



## Job Description for the post of **Deputy Headteacher – Curriculum, Teaching & Assessment**

**Salary:** Leadership scale L10 to L14 (£64,691 - £71,330)

**Hours:** Full-time

**Contract type:** Permanent

**Reporting to:** Headteacher

**Responsible for:** Curriculum, Teaching & Assessment

### **Christian Vision & Ethos**

To work with the Headteacher to create, inspire and embody a distinctive Christian ethos and culture in this church school, embedding an unambiguous Christian vision that seeks to empower all stakeholders to experience 'life in all its fullness' (John 10:10).

*This vision underpins all aspects of leadership, teaching and provision within the school.*

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### **Job Purpose**

To provide strategic leadership for the quality of education, including curriculum, teaching and assessment, ensuring a coherent, ambitious and knowledge-rich curriculum that enables all pupils to learn deeply, remember more and achieve highly over time.

Working closely alongside the Senior Leadership Team, the postholder will create and lead a culture of consistently high-quality teaching, rooted in strong subject knowledge, a clear and shared approach to pedagogy and effective use of assessment, ensuring that curriculum and teaching work together to secure strong outcomes for all pupils.

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### **The Deputy Headteacher will:**

- Be an active member of the senior leadership team, assisting the Headteacher in the strategic leadership and day-to-day management of the school in line with the Christian vision
- Support and/or represent the Headteacher at meetings, as and when required
- Deputise for the Headteacher in their absence, undertaking the full range of professional duties as required by the Headteacher or Governing Board
- Play a major role, under the overall direction of the Headteacher, in formulating and reviewing the strategic aims and objectives of the school through:
  - (a) accurate self-evaluation and identification of areas for improvement;
  - (b) establishing policies and practice through which they are to be achieved;
  - (c) managing staff and resources to that end;
  - (d) monitoring progress towards their achievement.
- Assist in ensuring that the provision of high-quality worship and Religious Education consistent with the teachings of the Church of England/Methodist Church are central.



## **Core Leadership Responsibility**

To lead, implement and evaluate a coherent whole-school quality of education strategy that:

- secures an ambitious, well-sequenced, knowledge-rich curriculum
  - ensures consistently effective teaching across all phases and subjects
  - embeds assessment as an integral part of teaching and learning
  - uses robust evidence and data to inform decision-making
  - ensures all pupils, including disadvantaged and those with SEND, achieve highly
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## **Key Responsibilities**

### **1. Curriculum Strategy – Coherence, Implementation and Impact**

- Lead and implement a whole-school curriculum strategy aligned with school improvement priorities
  - Ensure the curriculum is ambitious, coherently sequenced, knowledge-rich and designed for long-term retention
  - Maintain clarity of curriculum intent, implementation and impact across all subjects
  - Ensure curriculum progression and subject-specific knowledge development is protected from fragmentation or dilution
  - Develop subject leaders to design, implement and evaluate high-quality curricula
  - Use monitoring and evaluation to ensure consistent curriculum quality across the school
  - Carry out the responsibilities of a class teacher, in accordance with the current School Teachers' Pay and Conditions Document, as directed by the Headteacher.
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### **2. Teaching – Consistency, Clarity and Responsive Practice**

- Establish and embed a clear, evidence-informed approach to teaching and pedagogy, rooted in the science behind *how* pupils learn and retain knowledge over time
- Ensure teaching supports learning through:
  - clear explanations and modelling
  - carefully sequenced steps
  - guided practice leading to independence
- Promote the use of:
  - scaffolding that is gradually removed
  - questioning, checking for understanding and addressing misconceptions
  - retrieval and practice to secure long-term learning
- Ensure teaching routinely identifies and addresses misconceptions through effective formative assessment



