February 2025

Dear Candidate

On behalf of the governing body of De Aston School, I would like to thank you for your interest in our Deputy Headteacher vacancy. This is a pivotal and critical role within our Senior Leadership Team, and we hope the enclosed information inspires you to apply.

We are seeking a passionate and visionary leader, appointed on the leadership scale L16 to L20, starting in September 2025, who will:

* Be a leader.
* Be a team player.
* Be a qualified teacher with a deep passion for comprehensive education.
* Demonstrate innovation, strategic thinking, and high levels of motivation.
* Be resilient, robust in decision-making and have the strength to make tough decisions and execute plans to achieve goals.
* Inspire, support, and challenge both staff and students to achieve their best.

**What We Offer:**

* An ambitious school with a steely focus on improving life chances.
* A senior leadership team that is both steely in its focus on school improvement but also human in its approach.
* A friendly and welcoming school community.
* A committed, supportive, and successful school community.
* Excellent opportunities for continuous professional development.
* A strong reputation for excellence.

As Headteacher, I am deeply committed to evidence-informed pedagogy. At De Aston, we invest in our staff, ensuring they have the support and development they need to thrive. We are a vibrant and successful 11-18 school with outstanding facilities and a genuinely comprehensive intake. Situated at the heart of our local community, we embrace an ambitious mindset for our pupils, and our motto — *Believe. Strive. Achieve.* —captures our school’s philosophy and energy.

We care about our staff. During our most recent Ofsted inspection, the inspector noted:

“Leaders are considerate and supportive of the workload and well-being of staff. Senior leaders have high expectations of staff and are mindful of staff’s workload.”

“Staff say that they feel valued and appreciated. Morale is high. One member of staff summed up the views of many, by sharing that the school is ‘one big family’.”

**The role**

This role is centred around the leadership of curriculum, timetabling, and outcomes. However, it is more than the sum of its parts. The post holds great responsibility beyond the detail of these three areas and as with all senior roles, the scope will change over time to meet the strategic needs of the school and also give the person in post, an opportunity to prepare for Headship. Ultimately, we are looking for a strong leader who can operate with resilience, fortitude, and inspire the entire school community. We are looking for genuine profile and presence alongside being an intelligent strategic thinker. We also need someone with loyalty and a strong moral compass.

**About De Aston School**

We are fully committed to comprehensive education, with an excellent academic and pastoral track record. Our ethos ensures that all students, regardless of background, are supported, challenged appropriately, and encouraged to enjoy their learning. We believe this is vital to improve their life chances.

We are proud recipients of the *Careers Mark Gold* and *ESU Affiliate* status, reflecting our commitment to both student development and community engagement. Despite being in a relatively small town, De Aston plays a significant role in local cultural, social, and sporting activities.

The successful candidate will join a dedicated team with excellent professional support and career development opportunities within the school. This is important as the candidate we are seeking will be someone who is ambitious for Headship.

**Life in Lincolnshire**

Lincolnshire offers an excellent quality of life with affordable housing and beautiful surroundings. Market Rasen, on the edge of the Lincolnshire Wolds, is a thriving rural location with easy access to the historic city of Lincoln—just a 30-minute drive away. The area is growing in popularity as both a place to visit and to settle.

**How to Apply**

If you are ready to inspire, challenge, and lead at De Aston, we would love to hear from you.

* **Closing date:** 9am, Thursday 13th March 2025
* **Shortlisting:** Friday 14th March 2025
* **Interviews:** Monday 24th March and Tuesday 25th March 2025

To apply, please complete our application form and submit it to Mrs Alice McNeill, PA to the Headteacher, [vacancies@de-aston.lincs.sch.uk](mailto:vacancies@de-aston.lincs.sch.uk). Please also include a completed [self-declaration form](https://deastonlincsschuk.sharepoint.com/:w:/s/Documentstore/EbLj81CAop1HvH8LgPZH9mgBWkUoxBrnWvkfiQqsFiPZWg?e=p021aF) and [equal opportunities monitoring form](https://deastonlincsschuk.sharepoint.com/:w:/s/Documentstore/EbOgfmYxPn5FttwU7gf1a9sB_SDi29kDUzJVlOq9hqvCxg?e=BVHr5s) (please note that we do not accept CVs). Your application should also include contact details for two referees, one of whom should be your current or most recent employer.

For further information or to arrange a visit, please contact Mrs Alice McNeill [vacancies@de-aston.lincs.sch.uk](mailto:vacancies@de-aston.lincs.sch.uk) or call 01673 840 828.

**Commitment to Equality & Diversity**

De Aston School is an equal opportunities employer. We celebrate diversity and are committed to creating an inclusive and supportive environment for all staff and students.

Under Part 7 of the Immigration Act 2016, the Public Sector Fluency Duty requires state-funded schools to ensure candidates for customer-facing roles meet the necessary standard of spoken English.

