOOL

Dear Candidate,

Thank you for your interest in the Deputy Head role at Brandlehow Primary School. This is a fantastic opportunity for a highly motivated, inspirational and flexible Senior Leader to join our school.

Brandlehow School is a vibrant, thriving, fully inclusive school, conveniently located in Putney with excellent transport links.

We have an enthusiastic and dedicated staff team, a supportive parent/carer community and happy, engaged pupils who love coming to school. Brandlehow school prides itself on its belief in diversity and inclusivity, its focus on wellbeing for all and the best interests and the highest ambitions for all pupils, as our guiding principles.



The Governing Body is committed, forward-thinking and passionate about the school's culture and ethos. We embrace new curriculum opportunities and are open to new ideas for learning and development. We will support our new Deputy in providing a safe, nurturing and stimulating environment for children and staff alike.



If you believe you are the right person to help lead Brandlehow School, book in a visit with us to understand what makes us special and how your aspirations will fit with our school. Please contact George Wood, our School Business Leader, to make an appointment during the week commencing 23rd November 2026.

Yours sincerely

Dafydd Townley

Chair of Governors



ABOUT US

Brandlehow is a vibrant school, where children are at the heart of every decision we make, and are naturally motivated to bring enthusiasm to everything they do.

Brandlehow is a community primary school in Putney, funded by the London Borough of Wandsworth. We have a strong commitment to continuous improvement of every aspect of school life for children at Brandlehow, seeking to deliver outstanding educational experience of the highest quality for children of diverse backgrounds and abilities. Enthusiasm, creativity, imagination, independence, resilience and high expectations of both pupils and staff are at the center of a wide variety of learning activities. The school has a reputation for its high level of special needs provision and has a strong focus on outcomes and support for children with SEND.

We are conveniently placed for public transport links – buses, East Putney tube station and Putney mainline train station are all within easy walking distance. There is a limited amount of parking on site and controlled parking surrounds our school. Staff members also cycle to school – there are cycle racks on site. The open space of Wandsworth Park and the River Thames are just over the road from the school. Putney High Street and Wandsworth High Street are equidistant from the school.

The school has undergone a major refurbishment with new buildings, classrooms and communal spaces, including a large playground and dedicated Early Years space, which provide multiple opportunities for pupils and learning contexts. Brandlehow was rated Good with Outstanding features following an Ofsted inspection in 2023.

Children's ages: **3-11**
Current school roll: **412**

Parent Voice

"The Brandlehow team have always been welcoming, inclusive, accessible and responsive. The accessibility of all the team and open channels of communication have been invaluable."

"I want to convey how happy we are with the school, the joyful, inclusive atmosphere and inspired by the many opportunities… Most of all I acknowledge how hard working and dedicated the staff are… "



ACHIEVEMENTS, RESULTS AND FOCUS

Brandlehow celebrates the fact that a wide range of families from different ethnic backgrounds are represented within its diverse intake. A wide range of the pupils speak English as an additional language and we draw upon these skills to enrich our curriculum and environment.

A lower-than-average proportion of children are eligible for free school meals. The proportion of pupils identified with Special Educational Needs and/or disabilities is above average and we currently have a high number of children with Education and Health Care Plans.

Our attainment has remained high for a number of years but this is not our sole focus. We aim to ensure that Brandlehow children develop outstanding personal qualities, that they are kind and considerate to one another and that they take responsibility for others and for the environment. We continue to raise aspirations for all pupils by ensuring outstanding academic and pastoral support for every child through high quality teaching and provision.

We provide a relevant, creative, broad and inclusive curriculum which raises achievement, encourages all children to have a love of learning and inspires them to succeed in all they do. Brandlehow celebrates each child's enjoyment and achievement in a wide range of activities including languages, food, art, sport, music and dance. We want all pupils to experience London's rich diversity and we organise events and visits by speakers to the school but also arrange for the children to have a visit every half-term to a wide range of venues to support their learning.

This year we have forged a relationship with a school in China and are participating in an exchange, funded by the Turing Scheme, enabling our pupils to engage in a global learning experience and develop a wider understanding of the world.

Listening to pupils

The children provide regular pupil voice through various means and are also members of one of four vertical houses; several of the older pupils are captains and lead in different aspects of school life.

We value hearing pupils' views and opinions and present them with regular opportunities in lessons and assemblies to voice these, as well as the opportunity to take part in the school council & Eco Club.

Well-being

Brandlehow prides itself on the friendliness, confidence and character of its children and staff.

All learners at the school understand the importance of staying healthy – both physically and emotionally.