- Support teachers to develop pupils' use of cognitive and metacognitive strategies (e.g. planning, monitoring and evaluating their learning)
  - Lead professional development that improves classroom practice through sustained, evidence-informed approaches based on the professional needs of the staff team
  - Work with the Leading Practitioner to model, refine and exemplify high-quality teaching
  - Reduce variation in teaching by supporting staff to apply agreed principles consistently while responding to pupil need
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### **3. Assessment – Coherence, Insight and Impact**

- Design and refine whole-school assessment approaches that are closely aligned with curriculum expectations and what pupils are expected to know and remember
  - Ensure assessment is embedded within teaching to check understanding, identify misconceptions and inform next steps in learning
  - Promote the consistent use of effective formative assessment, including:
    - questioning and discussion
    - checking for understanding
    - feedback that moves learning forward
  - Ensure assessment information is used to adapt teaching responsively, so that gaps are addressed and learning is secured over time
  - Ensure summative assessment is used proportionately to provide reliable information about pupil attainment, curriculum coverage and to identify specific gaps in learning
  - Plan and lead pupil progress meetings that focus on understanding pupils' learning needs and identifying appropriate next steps to support them
  - Support colleagues to use assessment effectively to plan, adapt and refine their teaching, rather than as a standalone process
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### **4. Quality Assurance – Evaluation and Accountability**

- Play a leading role in implementing a systematic and rigorous quality assurance cycle
  - Monitor and evaluate the curriculum, teaching and pupil learning through a range of evidence
  - Ensure evaluation is accurate, evidence-informed and focused on impact
  - Identify strengths and areas for development and act decisively
  - Establish clear expectations and non-negotiables across the school
  - Ensure accountability systems, including teacher appraisal, support improvement, not just compliance
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## 5. Pupil Outcomes – Achievement and Equity

- Lead the strategic development and implementation of approaches that secure sustained improvements in pupil outcomes across all subjects and key stages
  - Use detailed analysis of attainment, progress and pupil data to identify underperformance, direct targeted action and hold others to account for impact
  - Work in close partnership with the DHT for Inclusion & Personal Dev. and the SENDCo to:
    - Ensure pupils with SEND and disadvantaged pupils access a high-quality, ambitious curriculum, with barriers to learning identified and addressed through high-quality first teaching and targeted support
    - Align academic, pastoral and inclusion strategies, ensuring a coherent and consistent approach to meeting pupils' needs
    - Rigorously monitor and evaluate the quality of teaching, curriculum implementation and intervention strategies, ensuring that actions taken lead to measurable improvements in pupil progress and attainment
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## 6. Leadership of Others – Capacity, Development and Alignment

- Line manage and develop subject leaders to ensure consistency and impact
  - Build leadership capacity across the school and reduce variability in practice
  - Contribute to a focused, evidence-informed CPD programme and ensure staff development is aligned with curriculum and teaching priorities
  - Work in close partnership with the Headteacher and wider leadership team to drive shared priorities in a unified approach to school improvement
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### Leadership & Line Management

- Line manage subject leaders and key curriculum leaders
  - Provide high-quality professional development and coaching
  - Ensure clarity of roles, responsibilities and accountability in delivering curriculum priorities
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### Values & Ethos in Action

The postholder will ensure the school's values shape all aspects of curriculum, teaching and assessment:

- **Resilience** – securing learning through deliberate practice, retrieval and revisiting
- **Equity** – ensuring all pupils access a rich, ambitious curriculum
- **Aspiration** – maintaining high expectations for what all pupils can know and achieve
- **Love** – creating classrooms where pupils feel safe, known and supported

Underpinned by a Christian commitment to dignity, service and the belief that every child can flourish, this role ensures that high-quality education is a right for everyone at Arnot St. Mary.



