



# Deputy Headteacher Job Description (Part-Time Job Share)

**School:** Dunnington Church of England Voluntary Aided Primary School

**Salary:** Leadership Scale L1–L5 (dependent on experience)

**Contract:** Part-time, permanent (job share)

**Reporting to:** Headteacher

**Start date:** September 2026

## Overall Purpose of the Role

Under the direction of the Headteacher, the Deputy Headteacher will provide values-driven strategic leadership, contributing significantly to the school's effectiveness, improvement and Christian character. The role includes leadership responsibility alongside a class teaching commitment of up to one day per week.

The Deputy Headteacher will deputise for the Headteacher in their absence, as directed by the Governing Board, and will fulfil the professional responsibilities of a Headteacher as set out in the School Teachers' Pay and Conditions Document (STPCD).

## Leadership and Professional Responsibilities

The Deputy Headteacher will:

- Support the articulation, implementation and evaluation of the school's Christian vision, values and strategic direction
- Uphold public trust through the highest standards of professional conduct, integrity and ethical leadership
- Act at all times in the best interests of pupils, ensuring inclusion, equity and ambition for all
- Build positive, respectful and effective relationships with pupils, staff, parents, governors and external partners

## Teaching, Curriculum and Standards

The Deputy Headteacher will:

- Secure and sustain high-quality, evidence-informed teaching across all phases
- Support the implementation of a broad, coherent and well-sequenced curriculum
- Ensure teaching is underpinned by strong subject knowledge and effective pedagogy
- Use assessment intelligently to inform teaching, leadership decisions and school improvement
- Ensure evidence-based approaches to reading so that all pupils learn to read fluently

## Culture, Behaviour and Personal Development

The Deputy Headteacher will:

- Promote a positive, inclusive and nurturing school culture, rooted in Christian values
- Ensure consistent, fair and restorative approaches to behaviour management
- Uphold high expectations of behaviour, attendance and attitudes to learning
- Encourage pupils' spiritual, moral, social and cultural development

## **Inclusion and SEND**

The Deputy Headteacher will:

- Promote inclusive practice so all pupils can access and succeed within the curriculum
- Hold ambitious expectations for pupils with SEND and vulnerabilities
- Ensure effective partnership working with parents, carers and external professionals
- Ensure statutory duties under the **SEND Code of Practice** are fulfilled

## **Organisational Leadership and School Improvement**

The Deputy Headteacher will:

- Support the Governing Board and Headteacher in shaping and sustaining strategic direction
- Ensure systems, processes and policies operate effectively and proportionately
- Promote a strong culture of safeguarding, wellbeing and duty of care
- Manage staff with due regard to workload, wellbeing and professional growth
- Contribute to identifying priorities for improvement and ensuring effective implementation
- Ensure resources, including finance, are used efficiently and responsibly

## **Professional Development**

The Deputy Headteacher will:

- Promote high-quality professional development aligned to school priorities
- Engage in ongoing leadership development, including formation within a church school context
- Keep up to date with educational, statutory and diocesan developments

## **Governance, Accountability and Partnership**

The Deputy Headteacher will:

- Work effectively with governors, welcoming challenge and accountability
- Ensure staff understand and fulfil their professional responsibilities
- Ensure compliance with statutory, regulatory and diocesan requirements
- Work collaboratively with other schools, dioceses and external agencies to improve outcomes

## **Safeguarding**

The Deputy Headteacher will:

- Uphold the highest standards of safeguarding and pupil welfare
- Ensure safeguarding responsibilities are met in line with statutory guidance

## **Additional Information**

This job description outlines the general nature and level of responsibility of the role. It is not an exhaustive list. The postholder may be required to undertake other duties appropriate to the level of the post.

## **Person Specification**

	<b>Essential</b>	<b>Desirable</b>
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• (QTS)</li> <li>• Evidence of continued professional development relevant to leadership</li> </ul>	<ul style="list-style-type: none"> <li>• National Professional Qualification for Senior Leadership (NPQSL) or willingness to undertake</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful teaching experience across the primary phase</li> <li>• Experience of leadership at middle or senior level (e.g. Phase Leader, Assistant Headteacher,)</li> <li>• Proven impact on raising pupil attainment and progress</li> <li>• Experience of analysing data and using it to inform future practice and drive improvement</li> <li>• Experience of monitoring teaching and learning, including lesson observation and feedback</li> <li>• Experience of leading whole-school initiatives or improvement priorities</li> <li>• Experience of working with vulnerable pupils (SEND, disadvantaged, EAL)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of whole school curriculum leadership</li> <li>• Experience of line managing staff and supporting professional development</li> <li>• Experience of working with external agencies, governors, or trusts</li> <li>• Evidence of demonstrating strategic leadership.</li> </ul>
Professional knowledge and understanding	<ul style="list-style-type: none"> <li>• Secure knowledge of the EYFS Framework, Primary National Curriculum and assessment frameworks</li> <li>• Strong understanding of safeguarding, child protection, and statutory responsibilities</li> <li>• Thorough understanding of inclusion, SEND, and equalities legislation</li> <li>• Clear understanding of effective teaching, learning, and assessment</li> <li>• Understanding of school self-evaluation and improvement planning</li> <li>• Knowledge of behaviour management and positive school culture</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of MAT structures and accountability</li> <li>• Knowledge of curriculum innovation and pedagogical research</li> </ul>
Professional skills and abilities	<ul style="list-style-type: none"> <li>• Excellent communication skills and proven ability to listen to, understand and work effectively within a diverse school community</li> <li>• Strong organisational and time-management skills</li> <li>• Ability to model outstanding classroom practice</li> <li>• Effective coaching and mentoring skills</li> <li>• Ability to work strategically while managing operational demands</li> <li>• Ability to build positive relationships with pupils,</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading staff training and INSET</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>• Able to build positive relationships rooted in mutual respect.</li> <li>• Able to prioritise and work under pressure. Committed to valuing, supporting and encouraging the professional development of all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration for future headship</li> <li>• Willingness to contribute</li> </ul>

	<ul style="list-style-type: none"> <li>• Able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement.</li> <li>• Committed to building and maintaining effective and positive relationships with parents, governors and the wider school community. Able to inspire and influence others, within and beyond the school to believe in the fundamental importance and value of education in young people's lives.</li> <li>• Able to foster an open, transparent and equitable culture and deal effectively with difficult conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• to the wider life of the school and MAT community</li> </ul>
<p>The successful candidate will be able to</p>	<ul style="list-style-type: none"> <li>• Build positive relationships rooted in mutual respect.</li> <li>• Prioritise and work under pressure.</li> <li>• Commit to valuing, supporting and encouraging the professional development of all staff.</li> <li>• Build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement.</li> <li>• Commit to building and maintaining effective and positive relationships with parents, governors, Trust and the wider school community.</li> <li>• Inspire and influence others, within and beyond the school to believe in the fundamental importance and value of education in young people's lives.</li> <li>• Foster an open, transparent and equitable culture and deal effectively with issues if and when they arise.</li> <li>• Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.</li> </ul>	