



Job Application Pack for Deputy Headteacher

Full Time – Permanent – September 2026

Welcome letter from the Headteacher

Thank you for expressing an interest in joining us as an experienced, full-time Deputy Headteacher in our School. This is a fantastic opportunity for you to join our highly successful, hard working, dynamic, creative and friendly team. We are looking for someone who wants to make a difference at this exciting time in Grove Road's long history.

Grove Road is a community Primary School, we welcome children from all faiths and backgrounds. We are privileged to have a diverse school community, with children from many cultures. This leads to a rich, colourful and exciting community, with 300 children on roll and over 30 languages are spoken.

We provide a stimulating and structured environment in which all children are encouraged to reach their full potential. We treat all our pupils individually, developing their sense of worth and confidence and encourage unique talents to flourish in every child.

As Deputy Headteacher, you will play a central role. I am looking for a colleague who leads with integrity, humility and emotional intelligence; someone calm under pressure, courageous when standards need to be upheld, and relational in how they bring others with them.

You will need to be a credible leader of teaching and learning, confident in observing practice, giving feedback and coaching staff to improve. You will also need to be operationally strong, visible around school, and trusted by staff, pupils and parents alike.

If you are ambitious and would love to be part of this exciting journey, this could be the job for you! Please read this application pack carefully before completing the application form.

Yours sincerely

Richard Walker
Headteacher

**Harrogate
North Yorkshire
HG1 5EP
Headteacher: Mr R. Walker**

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School Overview



Our Values

Together, these PRIDE values help our children to grow into confident, capable and compassionate individuals who are well prepared for the next stage of their education — and for life beyond school.

At Grove Road, we are not just preparing children for tests or targets; we are preparing them for the world.

Proud of our School, Ready for the World.



Our Pupils

Our pupils are enthusiastic and energetic learners who contribute confidently to classroom discussion and bring real vitality to school life. They enjoy sharing ideas and engaging with others, but many are still developing the resilience needed to sustain focus when learning becomes challenging or to see mistakes as a natural and valuable part of the learning process. We are committed to building a calm, orderly and inclusive environment, underpinned by clear routines and high expectations, where all pupils feel secure and able to thrive. A successful Deputy Headteacher will be motivated to develop pupils' resilience, emotional regulation and learning behaviours, ensuring that enthusiasm is channelled into sustained engagement, positive attitudes to challenge and a culture where every child can succeed.

Our Staff

Our staff are a committed, hardworking and resilient team who have supported one another through a period of repeated leadership change. Despite uncertainty and shifting priorities, they have remained focused on pupils' wellbeing and safeguarding, maintaining stability for children day to day. We are seeking a Deputy Headteacher who values this professionalism and provides clear direction, consistency and trust, enabling staff to work with confidence and renewed purpose.

The Future

This appointment marks the beginning of a new and more stable chapter for the school, built on consistent leadership, clear structures and predictable routines. I am excited to work alongside a new leadership team to shape an aspirational vision that is ambitious for pupils, staff and families, and rooted in high expectations for all. This is an opportunity not to fix a school in difficulty, but to co-create a strong, purposeful culture, embed what works well, and build sustainable systems that deliver the very best outcomes for our community. We are seeking a leader who is motivated by long-term impact, collaboration and the chance to help define the future direction of the school.



How to Apply

Your application should be supported by a covering letter of no longer than **two sides of A4** detailing your experience of teaching and learning, your pedagogy, the impact your appointment will make in terms of raising standards at our school and why you are an ideal candidate.

We are offering a number of sessions for you to view the school and these are taking place at the following times:

Tuesday 3rd Feb 2pm

Tuesday 10th Feb 4:30pm

Thursday 12th Feb 2pm

Please email business.manager@groveroad.n-yorks.sch.uk to request a place.

If you are unable to make one of these times please contact us and we will look to arrange a time suitable for you.

You should return your application form together with covering letter, **by 5pm on Sunday 22nd February 2026** to Rebecca Procter, at the following email address:

business.manager@groveroad.n-yorks.sch.uk

Please complete the relevant application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (eg gap year, career break, unemployed etc).

Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.

We require details of **two referees**, one of which must be your current or most recent employer. Please provide their names, **email addresses** and daytime contact numbers. (See 'References' on the important Information page of this Pack).

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisting will take place on **Monday 23rd February**.

Every candidate will be contacted to confirm if you have reached the shortlist. Due to the volume of applicants, we are unable to give feedback on your application.



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All shortlisted candidates will be visited in their school to observe them teaching a lesson. This will take place between **24th February and Thursday 5th March**

The selection day will be on **Friday 6th March**

Important Information

References

If you are shortlisted, we will take up references before the interview date. One of your referees **must** be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The school is committed to safeguarding and promoting the wellbeing of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated in accordance with our Data Protection Policy for Recruitment Candidates and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. Checks will also be made against the Department for Education Prohibition List.



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Induction and Continuous Professional Development

Grove Road CP school is committed to developing its staff. Staff are inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.



