



Hunter's Bar Infant School

Information about our deputy headteacher vacancy



Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at Hunter's Bar Infant School. Following the successful appointment of our current Deputy Headteacher as Headteacher at another school, the Governing Board is looking to appoint an inspirational, visionary, and dynamic Deputy Headteacher to lead the school through its next period of opportunity, growth, and development, particularly with a focus on teaching and learning.

This position is suitable for a school leader with extensive primary experience and a proven track record of promoting success for both pupils and staff. Experience in contributing to whole school improvement and the strategic vision to lead through the ongoing challenging environment is essential.

Most importantly, you will make a genuine difference in the lives of our pupils. Our children are happy, well-behaved, and eager learners, benefiting from a learning environment where creativity, individuality, resilience, and determination are cultivated. Our teachers and leaders remain dedicated to our core mission of providing opportunity, encouragement, and enjoyment for all pupils and staff, equipping our children with the tools and motivation they need to develop into well-rounded, successful individuals. Supporting all pupils, including those who are most vulnerable, is a crucial aspect of the Deputy Headteacher's work.

Our staff are engaged, committed, and highly-skilled. They fully embrace the values of the school and have demonstrated resilience and dedication during a challenging period for the education sector. It is vital for the Deputy Headteacher to build upon this existing commitment to teamwork and further instill confidence in delivering school improvements. The ability to inspire others and convey enthusiasm and enjoyment will be important personal attributes.

Governors play an active role in school life and bring a wealth of skills and experiences — many are parents, while others are deeply involved in the local community or have expertise in educational roles. They offer strong support and constructive challenge. Committed to their own training, they undertake individual roles to remain well-informed about various aspects of the school's operations and are well-equipped to support and challenge school leaders.

We welcome your interest in this role and hope you view the position as an exciting opportunity to join the leadership team at a truly fantastic school. We encourage you to visit us, so please do get in touch.