Thank you for your interest. We look forward to receiving your application.

Yours sincerely

Simon Porter

Headteacher

Enc: Job Description, Person Specification

*De Aston School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All posts will be subject to an enhanced DBS disclosure, medical and reference checks.  All pre-employment checks are in line with Keeping Children Safe in Education.*

**Job Description**

**In the execution of all our duties all members of our Leadership Team will strive to:**

* Be an inspirational leader who articulates a clear vision.
* Have a presence and high profile that commands respect of pupils, parents, professionals and colleagues.
* Recognise our unique position as a single academy trust.
* Support the aims and drive the strategic direction of the school.
* Demonstrate communication and leadership capabilities and attitudes, which inspire, motivate and positively influence staff, students and parents.
* Be robust in ensuring goals are met.
* Value and develop our strengths.
* Identify, challenge and eradicate underachievement.
* Model high expectations and professionalism and ensure that is upheld consistently across all staff.
* Champion outstanding teaching and learning.
* Support and promote comprehensive education.

**General**

* To follow the Headteacher’s direction.
* To act with autonomy of delegated authority.
* To support the Headteacher and senior leadership team being responsible for the Strategic Direction and Development of the school.
* To support the Headteacher and senior leadership team in being responsible for creating the highest standards in the Teaching and Learning that takes place within the school.
* To support the Headteacher and senior leadership team being responsible for leading and managing the staff to improve the standards and the quality of education.
* To support the Headteacher and senior leadership team in ensuring the efficient and effective deployment of staff and resources through the principles of 'Best Value'.
* To support the Headteacher and senior leadership team in providing an appropriate and challenging level of accountability for the school.
* To support the Headteacher and senior leadership team by carrying specific responsibility for the maintenance of good order within the school.
* To ensure the full implementation of the school's policies.
* To assist in the appointment of staff to the school.
* To support the monitoring and evaluation of Teaching and Learning throughout the school.
* To have a teaching commitment within the curriculum.
* As requested, to attend whole school events, Parents’ Consultation Evenings and other relevant events
* To contribute to the effectiveness of the School Improvement plan.
* To attend and positively contribute to all relevant meetings in order to fulfil the requirements of the Post.
* To deputise for the Headteacher when occasion demands.
* To take a leading role in securing safeguarding arrangements in school.

**Line Management and Appraisal**

* To line manage and appraise curriculum areas and individual teachers/support staff.
* To line manage and appraise curriculum and other areas to be decided

**Training**

* + To contribute to and lead the professional development of staff.
  + To contribute to the ECT and student teacher induction programmes.

**General Leadership**

* + To participate in the assembly rota.
  + To maintain and promote good order throughout the school by dealing with immediate and referred disciplinary issues.
  + Leading the upholding of the Behaviour Management Policy of the school, including contributing to School Detentions and Call Out procedure etc. Being a visible leader across school with behaviour management.
  + To carry out other such duties as may be determined from time to time within the general scope of the post; duties and responsibilities outside the general scope of the post will be required only with the agreement of the post holder.

# **Specific duties**

1. To have a significant impact on the educational progress of all students by:
   1. Taking the leading role in the construction of the school timetable.
   2. Taking the leading role in the construction of the KS4 & 5 options columns and the processes that supports them.
   3. Having overall responsibility for the KS3 curriculum, ensuring it is broad, balanced, legally compliant and supports high achievement.
   4. Having accountability for examination outcomes as directed and through line management.
   5. Leading curriculum development across school.
   6. Being the senior team lead on homework, ensuring that appropriate, relevant tasks are regularly set.
   7. Creating and maintaining links with other schools, universities, colleges, industry and commerce to make learning as relevant as possible and to help students achieve places on appropriate courses or in suitable employment.
   8. Through the use of prior attainment data, to be responsible for setting clear and challenging achievement targets for all students.
2. To lead, develop and enhance the teaching practice of others, by:
3. Participating in school-wide quality assurance procedures and feeding back to individuals as required.
4. Assisting the Headteacher in planning curriculum provision, advising on new proposals and initiating new developments.
5. Chairing appropriate meetings to promote good middle management development and drive achievement on all levels.
6. Line managing specified curriculum areas, as per Leadership Team line management structure.
7. Ensuring that all statutory requirements relating to the curriculum are understood within the school and implemented in line with school policies.
8. Working with Heads of Year, and Coordinator for Careers, to ensure that appropriate guidance, counselling and administration are in place to support students.
9. Producing and maintaining analysis of curriculum and staffing needs.
10. Working with the Headteacher in the identification of curriculum-based staffing needs arising from curriculum needs analysis.
11. Producing the school timetable and all other associated documentation in negotiation with all relevant staff.
12. Being responsible for the completion of any internal or external data collection activities related to the curriculum.
13. Overseeing the whole school curriculum to ensure that it reflects the aims and vision of the school.
14. Coordinating and leading all curriculum related transitions i.e., KS3 into KS4, KS4 into KS5. In the case of the latter to liaise with Sixth Form SLT.
15. Advising the Headteacher and Governing Body on policies relating to the curriculum including the implementation of all statutory requirements.
16. Leading on items at different governance committees as required. Deputising for the Headteacher at such committees as required.
17. Being responsible for the whole school approach to School Improvement Planning and contributing to the strategic direction of the school.
18. Compiling the School Improvement Plan and ensuring it is ready for presentation to governors.
19. Preparing the report to governors on Departmental Plans and examination results.
20. Being the senior management lead on examination result analysis and prepare reports as requested by the Headteacher.
21. Attending any days necessary during the summer months to address matters relating exam results and post-16 recruitment.
22. Monitoring student progress through the analysis of progress updates, providing a basis for identifying and remedying underachievement.
23. Leading school census completion, ensuring returns are accurate.
24. Being the senior management lead for school systems as delegated.
25. To have accountability for leading, managing and developing the curriculum by:
26. Monitoring teaching standards, taking into account the basic expectations as set out in the school documentation.
27. Leading appropriate meetings, ensuring that information is disseminated to and from these.
28. Overseeing departmental self-review for subjects being line managed and coordinating departmental responses, which emerge, from this.
29. Assisting the school in any way that might reasonably fall within the scope of this post.
30. To have line management responsibility for teaching and support staff in assigned curriculum and other areas.
31. To undertake additional responsibilities within the school’s leadership team, as required.
32. To undertake any tasks, as directed by the Headteacher, that might reasonably fall within the scope of this post.

