

Deputy Headteacher – Curriculum and UTCness

JOB DESCRIPTION:	Deputy Headteacher – Curriculum and UTCness
RESPONSIBLE TO:	Headteacher, the Local Governing Body and the Trustees.
JOB PURPOSE:	<p>As Deputy Headteacher you will play a pivotal leadership role in shaping and delivering an outstanding educational experience across our secondary and sixth form provision at University Collegiate School (UCS), Bolton. Your primary focus will be on curriculum leadership from KS3 through to KS5, ensuring a seamless and coherent learning journey that embodies the school's vision of a caring, thoughtful, and high-quality education.</p> <p>You will champion the school and Trust values by fostering a culture of excellence, inclusion, and innovation, driving high standards in teaching, learning. As a dynamic and inspirational leader, you will collaborate closely with senior leaders and subject teams to embed UTCness (University Technical College ethos) across all key stages, ensuring pupils are well-prepared for their future education and careers.</p> <p>The Deputy Headteacher will be an ambassador for the school and the Trust and will promote, raise and sustain its profile in the wider community</p> <p>Be a highly visible, consistent and supportive presence in and around the school; serve the staff and students.</p> <p>Promote an aspirational culture which motivates everyone to work in partnership, share knowledge and deliver exceptional outcomes.</p> <p>To commit to our values-led approach.</p> <p>To uphold the Ethos of our QUEST schools.</p> <p>Ensure that the UCS is operating as a UTC under the guidance of the Baker Dearing UTC charter</p> <p>As an employee of QUEST, staff may be required to work at any school within the Trust.</p>
DBS DISCLOSURE LEVEL	Enhanced
SALARY	Leadership 10 – 16

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust; ensuring school environments for teaching and learning empower both staff and students to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily and wider life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities

Curriculum Leadership and Development

- Lead the design, implementation, and continuous improvement of a successful, broad, and coherent curriculum spanning KS3 to KS5, ensuring progression and continuity across all key stages
- Develop a curriculum including key assessment points
- Embed UTCness principles throughout the curriculum, promoting technical and academic excellence aligned with the school's strategic priorities.
- Drive the use of evidence-informed pedagogy to raise teaching quality, with a clear focus on retrieval practice, spaced learning, and modelling.
- Promote literacy and reading initiatives across the school, leading targeted interventions to raise achievement and close gaps.
- Ensure that the statutory requirements for the National Curriculum are met and that all students are enabled to access a broad, balanced and ambitious curriculum
- Ensure the curriculum is responsive to the needs of all pupils, promoting their academic, personal, and social development
- Monitor and evaluate the curriculum's effectiveness, making adjustments as necessary to improve pupil outcomes
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Ensure that the curriculum and pastoral care of the school is appropriate to the student's differing experiences, interests, aptitudes and backgrounds
- Work in partnership with the University of Greater Manchester, Baker Dearing Trust and our selected employer partners, to ensure a high-quality provision for learning.

Development of Teaching and Learning

- Enhance teaching and learning practises across the school, supporting teachers in delivering high-quality, evidence-based instruction
- Promote and model best pedagogical practises, providing guidance and support to teachers to improve pupil outcomes
- Monitor and evaluate the effectiveness of the curriculum and teaching and learning strategies, making recommendations for continuous improvement
- Champion the Trust's commitment to "UTCness," fostering a culture of high expectations, academic rigour, and the development of essential skills for future success
- Ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social and emotional needs of all children at the school
- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Lead the development and implementation of a broad, balanced, and ambitious curriculum that aligns with the Trust's vision and values
- Lead the development and implementation of effective teaching and learning strategies across the school

- Support the Headteacher in monitoring and evaluating the quality of teaching, providing constructive feedback and targeted professional development
- Promote a culture of continuous improvement, encouraging staff to engage in reflective practice and share best practice
- Give priority to developing high quality teaching and learning across the school
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place
- Ensure that there is an effective system for assessing, recording and reporting of student's progress
- Implement effective agreed Trust policies for ensuring that student's behaviour is appropriate and supportive to their own learning and the learning of others

Leadership and Management

- Support the Headteacher in the day-to-day operational leadership of the school.
- Develop a coherent evidence informed assessments strategy.
- Implement a robust data cycle which informs departmental priorities, whole school improvement, and raises outcomes for pupils.
- Foster a positive school culture characterised by high expectations for behaviour, attendance, and engagement with learning.
- Lead on aspects of staff development related to curriculum and pedagogy, including coaching and mentoring colleagues.
- Contribute to the strategic planning and policy development within the School and Trust, ensuring alignment with the vision and values of QUEST Academy Trust.