Job Description

Job Title:	Deputy Headteacher	Reports To:	Headteacher
Scale Point	L7-11	Hours of Work	Full Time
<p>Core Purpose: To assist the Headteacher with the management and organisation of the school in achieving the highest standards of pupil achievement and school efficiency, and deputise effectively in the absence of the Headteacher both at short notice and over a longer term.</p> <p>The Deputy Headteacher will have delegated responsibilities which are both school wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Headteacher.</p>			
<p>Main Duties and Responsibilities:</p> <ul style="list-style-type: none">- To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress toward their achievement.- Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher.- If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Governing Board in the event of their absence from the school. This is a professional expectation of Deputy Headteachers under the School Teachers' Pay and Conditions Document (STPCD).- In partnership with the Headteacher and Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school.- To attend Governing Body meetings and sub committee meetings as necessary.- To provide professional leadership and management of School Development Plan priorities.			
<p>Statutory Requirements:</p> <ul style="list-style-type: none">- The appointment is subject to the current conditions of employment for Deputy Headteachers contained in the School Teachers' Pay and Conditions Document, Teachers' Standards and all other current legislation.			
<p>Consultation:</p> <ul style="list-style-type: none">- In carrying out these duties, to consult, where is appropriate, with the Headteacher, the authority, governing body, the staff in school, parents and carers, pupils, and the wider community.			
<p>Accountabilities:</p> <p>In co-operation with, and under the direction of the Headteacher to:-</p> <p>School Culture and Behaviour</p> <ul style="list-style-type: none">- Create a culture where pupils experience a positive and enriching school life, embodying our school vision and ethos			



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- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life

Teaching and Learning:

- Carry out the duties of a school teacher, as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation.
- Be an exemplar classroom practitioner and support the Headteacher in modelling teaching of a high standard.
- Develop a learning environment and teaching practice which secures effective learning across the breadth of the National Curriculum and Early Years curriculum, and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read.
- To monitor and evaluate quality first teaching within the school, including the analysis of pupil progress and performance data.
- Take responsibility for the development and monitoring of a curriculum area(s) and whole school curriculum aspect(s). This may change according to the School development goals.
- Develop links with parents, other schools, and the wider community, in order to enhance teaching and learning and children's personal development.

Strategy and Direction

- Support the vision, ethos and policies of the school and promote high levels of achievement.
- Contribute to a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- Support 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.
- Support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work.
- Support the evaluation of the effectiveness of the school's policies and developments.
- Ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement.
- Develop and strengthen excellent parental links and partnerships with multi-agency teams, to impact on children's readiness for school.

Developing and Managing Staff

- Develop positive working relationships with and between all staff and provide and sustain motivation.
- Ensure a culture of staff professionalism, challenging those staff who do not perform as expected
- To undertake our annual school improvement cycle, setting and agreeing targets linked to school development plan priorities with the Headteacher, and other Deputy and Senior Leadership Team.



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- Play a significant role in the implementation of the school's improvement cycle, to secure school improvement and individual professional development.
- To line manage staff where allocated, and to oversee their planned CPD

Effective Deployment of Staff

- Support the Headteacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities
- Support the Headteacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met.
- Work with the Headteacher and governors in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

Strategic Direction/Shaping the Future Support

the Headteacher in:

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon by all.
- Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school SEF.
- Create costed school development plans which contribute positively to the achievement of the SDP and which actively involves all staff in its design and execution.
- Promote high expectations for attainment.
- Establish short, medium and long term plans for development and resourcing for the strategic direction and development of Early Years through to Year 6.
- To provide effective professional challenge and support to the Headteacher.
- Provide information and advice to the Headteacher and the governing body and support proper accountability processes throughout the school
- Take on specific tasks related to the day to day administration and organisation of the school
- Contribute to the overall strategic direction and improvement of the school
- Promote multi-agency working
- Fulfil the statutory duties in relation to the curriculum.

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Strengthening Community

- To work effectively with the Local Authority to continue to raise standards.
- To take a leading role in securing the reputation of the school within the community by developing strong partnerships.
- To work with the local Private, Voluntary and Independent sector, to ensure school readiness.



Person Specification

Professional Qualifications	
Qualified Teacher Status or other educational qualification	Essential
First degree or equivalent	Essential
Evidence of further professional development, relevant to this post	Essential
Knowledge and Understanding	
Substantial primary teaching experience	Essential
Experience of whole school curriculum management leading to school improvement	Essential
Outstanding classroom practitioner	Essential
A strong commitment to inclusion, with high expectations for all learners	Essential
Highly successful experience of leading and managing whole school developments in a number of areas, regarding learning and teaching and raising standards of attainment and achievement across the school.	Essential
Able to talk about characteristics of effective Early Years, KS1 and KS2 teaching and learning strategies to raise pupil attainment and achievement.	Essential
Good understanding and use of assessment, including target setting and tracking.	Essential
A good understanding and experience of transition between key stages.	Desirable
A good understanding of EYFS	Desirable
Leadership and Management	
To have a vision of the overall aims and direction of the school and be able to communicate these in order to inspire and motivate others	Essential
School improvement and effectiveness strategies, including the process of the school self-evaluation process	Essential
Processes and systems for quality assurance within all curriculum areas	Desirable
Principles and practices in relation to managing learning and teaching	Essential
Managing people and resources	Essential



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Knowledge of the role of Governors	Desirable
Principles and practices in relation to policy and planning and meeting national targets.	Essential
Motivate and inspire pupils, staff, parents, carers, governors and the wider community	Essential
Principles and practices of implementing innovation and change programmes	Essential
Up to date knowledge and understanding of data analysis and the ability to use to set targets for improvement	Essential
The legislative and policy frameworks which govern education at national and local levels	Essential
Working at a multi-agency level and with different EY settings and schools	Desirable
Commitment to safeguarding and promoting the welfare of children.	Essential
Professional and Personal Qualities	
Self Awareness Emotional self-awareness Accurate self-assessment	Essential
Social Awareness Emotional intelligence Organisational awareness Service orientation	Essential
Self-management Emotional self-control Transparency Adaptability Achievement orientation Initiative Optimism	Essential



Relationship Management Developing others Inspirational Leadership Change Catalyst Influence Conflict Management Team work and collaboration Committed to developing parental involvement	Essential
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