## Person Specification for the Post of **Deputy Headteacher for Quality of Education**

<b>Qualifications</b>	<b>Essential/Desirable</b>	<b>Evidence Application/Interview</b>
1. Educated to degree level or higher with QTS	E	A
2. NPQH or willingness to undertake it or North West Christian Leadership Course	D	A/I
3. Recent CPD and training relevant to the post	E	A/I
<b>Faith Commitment</b>		
4. A practising Christian, able to articulate how their faith informs their leadership and practice.	E	A/I
5. Commitment to sustaining and developing the Christian vision and character of a church school.	E	A/I
6. Ability to apply a Christian vision to promote the flourishing of all within the school community.	E	A/I
7. Ability to lead inclusive, invitational collective worship.	E	I
8. Understanding of effective Religious Education and collective worship.	E	A/I
9. Ability to build effective partnerships with the church, Diocese and wider community.	E	A/I
10. Understanding of spiritual development across the school community.	E	A/I
<b>Experience</b>		
11. Recent successful experience as a middle leader, assistant head or deputy head	E	A/I
12. Evidence of successfully leading whole school initiatives which have improved the quality of teaching and pupil outcomes	E	A/I
13. Experience of leading curriculum development, teaching and/or assessment at whole-school level	E	A/I
14. Experience of whole school self-evaluation and development planning	E	A/I
15. Ability to contribute to staff development through e.g. coaching, mentoring, leading CPD/INSET etc.	E	A/I
16. Experience of monitoring and improving teaching quality	E	A/I
17. Experience of raising standards across a range of pupil groups, including disadvantaged and vulnerable pupils	E	A/I
18. Experience of working in contexts with high levels of variability in pupil starting points and attainment	E	A/I
<b>Knowledge &amp; Skills</b>		



19. Strong understanding of effective, evidence-informed approaches to inclusive teaching across the primary age-range	E	A/I
20. Deep understanding of curriculum design, sequencing and progression	E	A/I
21. Strong understanding of how pupils learn and retain knowledge over time	E	A/I
22. Strong understanding of assessment (formative and summative) and its role in securing personalised learning	E	A/I
23. Knowledge of evidence-informed approaches to supporting disadvantaged pupils	E	A/I
24. Ability to systematically analyse and evaluate data and monitoring evidence to identify areas for improvement	E	A/I
25. Understanding of Ofsted's Curriculum & Teaching framework	E	I
26. Effective coaching strategies to support and develop the practice of others	E	A/I
<b>Personal Qualities</b>		
27. Passionate about achieving the very best outcomes for all learners through high expectations of all pupils and staff	E	A/I
28. Strong moral purpose and commitment to equity, inclusion and removing barriers to learning	E	A/I
29. Strong emotional intelligence, communication and relationship-building skills	E	I
30. Compassionate, resilient and values-driven leadership	E	I
31. Ability to lead with clarity, precision and integrity	E	I
32. Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	E	I
33. Self-reflective and committed to own professional development	E	A/I

### Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in our school.

### Confidential References and Reports

Positive and supportive faith reference from the vicar/priest/minister where the applicant regularly worships	D
Positive recommendation from all referees, including current employer	E



## **How to Apply**

Applications should be submitted as a letter of application that reflects the person specification and key aspects of the job description. Applicants are not expected to address every criterion individually, but should instead provide a clear overview of their relevant skills and experience. The letter needs to be no longer than 2-pages of A4 in Arial font size 11. This should be accompanied by a completed Liverpool City Council application form and Equal Opportunities form. All documents must be submitted electronically by the closing date to **Mrs D. Cavanagh, School Business Manager, at [asm-ao@arnotstmary.liverpool.sch.uk](mailto:asm-ao@arnotstmary.liverpool.sch.uk)**

**Start date:** September 2026 or as soon as possible

**Closing date:** Friday 17<sup>th</sup> April 2026 at 5:00pm

**Interview date:** Tuesday 28<sup>th</sup> April 2026

*Arnot St Mary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. As part of safer recruitment, an enhanced DBS check with barred list check will be sought for the successful applicant, in line with statutory requirements and Keeping Children Safe in Education (KCSiE) guidance. All relevant pre-employment checks and online checks will also be undertaken prior to appointment.*