Pupil Outcomes and Wellbeing

- Work closely with the Headteacher and Trust Central Team to monitor and analyse pupil performance data, identifying areas for improvement and implementing targeted interventions
- Promote the safety, wellbeing, and personal development of all pupils across the Trust
- Ensure that the Trust's schools maintain high standards of behaviour, discipline, and pupil welfare

The Deputy Headteacher will:

- Contribute to establishing the core values of the school, the team and their practical expression
- Sign and uphold the Trust's Code of Conduct
- Ensure that safeguarding for all is of the highest quality and priority at all times.
- Alongside the DCEO and Headteacher, monitor and evaluate student achievement and attainment throughout the school
- Ensure that the UCS is operating as a UTC under the guidance of the Baker Dearing UTC charter
- Assume responsibility for leading in the absence of the Headteacher and carry out the professional duties in the event of his/her absence from the school
- Sustain the aims and objectives of the Trust and consistently implement all Trust policies, manage staff and resources to that end; and monitor progress towards their achievement
- Implement and model strategies that secure high standards of teaching, student behaviour and attendance
- Lead the development and implementation of a broad, balanced, and ambitious curriculum that aligns with the Trust's vision and values
- Strategically lead decision making and contribute to consultation procedures
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clarity
- Challenge underperformance at all levels with effective corrective action
- Report any safeguarding concerns immediately to a designated safeguarding lead

- Work to safeguard and protect students in collaboration with other agencies as appropriate
- Create and maintain an effective partnership with students and families to support and improve student's achievement and personal development
- Monitor, evaluate and review practice and promote improvement strategies
- Contribute to the evaluation of the school's performance and identify next steps
- Build an effective and inclusive team
- Hold self and others to account
- Manage own workload and that of others, at pace and meeting deadlines
- Provide effective line management and support to the Assistant Headteachers and other school leaders, ensuring they are able to fulfil their responsibilities and contribute to the school's success
- Treat team members with equity and respect and be proactive in supporting all team members regardless of their needs
- Take time to listen to the views of team members, parents and our community.
- Support students throughout the day by fulfilling pastoral responsibilities
- Participate in, and lead coaching, work in effective partnership with other leaders in the Trust.
- Engage fully in the appraisal process to fulfil personal potential and be able to participate effectively in the implementation of the school's goals and improvement plan
- Attend and lead meetings/training and carry out administrative tasks and duties as specified on the calendar
- Carry out any other reasonable duties as requested by the Headteacher
- Deputise for the Headteacher in their absence and ensure all school standards are maintained to the highest levels
- Represent the school and Trust at external meetings and events as required

Vision, direction and development

The Deputy Headteacher will:

- Support the DCEO/Headteacher in developing both strategic and operational plans for securing the vision and direction of the school based on wide consultation with all relevant stakeholders
- Work with the Headteacher, the wider leadership team, staff and governors to translate the development plans into action plans that identify clear achievable targets and outcomes
- Work with the leadership team, staff and governors to rigorously evaluate progress towards targets and outcomes
- Advise and support staff in the development and implementation of Trust School policies

School Culture and Behaviour

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance
- Oversee the school's pastoral care system, ensuring that all pupils receive the support they need to thrive academically, socially, and emotionally

- Collaborate with the Headteacher, Assistant Headteachers, and other school leaders to develop and implement effective pastoral policies and procedures
- Monitor and evaluate the impact of pastoral support, making changes to improve the well-being and personal development of all pupils

Skills and Competencies

- Strong curriculum expertise across KS3 to KS5 with a proven track record of successful curriculum implementation and development.
- Deep understanding of UTC principles and ability to integrate technical and academic learning across key stages.
- Exceptional leadership skills with the ability to inspire, motivate, and develop teaching staff.
- Excellent interpersonal and communication skills to build positive relationships within a diverse school community.
- Commitment to inclusive education, ensuring all pupils have access to a high-quality curriculum tailored to their needs.
- Analytical mindset with strong data literacy to evaluate teaching impact and pupil outcomes effectively.
- Innovative and proactive approach to problem-solving and school improvement.
- Demonstrable drive, ambition, and resilience to lead change and sustain high standards.

