



Application Pack

www.shuttleworthcollege.org



Letter from the Headteacher

Dear Applicant,

Welcome to Shuttleworth College, a mixed 11-16 school where everyone can live our motto; 'Think Big, Chase Dreams and Succeed Together'. Families choose Shuttleworth College with confidence, knowing their children will be part of an inclusive and supportive community committed to the belief that every young person deserves an excellent education that prepares them for success beyond the classroom.

Shuttleworth College is a fantastic place to work and to learn and families, visitors, and Ofsted alike comment on the calm and purposeful atmosphere in the college. Ofsted describe the school as a 'haven' and our young people as 'confident, friendly and courteous'. We expect huge things of all our young people here and set them up to be the best they can be in their future lives. Staff, students and families work together to get the very best out of the five years young people have in this school, with a no excuses culture where everyone is expected to give their best every day.

This role represents a unique and exciting opportunity for an exceptional leader who is passionate about teaching and learning, relentless in their pursuit of improvement, and deeply committed to ensuring that all students make excellent progress. You will join a reflective, ambitious senior leadership team who work collaboratively, supportively and with a shared moral purpose. The governing body has a wealth of experience and is committed to offering both informed support and constructive challenge to all members of the senior team.

The successful candidate will have the opportunity to influence whole-school strategy, develop staff at all career stages, and shape a culture of high expectations, inclusion and continuous improvement. This is a role for someone who leads with integrity, inspires confidence, and places students' learning and wellbeing at the heart of every decision. Our children a Deputy Headteacher who is visible, fair, and committed to ensuring they received consistently great teaching every day, across all their lessons.

If you are an aspirational leader with the vision, experience and drive to make a significant impact, I warmly encourage you to apply. We look forward to welcoming a colleague who will help us build on our strengths and continue to secure the very best outcomes for our students.

Yours Faithfully,



Job Description

Post Title:	Deputy Headteacher
Reporting to:	Headteacher/ Governing Body
Responsible for:	Curriculum
Working hours:	Full time
Salary/ Grade	Group 6 LPR 21-26
Core Purpose of the Role	
<p>The Deputy Headteacher for Curriculum provides strategic and operational leadership to ensure high-quality curriculum design, timetabling, teaching, learning, and assessment across the school. The postholder will drive rapid and sustained improvement in outcomes for all pupils, with a particular focus on disadvantaged pupils, pupils with SEND, and those facing barriers linked to social and economic deprivation.</p> <p>The role requires a strong moral purpose, an evidence-informed approach to school improvement, and an unwavering commitment to educational equity.</p>	
1. Strategic Leadership	<ul style="list-style-type: none"> • Provide strategic leadership for the Quality of Education, ensuring alignment with the school's vision, values, and improvement priorities. • Lead the development, implementation, and evaluation of a coherent, ambitious, and inclusive curriculum that meets statutory requirements and reflects local context and pupil need. • Contribute to whole-school self-evaluation and improvement planning, with a focus on impact and sustainability. • Contribute to workforce planning to ensure staffing structures support curriculum delivery.
2. Curriculum	<ul style="list-style-type: none"> • Ensure curriculum intent is ambitious, well-sequenced, and knowledge-rich, and that it supports long-term learning, progression, and positive destinations. • Oversee curriculum adaptation to meet the needs of disadvantaged pupils, pupils with SEND, EAL learners, and those with gaps in prior learning. • Work with Heads of Department to embed literacy, numeracy, and oracy across the curriculum. • Monitor curriculum implementation and impact using a range of qualitative and quantitative evidence. • Oversee the development of departmental action plans and medium-term curriculum planning.
3. Teaching, Learning and assessment	<ul style="list-style-type: none"> • Lead whole-school improvement in teaching and learning through coaching, professional development, and modelling of excellent practice. • Ensure assessment practices are purposeful, workload-aware, and used effectively to inform teaching and support pupil progress. • Promote consistent, high-quality classroom practice grounded in educational research and evidence. • Support staff to maintain high expectations for behaviour, attitudes to learning, and academic achievement.
4. Quality Assurance School Improvement	<ul style="list-style-type: none"> • Oversee the school's quality assurance cycle and calendar • Lead learning reviews and other processes used to evaluate the quality of teaching and learning