Sport plays a vital role in promoting good health and has been one of the cornerstones of the school's identity. Though competition is encouraged, children understand that sport is primarily undertaken for enjoyment and to encourage team spirit and can be accessed by all, regardless of ability or experience.

Brandlehow Primary School
Deputy Headteacher
Required for January 2026

Salary: £73,824 - £80,411 (L8-L12)
Contract Type: Permanent
Contract term: Full Time
Closing Date: Thursday 3rd December
Shortlisting: Monday 7th December
Start Date: January 2026 or April 2026

Ready to be part of the Senior Leadership Team at a school that embraces innovation and strives for continuous improvement? Brandlehow School is seeking a forward-thinking Deputy Headteacher, who shares our vision, values, and commitment to our three pillars (Care, Courage and Collaboration) to continue leading us on our journey to excellence.
We offer a dynamic and supportive environment where you can motivate and inspire your team, and empower students to become independent and resilient, lifelong learners. If you are an experienced Assistant Headteacher or existing Deputy Headteacher with a proven track record of raising attainment and a passion for creating a truly exceptional learning experience, we urge you to apply.

Brandlehow School is a vibrant and thriving, two form entry primary school conveniently located in Putney. We provide a relevant, creative and inclusive curriculum which raises achievement, encourages all children to have a love of learning and inspires them to succeed in all they do. Our school prides itself on its belief in diversity, inclusivity, its focus on wellbeing for all and the best interests and the highest ambitions for all pupils, as our guiding principles. We have an excellent reputation for our SEND provision and a passion for achieving the best possible outcomes for all children.

The ideal candidate will support the Headteacher with strategic direction to take the school forward in the next phase of its journey. You will have responsibility for Learning and Teaching and Curriculum.

You will be welcomed into a vibrant and supportive community and team at Brandlehow, working alongside an enthusiastic and experienced staff, a dedicated leadership team, and a highly engaged Governing Board and Parent/Carer Teacher Association. Our children are enthusiastic learners who enjoy coming to school. We're looking for a leader who shares our passion for high-quality education and can build on our existing successes.

Alongside working with our positive, welcoming and diverse community, we offer:

- a well-resourced learning and working environment in a great location
- a talented and dedicated staffing and Leadership Team
- a strong, supportive, committed and engaged Governing Board
- access to a full employee assistance programme aligned to the school's insurance programme
- a very supportive Local Authority
- the opportunity to work regularly with other Wandsworth primary schools
- bespoke training and development opportunities

We encourage you to visit Brandlehow and discover what makes our school such a special place. Meeting our staff and students is the best way to understand our ethos and how your skills and experience could contribute to our continued success. Visits are welcome during the week commencing 23rd November. Please contact George Wood at recruitment@brandlehow.wandsworth.sch.uk to schedule an appointment.

To Apply
Application forms and further details are also available on the Richmond and Wandsworth website https://jobs.richmondandwandsworth.gov.uk/ Please email or send applications to: recruitment@brandlehow.wandsworth.sch.uk

Closing Date: Midnight 3rd December

Interview Date: Tuesday 8th December 2026 or Wednesday 9th December

Brandlehow Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks outlined in Keeping Children Safe in Education.

This role may close earlier than the stated deadline if we find the right candidate. Early application is strongly advised.

Basic School Information
Type: Mainstream School
Phase: Primary
Funding Status: State – Community (Foundation)
Gender: Mixed
Age Range 4-11 years
NOR: 412 children including full-time and part-time nursery children
Address: Brandlehow Road, London SW15 2ED
Telephone: 0208 874 5429
Website: https://www.brandlehowschool.org.uk

DESCRIPTION
Deputy Headteacher

with primary responsibility for Learning & Teaching, Assessment, Behaviour and Equality

This appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document and the required standards for Qualified Teacher Status and other current legislation. This job description may be amended at any time following discussion between the Headteacher and the member of staff and will be reviewed annually.

Responsible to:

- The Headteacher

Core Job Purpose:

- To play a pivotal role in the leadership and direction of the school, ensuring inclusive high-quality teaching and consistent high expectations across the school. To provide strategic leadership alongside the Headteacher, ensuring the school's vision is realised through robust assessment systems, high levels of attendance and a culture of exemplary behaviour that secures strong outcomes for all pupils.
- In the absence of the Headteacher, the Deputy Headteacher will assume responsibility for the school's strategic and operational leadership in line with the Governing Board's scheme of delegation.