Best wishes,

The Headteacher and Governors of Hunter's Bar Infant School

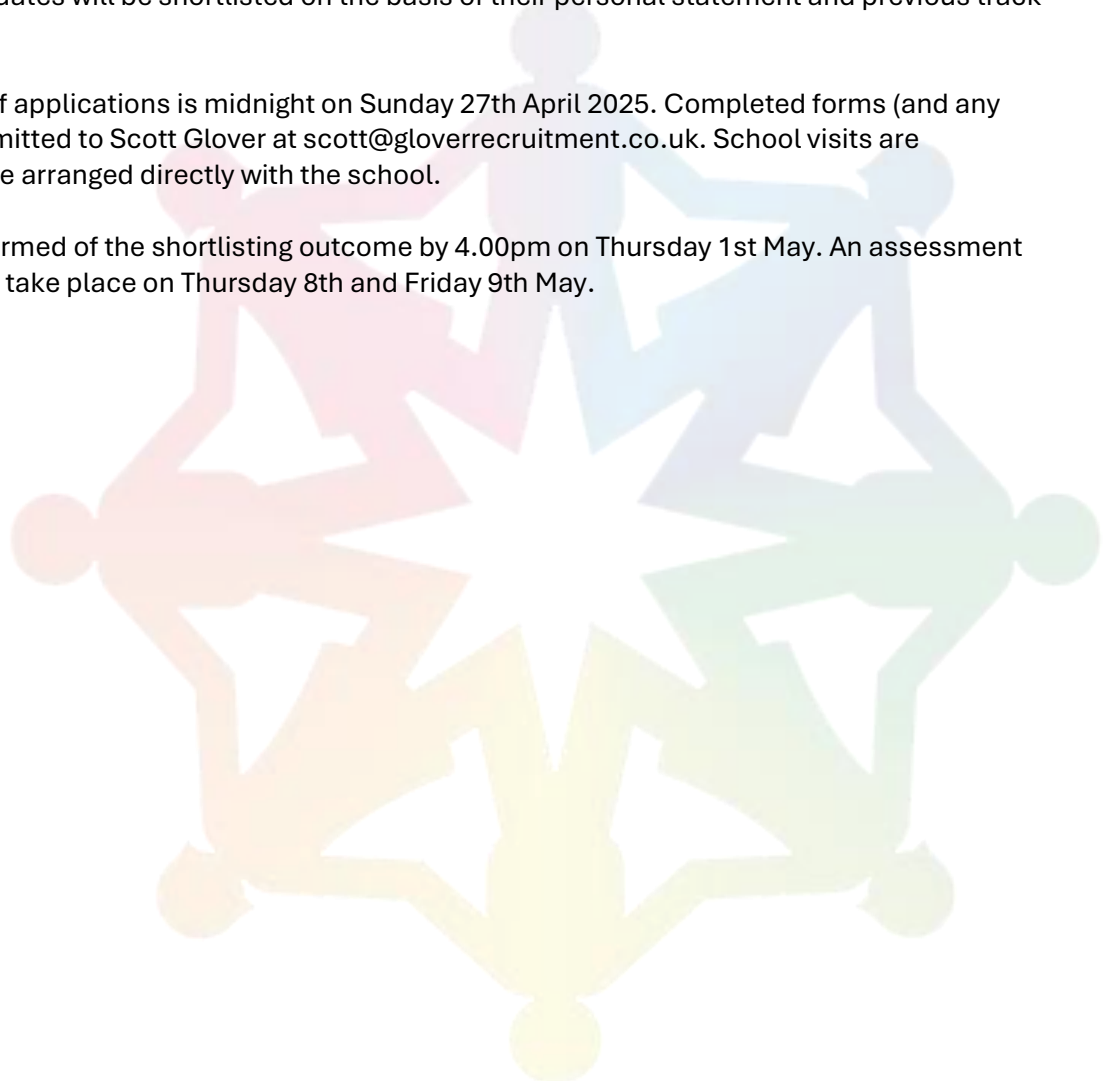


Guidance for candidates

Please use the personal statement of your application to demonstrate how you meet the various elements set out in the person specification and the advert. Please provide examples, with evidence, where possible, of positive impact. Candidates will be shortlisted on the basis of their personal statement and previous track record.

The deadline for receipt of applications is midnight on Sunday 27th April 2025. Completed forms (and any enquiries) should be submitted to Scott Glover at scott@gloverrecruitment.co.uk. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by 4.00pm on Thursday 1st May. An assessment centre and interviews will take place on Thursday 8th and Friday 9th May.



Deputy Headteacher

Hunter's Bar Infant School

Sharrowvale Road, Sheffield, S11 8ZG

Tel: 0114 266 0541

Email: enquiries@huntersbar-inf.sheffield.sch.uk

Web: www.huntersbarinfantschool.co.uk

L7- L11 (£57,831 to £63,815, starting point dependent on experience)

NOR: 270

For September 2025

Due to the promotion of our current Deputy Head to Headteacher at another school, the Governing Board is seeking to appoint a highly motivated and dynamic Deputy Headteacher who is able to lead strategically alongside the Headteacher and Governors.

You will:

- Be an outstanding classroom practitioner who can lead, develop and enhance the practice of others.
- Demonstrate substantial and proven leadership skills with experience of school improvement, performance management, monitoring and self-evaluation.
- Demonstrate the ability to lead curriculum development and lead teaching and learning.
- Have a commitment to raising achievement for all within our diverse school community.
- Be able to develop effective systems to support and develop the skills of staff to meet pupil needs effectively.
- Lead on teaching pedagogy have experience of rigorous monitoring and data analysis.
- Be an excellent communicator, with high levels of emotional intelligence and a strong commitment to working in partnership with parents, governors and the community.

We can offer:

- A friendly and flourishing, three form entry school at the heart of the vibrant Hunter's Bar community.
- A welcoming staff team, happy children who are enthusiastic learners and a committed Governing Board.
- A commitment to Continuous Professional Development.

We are currently in the process of applying to join Peak Edge Academy Trust and so can also offer access to Trust networks and CPD.

If you feel that you have the determination and leadership potential to be a successful Deputy Headteacher, then this might be the ideal opportunity for you.

Visits to school are strongly encouraged and can be arranged by contacting Rachel Donaldson, School Business Manager, on 0114 2660541. For an informal discussion about the role, please contact the current Headteacher, Michael Barnes, on the same number.

Application forms and further details are available as links to the job advert, or from Scott Glover at scott@gloverrecruitment.co.uk, to whom completed applications, or any queries about the process, should be submitted directly.

Deadline for applications: Midnight on Sunday 27th April 2025
In-school activities and assessment centre: Thursday 8th and Friday 9th May 2025



Hunter's Bar Infant School is committed to safeguarding and promoting the welfare and safety of all children; we expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any relevant cautions or convictions prior to interview. The amendments to the ROA Exceptions Order 1975 (2013 & 2020) provide that certain convictions and cautions are 'protected' and therefore not subject to disclosure to employers. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website. Please also note that an online search will be conducted for all shortlisted candidates prior to interview.

The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children's Barred List check. Please note that it is a criminal offence to apply for this post if you have been placed on the Children's Barred List. Candidates are asked to view the [school's safeguarding policy](#).



Hunter's Bar Infant School

Deputy Headteacher Job Description

Pay Range: L7-11

Responsible to: The Governing Board

Main Purposes of the job

A Deputy Headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the Headteacher, must play a major role under the overall direction of the headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- monitoring progress towards their achievement;
- and undertake any professional duties of the Headteacher reasonably delegated by the Headteacher.

If the Headteacher is absent from the school, a deputy headteacher must undertake their professional duties to the extent required by the Headteacher or Governing Board.