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**Person Specification**

This person specification provides an indication of the skills, experiences, abilities and values that we are seeking for in a Deputy Headteacher. We are interested in candidates with the potential to make a substantial contribution to De Aston and we are committed to developing, through CPD, the successful candidate.

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| --- | --- | --- | --- |
| **Attributes** | **Criteria** | **How Identified** | **Rank** |
| Education and Training | 1. Formal qualification; at least to degree level. 2. Qualified Teacher Status (QTS). | A  A | Essential  Essential |
| Skills and level of experience. | 1. Senior school leadership experience, currently serving as either an Assistant Headteacher or Deputy Headteacher, with a measurable and demonstrable track record of positive impact and making positive change happen. 2. A consistently outstanding teacher who can provide evidence of excellent outcomes for students both currently and over time. 3. Detailed understanding of curriculum and timetabling. 4. Well-developed educational vision, with exceptional teaching and learning and growth mindset. 5. A good understanding of school improvement priorities and planning processes with a proven ability to successfully execute plans. 6. A well-developed set of personal skills including: steely and robust leadership, strategic thinking, communication and the ability to implement and sustain change. 7. Experience of successfully managing and reviewing the performance of colleagues, including middles leaders. 8. Experience of successfully challenging under-performance. 9. The ability to analyse data and to use this analysis to inform strategic and operational actions that impact positively on student performance. 10. Good awareness of strategic financial management and monitoring a series of budgets with involvement in whole school financial planning including the principle of best value. 11. Outstanding behaviour management skills with the ability to lead and support colleagues in better developing their own practice. 12. Strong awareness of and effective actions in upholding safeguarding and safer recruitment to protect children. 13. Evidence of working successfully with a wide range of school stakeholders i.e. parents, governors and colleagues in other schools. 14. Demonstrable academic progress of examination groups in both KS4 and KS5 through high quality teaching. 15. A sound understanding of the role the curriculum system plays in raising academic standards. 16. Involvement in leading staff INSET provision. 17. Experience of line managing a range of curriculum and non-curriculum areas. 18. Ability to motivate staff and students whilst inspiring and giving respect. 19. A person of integrity, creativity who inspires trust and loyalty. | A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I | Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  A & I |
| Abilities, behaviours, attitudes and values. | 1. Ability to work in a way that promotes the safety and wellbeing of children and young people. 2. A great degree of resilience. 3. Seek to help children rather than help themselves through children. 4. Self-aware and sees how their behaviour impacts on children and adults. 5. Open to showing ideas and not work in isolation. 6. Courage to take action to protect children from harm. 7. Strong contribution to the upholding of standards within school including behaviour and dress code. 8. Able to establish and maintain good professional relationships with learners, parents and colleagues. 9. Experience of working successfully and co-operating as a team member. 10. Ability to make difficult decisions for the greater utilitarian goal and delegation skills. 11. Able to work on own initiative. 12. Ability to communicate effectively and professionally. 13. Evidence of pro-actively pursuing continued professional personal development and lifelong learning. 14. Enthusiastic and hardworking. | A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I  A & I | Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential  Essential |
| Any Additional Factors | 1. Willingness to contribute to the extra-curricular provision whole-school. | A & I | Essential |

**Key:**

A = Application

I = Interview

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