

Deputy Headteacher

Salary: Leadership Scale 18-22 actual £78,702 - £86,803

Job Description

Main Responsibilities: Quality of Education.

Responsible to: Headteacher

The job description should be read in connection with the duties of a Deputy Headteacher as set out in the current School Teacher's Pay and Conditions Document.

This is a permanent position to begin 1st September 2026.

PURPOSE OF THE ROLE

To be responsible for the leadership of specific whole-school developments. In conjunction with the Headteacher, assist with the leadership and management of all staff and general organisation of the school. To carry out ad hoc duties delegated by the Headteacher. The job description should be read in conjunction with the Core Standards for all leaders.

This job description may be amended according to the strengths and areas of experience of the successful candidate, following consultation with the Headteacher. Priorities for the year will be negotiated within the context of the School Improvement Plan.

Duties and Responsibilities

General:

- Manage the school in the absence of the Headteacher and support the Headteacher in leading and managing the school to the highest professional standards.
- Assisting the Headteacher in the day-to-day management, organisation and administration of the school and to assist in the cover for absent staff where necessary.
- Undertake day-to-day leadership of the school and ensure the delivery of operational activity in the context of the School's value-driven and inclusive ethos.
- Deputise for the Headteacher in their absence, or as required.

Main Responsibilities:

- Uphold and promote the values of the school within the context of the wider trust.
- Lead on the strategic management and operational activity of the school.
- Maintain a culture of continuous improvement and success which will continue to deliver a high standard of learning, pastoral care, personal development and a rich extra curriculum programme for all pupils.
- Promote and safeguard the welfare of all children and young people.
- Lead on the monitoring of teaching and learning and student progress and achievement for all pupils in order to continue to raise academic standards across the school.
- Teach, being an exemplar to others, and lead on the delivery of high-quality curricula across all areas of the school such that all children are able to flourish and fulfil their potential.
- Develop a learning environment in which behaviours and resources are effectively managed to secure the best achievement of both children and staff.
- Promote the safety, well-being and high standards of behaviour amongst pupils.
- Lead on the engagement, inspiration, motivation and well-being of all staff through supportive and effective performance management, including professional development and succession planning, to underpin the highest quality provision for pupils.
- Lead on the annual strategic evaluation and development planning, including implementation of the School Development Plan.
- Develop, implement and evaluate the school's policies, practices and procedures (working to Trust policies as available).
- In partnership with the Headteacher ensure effective resource management and compliance in respect of areas including finance, staffing, health and safety and buildings in the context of local policy and statutory guidance and requirements.
- Ensure appropriate and effective communication with all stakeholders across the school, and wider local community in the pursuit of further maintaining and developing beneficial relationships.
- Report to QEB members and trustees as required or appropriate.

Shaping the Future

- In partnership with the Headteacher and QEB establish and implement an ambitious vision and ethos of the future of the school.
- In partnership with the Headteacher, develop an ambitious and broad curriculum for all students.
- Play a leading role in the school improvement and school self-evaluation planning process.
- Manage school resources in partnership with the Headteacher.
- Devise, implement and monitor action plans and other policy developments.

- Lead by example to motivate and work with others.
- In partnership with the Headteacher, lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.
- To ensure that curriculum provision gives all pupils the opportunities to succeed.
- To work with staff to ensure effective behaviour management across the school demonstrating high expectations for learners' behaviour and conduct.
- To contribute towards the development of the school ensuring our students attitudes towards their education is positive and the relationships amongst students and staff reflect a positive and respectful culture.
- To uphold the Hazel Wood values of respect, responsibility and aspiration to create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.

Leading Teaching and Learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Work with the Headteacher to raise standards through staff performance management and appraisal.
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all students.
- Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality.
- To lead the team of Assistant Headteachers in ensuring:
 - Teachers have good knowledge of the subject(s) and courses they teach.
 - Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
 - Over the course of study, teaching is designed to help learners to remember, in the long term, the content they have been taught and to integrate new knowledge into larger concepts.
 - Teachers and leaders use assessment well, e.g., to help learners embed and use knowledge fluently or to check understanding and inform teaching.
 - Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently

planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- A rigorous approach to the teaching of reading to ensure the development of learners' confidence and enjoyment in reading.
- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Learners are ready for the next stage of education, employment or training.
- Ensure the systematic teaching of basic skills and reporting of impact is consistently high across the school.
- Develop review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure through leading by example the active involvement of students and staff in their own learning.

Developing Self and Others

- Support the development of collaborative approaches to learning within the school and beyond.
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the Headteacher.
- Be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn.
- Take responsibility and accountability for identified areas of leadership.
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance.
- Engage with staff, be aware and take account of the main pressures on them. Be realistic and constructive in the way staff are managed, including their workload.

Managing the Organisation

- Uphold and contribute to the clear and ambitious vision of Hazel Wood High School through strong, shared values, policies and practice.
- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate.
- Ensure the effective dissemination of information, the maintenance of ongoing improvements to agreed systems for internal communication.
- Working with the Headteacher, undertake key activities related to professional, personnel/HR issues.
- Manage HR and other leadership processes as appropriate e.g., sickness absence, disciplinary, capability.

- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.
- Be a proactive and effective member of the senior leadership team.
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate.
- To undertake any professional duties, reasonably delegated by the Headteacher.

Securing Accountability

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards.
- Support the Headteacher in reporting the school's performance to its community and partners.
- Promote and protect the health and safety/welfare of students and staff.

Strengthening Community

- Work with the Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.
- Develop and maintain contact with all specialist support services as appropriate.
- Promote the positive involvement of parents/carers in school life.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Strengthen partnership and community working.
- Promote positive relationships and work with colleagues in other schools and external agencies.

This Job Description should be interpreted in the context of the National Standards of Excellence for Headteachers and may be amended at any time after consultation with the post holder.

Whilst every effort has been made to explain the main duties and responsibilities of the post, the list of tasks is not exhaustive. The successful applicant will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in the job description. Priorities for the year will be negotiated within the context of the School Improvement Plan.

Leadership Posts:

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
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.
6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
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.
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.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

System and processes

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.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
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.
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 student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.
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.

The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
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. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
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.