	<ul style="list-style-type: none"> • Ensure that departmental and staff support plans are effectively implemented and quality assured • Coordinate the use of internal expertise and Specialist Leaders of Education (SLEs) to support school improvement
4. Outcomes and Standards	<ul style="list-style-type: none"> • Drive improvements in pupil outcomes at KS3 and KS4, including examination results, progress measures, literacy and numeracy. • Reduce attainment gaps between disadvantaged pupils and their peers. • Use data intelligently to identify trends, intervene early, and evaluate the impact of strategies and interventions.
5. Community and Context	<ul style="list-style-type: none"> • Work effectively with parents, carers, and external agencies to support pupil learning and wellbeing. • Understand and respond to the challenges faced by pupils and families in areas of high deprivation. • Champion inclusion, equality, and aspiration so that all pupils are prepared for success beyond school.
6. Whole School Leadership	<ul style="list-style-type: none"> • Be a visible presence around the school, supporting behaviour, routines, and relationships. • Undertake duties as required by the Headteacher, including timetable, exclusions panels, or acting Head responsibilities when necessary. • Contribute fully to the strategic leadership of the school and uphold the highest standards of professional conduct.
<p>Safeguarding Shuttleworth College is committed to safeguarding and promoting the welfare of children, and we expect all staff and volunteers to share this commitment. Applications will be subject to checks with past employers and enhanced check with the Disclosure and Barring Service. Applicants who have lived outside of the UK in the past five years will be required to provide a Police Check from their country of residence.</p> <p>In accordance with DfE Keeping Children Safe in Education 2025, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.</p>	
<p>Additional Information This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.</p>	

Person Specification



COLLEGE

PERSON SPECIFICATION/SELECTION CRITERIA FOR DEPUTY HEADTEACHER AT SHUTTLEWORTH COLLEGE

The applicant will be required to safeguard and promote the welfare of children and young people. The Deputy Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

[A] Qualification requirements	Essential/ Desirable
Qualified teacher status	E
Appropriate degree	E
[B] Professional Development	
Evidence of regular, recent and appropriate professional development for the role of Deputy headteacher	E
Up to date safeguarding training and knowledge of legislation for the protection of young people.	E
Extended CPD related to pedagogy/research / pastoral matters.	D
[C] Experience	
Significant experience of senior leadership at Assistant Headteacher or Deputy Headteacher level in a secondary school	E
A strong track record of improving the quality of teaching and learning	E
Evidence of successfully leading school improvement	E
Experience of leading curriculum development or implementation	E
Experience of leading and developing middle or subject leaders	E
Evidence of the application of strategies to review, evaluate and improve teaching and learning	E
Experience of monitoring and developing the performance of individuals and/or teams	E
Experience of using data, evaluation and professional dialogue to drive school improvement	E
Experience of supporting children and families facing a range of socioeconomic challenges and successfully dealing with the challenging situations that can arise	E
Use of up to date and relevant pedagogical knowledge to successfully inform the teaching and learning approach across the school.	E
A comprehensive understanding of both national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward significant improvements within a school.	E
Ability to timetable	D
[D] Abilities, Skills and Knowledge	
Strong understanding of effective curriculum design and sequencing	E
Strong understanding of evidence-informed teaching and learning practice	E
Knowledge of effective assessment approaches that support student learning and progress	E
Ability to lead, support and challenge staff to improve practice	E
Ability to lead strategic change and sustain improvement over time	E
Can effectively analyse school data to inform strategic school improvement planning	E

[E] Professional Attributes	Essential/ Desirable
An understanding of the needs of all of the full range of pupils at our school and how these can best be met	E
Integrity, professionalism and strong moral purpose	E
Excellent written and oral communication skills to a range of audiences	E
Resilience, adaptability and the ability to lead effectively in a complex and evolving environment	E
A commitment to the professional development for all staff, and self	E
Able to build positive relationships and foster a culture of collaboration and trust	E
Able to engage and work collaboratively with parents and carers	E
Able to plan, prioritise and organise self and others	E
Evidence of commitment to sustained attendance at work	E
[F] Personal Qualities	
Demonstrate personal enthusiasm and commitment to the continued promotion and further development of Shuttleworth College's strong educational philosophy and values	E
A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual	E
Be a positive role model with the ability to inspire, challenge, motivate and empower teams and individuals to achieve	E
Build and maintain quality relationships through effective communication, professional integrity and creative, innovative and dynamic leadership	E
Inspire trust and confidence across the school and community	E
Demonstrate a capacity for sustained hard work with energy, vigour and resilience	E
Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging role	E
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E
[G] Safeguarding	
Displays commitment to the protection and safeguarding of children and young people	E
Able to form and maintain appropriate relationships and personal boundaries with young people	E
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
Will co-operate and work with relevant agencies to protect young people	E

Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear concise and related to the specific post (no longer than 3 sides of A4 in font Arial point 11). References will be sought prior to interview.

Shuttleworth College is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school fully adheres to statutory guidelines in respect to safer recruitment.

All offers of appointment are conditional until satisfactory completion statutory pre-employment checks.

Useful Information

Thank you for your interest in joining our incredible team of staff here at Shuttleworth College.

Further information about the school can be found on our website [here](#).

If you have any questions, please do not hesitate to get in touch.