Trust-Wide Responsibilities

- Lead on a specific area across the trust as directed by the DCEO
- Represent the Trust externally, building and maintaining positive relationships with key stakeholders, including the local community, other educational providers, and relevant authorities.

Safeguarding

QUEST is committed to safeguarding and promoting the welfare of children and young people at all times. The Deputy Headteacher will be responsible for promoting and safeguarding the welfare of all students for whom they are responsible, or with whom they come into contact, in accordance with the Trust's Child Protection Policy.

The Senior Deputy Headteacher will:

- Work closely with / act as the Designated Safeguarding Lead (DSL) to promote the best interests of all pupils
- Ensure that all staff are trained in and adhere to the school's safeguarding and child protection policies
- Contribute to the creation and implementation of robust safeguarding procedures that prioritise the safety and welfare of pupils
- Implement and monitor the school's safeguarding policies and procedures
- Providing support and guidance to all staff on their safeguarding duties, ensuring they are trained and confident in recognising and responding to concerns
- Promoting a culture of vigilance and accountability, where the safety and protection of pupils is the highest priority
- Collaborating with external agencies and professionals to ensure that appropriate safeguarding measures are in place and effective
- Ensuring that all recruitment and selection processes adhere to safer recruitment guidelines, helping to prevent unsuitable individuals from gaining access to pupils

By upholding the highest standards of safeguarding, you will contribute to the creation of a safe, nurturing, and inclusive environment where all pupils can thrive and reach their full potential.

Other responsibilities

- Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work
- Carry out any such duties as may be reasonably required by the Headteacher or DCEO
- Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Embody the Trust's values, standards and expectations; be an exemplary role model to all

General

The job description encompasses the above statements and is not necessarily a comprehensive definition. The professional standards alongside the Trust leadership framework will support each leader in delivering high excellence in a culture of high equity.

The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require.

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times, in line with our shared values and culture to ensure excellence for all.

Name _____

Signed _____

Date _____

Person Specification:

Deputy Headteacher

QUALIFICATIONS	
Competency	Essential (E) or Desirable (D)
Degree and Qualified teacher status	E
National Professional Qualification (NPQH, EL, SL)	D
Masters Level degree qualification	D
Degree in a STEM subject	D
Recognised qualification in leadership e.g. NPQH / NPQSL	D
Coaching experience/qualifications	D
Facilitation experience for additional learning	D
EXPERIENCE AND KNOWLEDGE	
Experience of leading outstanding teaching and learning provision and policy across the school	E
Experience of developing and implementing an effective and efficient curriculum	E
Demonstration of high expectations across KS3, KS4 and KS5	E
Can demonstrate an awareness of current national education policy	E
Excellent classroom practitioner	E
Significant impact as a middle leader	E
Experience of more than one school	D
Experience of leading assembly	E
Proven excellence in teaching students within the secondary phase	E
Deep understanding of UTC principles and ability to integrate technical and academic learning across key stages	D
Innovative and proactive approach to problem-solving and school improvement	E
Demonstrable drive, ambition, and resilience to lead change and sustain high standards	E
Analytical mindset with strong data literacy to evaluate teaching impact and pupil outcomes effectively	E
Exceptional leadership skills with the ability to inspire, motivate, and develop teaching staff	E
Recent participation in a range of relevant continuing professional development	E
Digitally confident	E
Commitment to the development of the Community character of the school, its students and staff	E
Awareness of ways of developing assembly	E
Indication of how relationships would be fostered and developed between the school and the community	E
Commitment to working in a local, regional and national network to promote the best of educational practices.	E
Able to demonstrate an excellent knowledge, understanding and awareness of pupils'/students' educational development; school leadership and management; curriculum and assessment including subjects and cross curricular aspects, tracking and target setting	E
Good knowledge of school improvement strategies, evidence of impact on standards and outcomes and confidence in the application of ICT to teaching, learning and management	E

Good knowledge of local and national policies, priorities and statutory frameworks	E
Leadership skills which ensure that all those involved in the school are committed to its vision, values, community ethos and aims	E
Good Listening skills	E
Effective decision making and communication skills	E
Excellent self-management and interpersonal skills	E
Solution focussed and the ability to build rapport easily with colleagues, within the school and wider networks	E
Personal impact and positive presence	E
Ability to think analytically and flexibly, to set targets with which to measure progress, and to adapt as necessary	E
Commitment to the organisation of and participation in the full life of the school and Trust	E
Evidence of leading a school wide initiative for positive change	D
Legally entitled to work in the UK	E