(based on the School Teachers' Pay and Conditions Document)

The Deputy Headteacher will be expected to work with the Headteacher to:

- Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- Meet the standards set out in the guidance document National Standards of Excellence for Headteachers.
- Achieve any performance criteria, objectives or targets agreed with or set by the Governing Board in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

In addition, this post includes the following specific responsibilities:

- Model high standards of professionalism, resilience, and integrity, serving as a role model for staff and pupils.
- Demonstrate a deep understanding of early childhood education principles and practices that inspire staff to deliver innovative teaching strategies.
- Lead the analysis of pupil performance data to inform teaching practices, curriculum development, and intervention strategies. Monitor and evaluate pupil progress and attainment, identifying areas for improvement and celebrating successes.
- Provide regular updates to staff and the governing body on pupil progress and the effectiveness of curriculum initiatives.
- Support and develop the school's culture so that it values respect, responsibility, and safety, emphasising the importance of mental health and well-being for both pupils and staff.
- Develop and oversee programs that encourage positive behaviour, resilience, and emotional intelligence among pupils.

- Maintain open communication with parents, governors, and the local community, ensuring they are engaged and informed about curriculum developments and school initiatives.
- Actively seek feedback from stakeholders to continually improve the school's offerings and community relationships.
- Build strong relationships with external organisations and agencies that can enhance the educational experience for pupils and their families.
- Advocate for the importance of early education within the broader community including feeder nurseries, inspiring support and engagement for the school's mission.

Teaching and Learning

- Collaborate with the Headteacher to establish and communicate a clear vision for teaching and learning that reflects the school's values and priorities.
- Promote an innovative approach to curriculum design that aligns with high expectations for pupil achievement and well-being.
- Foster a culture of continuous improvement by organising and leading regular professional development sessions focused on effective pedagogical practices and curriculum enhancement.
- Support staff in identifying and pursuing professional development opportunities that align with school improvement goals.
- Lead the implementation of evidence-based teaching strategies across the curriculum; ensuring staff are equipped to deliver high-quality education.
- Facilitate peer observations and 'open classroom' practices to share and embed effective teaching methods.
- Collaborate with staff to set challenging academic goals for all pupils, ensuring they are aware of their responsibilities in contributing to pupil outcomes.
- Establish partnerships with other schools to share best practices in teaching and curriculum development, fostering a culture of mutual support and shared learning.
- Organise joint training sessions and workshops to enhance cross-school collaboration.
- Stay informed about the latest educational research and developments, applying findings to improve teaching methodologies and curriculum effectiveness.
- Encourage staff to engage in action research projects to contribute to the body of knowledge about effective practice in early education.

Monitoring and Evaluation

- Promote inclusive practices in the classroom and curriculum that meet the diverse needs of all learners, proactively addressing any barriers to learning.
- Engage with families and the community to reinforce the importance of inclusion and celebrate diversity within the school.
- Implement a robust appraisal process that holds staff accountable while providing constructive feedback and opportunities for growth.
- Identify leadership potential within the staff and support their growth through mentorship and tailored professional development programs.

Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Governing Body has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

This job description will be subject to annual review as part of the performance management cycle.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<i>Deputy Headteachers:</i> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	<i>Deputy Headteachers:</i> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	<i>Deputy Headteachers:</i> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	<i>Deputy Headteachers:</i> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.	4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Job Description continued

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

This job description may be amended at any time after discussion with the Governing Body.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification. The table below lists whether criteria are **Essential (E)** or **Desirable (D)**.

Qualification and experience		E	D
Candidates should have:			
1	Qualified Teacher Status (QTS)	X	
2	Experience across the appropriate age range(s)	X	
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities	X	
4	Supported whole school strategic improvement to improve pupil outcomes	X	
5	Evidence of recent, appropriate professional development	X	

Personal qualities		E	D
Candidates should:			
1	Demonstrate a passion for teaching and learning	X	
2	Communicate effectively and develop positive relationships with all stakeholders	X	
3	Demonstrate excellent interpersonal skills	X	
4	Be decisive, consistent and focused on solutions	X	
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable	X	
6	Be able to motivate and inspire others	X	
7	Listen carefully and consider the views of others	X	

Skills		E	D
Candidates should be able to:			
1	Support a vision for the school and secure commitment to it from others	X	
2	Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress	X	
3	Support systematic and rigorous whole school monitoring and evaluation	X	
4	Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes	X	
6	Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes		X
7	Support the development of teaching and learning in school	X	
8	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines	X	

Professional knowledge and understanding		E	D
Candidates should:			
1	Be committed to securing equality of opportunity for pupils in school	X	
2	Have an understanding of curriculum and assessment developments and how they support pupils' learning		X
3	Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils	X	
4	Maintain high standards of pupil behaviour and attitudes to learning	X	
5	Have experience of supporting vulnerable pupils in school	X	
6	Take a lead in the supporting staff in their professional development		X

Safeguarding		E	D
Candidates should have:			
1	Knowledge of national and local safeguarding guidance	X	
2	Experience of safeguarding and promoting the welfare of children and young people	X	
3	A commitment to work with relevant agencies to protect children and young people	X	
4	Knowledge of best practice and procedures in school for safeguarding children and young people	X	



glover recruitment consultancy

Queries about the application and recruitment process
should be addressed to scott@gloverrecruitment.co.uk or by
phoning 07766773682.