Duties and responsibilities specific to the post:

- To fulfil the role and responsibilities of Deputy Designated Safeguarding Lead, alongside the school leaders and ensure, along with the Headteacher, that the Child Protection and Safeguarding policies and procedures are upheld, kept under constant review and kept at the forefront during the day-to-day running of the school
- To play a key role in the school leadership and school improvement teams contributing to both strategic planning and monitoring and evaluating impact and outcomes
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism
- To work alongside the Headteacher and the Education Welfare Team in monitoring attendance and punctuality, developing and overseeing implementation of approaches to improve this in specific and general measures
- To work in collaboration with the Headteacher to develop, maintain, evaluate and oversee implementation of a cohesive Teaching and Learning Policy which reflects the school's ongoing commitment to outstanding educational provision for each and every child and is responsive to local and national research, to data, and to policy directives and changes to pedagogy
- To be an exemplary practitioner, modelling high expectations in behaviour, teaching and assessment practice
- To promote high standards of behaviour, teaching and learning and assessment throughout the school in line with the school's vision and values and lead CPD in these areas
- To keep abreast of both local and national developments in relation to assessment, equality, teaching and learning and behaviour and apply these appropriately to school improvement and consider how best to cascade to staff
- To ensure that that assessment systems are robust, purposeful and used effectively to inform teaching, curriculum development and pupil support working alongside the Headteacher
- To manage the implementation of whole school assessment and monitoring procedures including data analysis to inform pupil progress, intervention and strategic planning, and to produce reports for relevant stakeholders

- To deploy staff strategically based on assessment and attendance analysis to improve outcomes, reduce persistent absence and close attainment gaps working with the Senior Leadership Team
- Deputise for the Headteacher as required and assist in the day-to-day running of the school

Strategic Direction and development of the School (alongside and under the direction of the Headteacher)

- Support the shared vision and strategic direction for the school, as well as the vision, ethos and policies promoting high levels of achievement
- Contribute to the creation and implementation of the school development plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it, particularly those relating to assessment, attendance and behaviour
- Lead all staff in achieving the school improvement priorities and targets that the school sets for itself and to foster a shared learning culture through leading CPD
- Support the evaluation of the effectiveness and implementation of school policies
- Support the Headteacher with the everyday running of the school including timetabling and assemblies.
- Build effective partnerships with parents/carers ensuring they are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement
- Work as part of the Senior Leadership Team to promote a culture of collective integrity and professional trust, supporting the development and implementation of strategies that promote staff wellbeing and manage workload in line with national guidance.
- Support the Headteacher with the appraisal and performance management process for designated staff, ensuring that objectives are challenging yet supportive, and that professional practice is aligned with the latest National Standards.

Safeguarding

- The Deputy Headteacher will demonstrate a deep commitment to safeguarding and promoting the welfare of children and young people
- Ensure compliance with all school policies regarding safeguarding, health and safety, and UK GDPR, acting as a senior point of escalation for complex cases and ensuring that safeguarding records are accurate and secure
- Support the school's approach to online safety, including the review of filtering and monitoring systems and the education of pupils on emerging digital risks such as generative AI, misinformation and online harms.
- Drive effective child protection procedures, working collaboratively with the Designated Safeguarding Lead (DSL) and external agencies (such as Social Care and the Police) to ensure timely interventions and support for vulnerable pupils, including those with persistent absence
- Ensure that in line with KSCIE, pupils are kept safe and their voices heard, ensuring robust systems are in place to prevent bullying.
- Work with the leadership team to ensure a deep understanding of the well-being of all pupils (particularly those who are more vulnerable) with a robust systematic identification process to target additional pastoral support.

Curriculum & Teaching & Inclusion

- Lead and sustain strategies that consistently enhance the learning opportunities and experiences of disadvantaged pupils, those with SEND and those children who may face other barriers to their learning or wellbeing
- Assist the Headteacher in evaluating teaching and learning through developing and implementing the monitoring programme and procedures, for example: leading pupil progress meetings, examination of teachers' plans, work reviews, learning walks, collation of pupil voice and consultation with parents

- Identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching and learning
- Lead and sustain a whole-school assessment framework
- Lead and support decisions about the curriculum and teaching which should evolve based on evidence
- Lead the collection, analysis and interpretation of robust performance data to track progress, identify trends and implement targeted interventions that close attainment gaps
- Ensure assessment is used effectively to inform planning, identify pupils at risk of underachievement and support
- vulnerable groups, including those with SEND and those eligible for Pupil Premium
- Oversee pupil progress meetings and ensure timely and impactful intervention strategies are implemented
- Develop effective links with the local community including parents, business and industry;
- Ensure that teachers are aware of the implications of equality of opportunities and ensure that the curriculum offer is inclusive and diverse.