Deputy Headteacher Protocols

Strategic Role within the School's Senior Leadership Team

- Lead strategically and operationally alongside the Headteacher of the School and to ensure that all standards, outcomes, behaviours and plans are in the interests of the highest quality educational provision for students and staff.
- Work alongside the Headteacher to effectively lead on-school self-evaluation, school improvement planning, staff deployment and curriculum development across the school
- Lead others, as they lead a curriculum area(s), supporting and quality assuring the work of all Heads of Department to ensure the best outcomes, progression and positive accountability for consistent improvement.
- Take a lead role in mentoring within the school, supporting and developing good practice of other trained mentors within the school.
- Contribute to school schedule of learning, Trust CPD schedule and all internal activities such as parental workshops and links with the wider community
- Represent the school when the DCEO/Headteacher are not available
- Proof read any outward facing communication, as necessary, to ensure that it reflects the high standards and expectations of the school and Trust
- Receive overview of budget and spending within SLT meetings
- Contribute to, lead and develop strategic role across the Trust
- Be a positive role model for all colleagues and remain solution focussed at all times
- Uphold the values of the Trust in all you do.

Curriculum Development, Teaching and Learning

- Be responsible for ensuring broad and balanced curriculum provision across the Key Stages, focused on high achievement
- Develop a curriculum including key assessment points
- Ensure at least good progress in mid-year, end of year and/or end of Key Stage assessments
- Ensure all teaching is good, much outstanding and act as a role model to others
- Contribute effectively to the work of the wider team
- Liaise with Assistant Headteachers and Heads of Department to ensure quality, consistency and progression across Key Stages
- Develop and enhance classroom practice in all curriculum areas across the Key Stages
- Ensure a rich, engaging and stimulating environment for students and act as a role model to others demonstrating high standards and expectations
- Monitor and evaluate planning, teaching, learning and assessment in the Key Stages and standards of student achievement and progress through drop-ins; work scrutiny; planning; interventions; data analysis etc – as per monitoring schedule
- Liaise with the DCEO and Headteacher regarding assessment and target setting throughout the Key Stages
- Ensure school visits and extra-curricular activities and undertaken in the Key Stages. Deliver an extra-curricular activity each term

- Take ownership of/seek appropriate opportunities for CPD and use the outcomes to effectively improve pupils/students' outcomes

Safeguarding & Pastoral Care

- Ensure that in line with the Trust, safeguarding for all is your highest priority
- Ensure equity and excellence, removing barriers to engagement and positive interactions in the interests of young people
- Support colleagues and expect the highest standards of professional behaviour and champion equity for all.
- Deliver collective worship/assemblies, when required
- Support and guide staff on appropriate strategies, leading the positive behaviour management policy, meeting parents where necessary and liaising with the Headteacher on complex issues
- Attendance at community events

Key Stage Leadership

- Lead by example, promoting outstanding classroom organisation and management
- Take part in appointment procedures and work with the team to ensure a quality induction process for all new colleagues within the Key Stages/ subject departments
- Organise and chair Key Stage/subject meetings
- Drive effective analysis within termly data meetings with DCEO, Headteacher, wider SLT to deliver informed change within a sustainable solution

Half-termly monitoring cycle for Leadership time to include:

- Scrutinise planning, learning and assessment, providing effective feedback which results in improvements in teaching and learning, and outcomes overall.
- Be an effective leader in bringing consistency across the school in evaluating the delivery of learning. You will do this through a wide range of techniques and approaches to quality assurance, encompassing, observations, analysis, team teaching, peer review, learning triads etc.
- Your feedback will enable your staff to realise effective improvement and will be both written and verbal, modelled practice from your excellence in teaching and learning, and through effective coaching for success
- Work scrutiny providing analytical written feedback, enabling improvement in teaching, learning, curriculum provision and outcomes
- Analysis that is evidence informed.
- Support of quality first teaching and specific learning interventions
- Data analysis for accelerated progress.
- Being mindful of learning schemas and the interconnectivity of learning, work with colleagues to ensure a rounded picture of each learner's needs is clearly known
- Enable curriculum and learning provision to be modified to effectively meet learning needs
- To gather and strategically analyse student voice, questionnaires and plan, with colleagues for effective action to secure excellence for all.
- Implement a robust data cycle which informs departmental priorities, whole school improvement, and raises outcomes for pupils.
- Develop a coherent evidence informed assessments strategy.