Attendance & Behaviour

- Establish a culture that is highly conducive to learning underpinned by research, the vision and pillars of Brandlehow School.
- Provide strategic analysis of pupil performance, attendance and behaviour trends to inform school-wide decision making, reporting to the Governing Body through the Headteacher.
- Lead the development, implementation and consistent application of the school's behaviour policy, ensuring clarity, fairness and high expectations
- Monitor behaviour data and trends, using analysis to inform strategic actions and support for individuals or groups
- Strategically oversee attendance systems and tackle barriers to attendance working with the Headteacher
- Work closely with families and external agencies to remove barriers to attendance
- Ensure compliance with statutory attendance procedures and reporting requirements

Effective Deployment of Staff and Resources & Working in Partnership

- Represent the school at local authority or partnership meetings when required
- In consultation with, and by the direction of the Headteacher, deploy people and resources efficiently and effectively to meet specific objectives in line with the school's development plan and financial context, i.e. writing and maintenance of timetables, deployment of support and supply staff and evaluation of efficiency on a regular basis
- Work with the Headteacher to lead, motivate, support, challenge and develop all staff to secure continual improvement including your own continual professional development.
- To lead in Performance Management of teaching staff where appropriate (without Teaching and Learning Responsibilities) and to be responsible for probation meetings for new staff
- The postholder is also expected to network and liaise across a range of external providers, schools, community and co-ordinate networks to ensure a consistency of approach regarding standards, transition and high-quality learning and teaching

Brandlehow Primary School
Personal Specification

	Essential	Desirable
Qualifications		
Degree and QTS	✓	
NPQSL or equivalent senior leadership qualification		✓
Qualified teacher status.	✓	
Evidence of leading evidence-informed school improvement	✓	
Experience		
Minimum of 6 years teaching experience	✓	
Current experience of senior leadership post in a primary school and successfully leading teams.	✓	
Evidence of effecting significant and sustained change in assessment systems, behaviour culture or attendance that has led to improved pupil outcomes	✓	
Evidence of contributing to whole school improvement and presenting to governors	✓	
Evidence of supporting/mentoring colleagues in order to secure school improvement	✓	
Evidence of improving whole school behaviour standards and promoting a positive and inclusive culture	✓	
Evidence of managing and using data to support pupil progress, attendance and attainment (Assessment & Attendance)	✓	
Evidence of supporting staff development programmes for teachers and other staff	✓	
Evidence of supporting strategies to improve parental engagement particularly in relation to attendance and behaviour	✓	
Professional Knowledge and Understanding		
Have a sound understanding of the skills and attributes involved in effective leadership	✓	
Secure understanding of assessment frameworks, pupil progress tracking and data analysis in a primary context	✓	
Be committed to the pursuit of excellence through reflective practice and continued professional development	✓	
Understand the expectations in the Ofsted Framework regarding effective leadership and management	✓	
Have a good working knowledge and understanding of school's statutory responsibilities regarding the needs and care of pupils with SEN	✓	
Have a good working knowledge and understanding of the needs of children with EAL	✓	
Have knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils and more able	✓	
Have an excellent understanding of positive effective strategies for whole school behaviour management	✓	
Understand the principles of equality, diversity and inclusion and how these inform whole school policy and actively show this through leadership	✓	

Professional Skills and Abilities		
Be an excellent teacher	✓	
Relish challenge and perform efficiently in significant and key leadership role that effects whole school change (and hold colleagues to account)	✓	
Have excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	
Have a willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
Model and disseminate excellent practice through coaching and working alongside colleagues	✓	
Lead whole school INSET and staff meetings	✓	
Be able to analyse data effectively to assess whole school performance and progress	✓	
Demonstrate the effective use of ICT to manage assessment systems and attendance tracking	✓	
Able to establish, develop and enjoy engaging with parents in order to encourage their close involvement in the education of their children	✓	
Have good communication skills both orally and in writing and be able to present to different stakeholders	✓	
Be able to manage own workload effectively and respond swiftly to deadlines	✓	
Demonstrate resilience, perseverance and the ability to cope with the pressures of a demanding management position	✓	
Show an openness and willingness to constantly improve, building on feedback and demonstrating the drive to be a consistently outstanding school leader	✓	
To practice equal opportunities in all aspects of the role and around the work place in line with policy	✓	
Demonstrate the drive to develop the school vision and sustain and further develop the school's high standards of achievement and care	✓	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	
Managing the Organisation/Securing Accountability		
Use a range of tools and evidence, including self-evaluation, performance data, to support, monitor, evaluate and improve aspects of the school, including challenging underperformance	✓	
Demonstrate the importance of distribution and delegation of leadership responsibilities	✓	
Safeguarding		
Have up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓	
Display commitment to the protection and safeguarding of children and young people and the ability to follow agreed procedures	✓	