



# RISEDALE SCHOOL

A family of learners

## RECRUITMENT PACK

February 2026

Dear Applicant,

## **SUBJECT: Recruitment Pack – Deputy Headteacher**

We are delighted that you are interested in this pivotal role at Risedale School.

Risedale is a fairly small community school with a fantastic, tight-knit staff, a wonderful group of young people with diverse strengths and needs, and a clear but determined agenda to make sure that pupils leave prepared for a bright future. We are proud of our connections with the military and seek to capitalise on this and our other community partnerships. We are at an exciting point in our journey; the school has entered a phase of change with improvements in progress and the opportunity for those who serve our community to make a real difference.

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves. Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points. At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE, RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes. We hope that, with your skills, experience, and ambition, you will be a part of achieving this.



What we can offer you:

- A chance to play a crucial role in shaping and executing the strategy of an already improving school: 'The new headteacher has raised standards and expectations. The school has high expectations of what pupils will achieve....There is an air of optimism about the future.' (Ofsted report December 2024)
- The opportunity to work with great pupils: 'Pupils build positive relationships with staff at the school.' (Ofsted 2024)
- Excellent professional development (including the Teach First 'Leading Together' programme, work with the Leeds Learning Partnership and the RISE A & B Hubs programme).
- A school that has clear ambition expressed in its strategic plan and which is fully supported by its Governing Board.
- A warm and supportive Senior Leadership Team and Headteacher who will support you to be your best whilst challenging you to excel.

If you decide that you are ready to make a difference, and you are the right person for this important role in our school, we would encourage you to arrange a visit by contacting Angelique Armstrong, Headteacher's PA, on [armstrong.a@risedale.org.uk](mailto:armstrong.a@risedale.org.uk). We appreciate that applying for a senior post such as this is a time-consuming process and would like to do whatever we can to help; please look at our website and do not hesitate to get in touch should you require more information. Applications should be via the Risedale Job Application Form, utilising the 'Supporting Evidence and Further Information' sections to detail how your knowledge, skills and experience



**RISEDALE**  
A family of learners

**RISEDALE SCHOOL**

Headteacher: Mrs L Greenwood - BA (Dunelm), NPQH  
Hipswell, Catterick Garrison, North Yorkshire. DL9 4BD  
Tel: 01748 833501 | Email: [enquiries@risedale.org.uk](mailto:enquiries@risedale.org.uk)  
[www.risedale.org.uk](http://www.risedale.org.uk) | @RisedaleSchool @RisedaleFamily

meet the requirements for this post, what you can bring to our school and why you wish to be the Deputy Headteacher at Risedale. Please do not send a CV or apply through a recruitment agency.

Return your application either via email to [jobs@risedale.org.uk](mailto:jobs@risedale.org.uk) or alternatively post your application to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than **23:59 Sunday, 8th March 2026**, and mark your envelope 'Deputy Headteacher' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in the post and the work you will put into applying, and I look forward to hearing from you. Best wishes and good luck!

Yours sincerely,

**Lucy Greenwood**  
Headteacher





# RISEDALE

A family of learners

## JOB INFORMATION

<b>JOB TITLE</b>	Deputy Headteacher
<b>SALARY / GRADE</b>	Leadership Pay Scale 16-20 £75,049 - £82,654
<b>CONTRACT TYPE / TERM</b>	Established / Permanent (1.0 FTE)
<b>JOB TO START</b>	September 2026
<b>CLOSING DATE</b>	23:59 Sunday 8th March 2026

### **Are you a talented and thoughtful leader seeking a new challenge?**

If you have a track record of success in school improvement, you have a clear moral imperative to support young people facing challenges to have successful futures, and you are tenacious in driving up standards using evidence-based practice, this role may present your next challenge.

### **Ready to shape the future?**

This vacancy offers a unique opportunity to join the school's leadership team as a pivotal member and play a crucial role in shaping an exciting future for pupils and staff.

### **Join a warm and welcoming community school**

We're searching for a driven and skilled leader who understands the features of an inspiring and effective curriculum and teaching, how to successfully evaluate provision, make effective use of data and who knows how to raise standards. The successful candidate will be committed to inclusive education and will know what exceptional practice looks like. They should possess strong leadership knowledge and skills, an indefatigable spirit, and a collaborative approach to working with leaders, teachers, pupils and parents. This is an exciting opportunity for a dedicated leader wishing to bring exceptional practice to an exceptional community.

### **Benefit from our commitment to professional development**

We offer comprehensive training and support, individualised professional development, leadership development opportunities, a collaborative and exceptionally supportive staff team, opportunities for innovation, and the chance to contribute to exciting school improvements to demonstrate your impact as a leader.

If you would like further information about the role or would like to arrange a visit to the school, please email [armstrong.a@risedale.org.uk](mailto:armstrong.a@risedale.org.uk) to arrange a suitable time.

Completed application forms should be emailed to [jobs@risedale.org.uk](mailto:jobs@risedale.org.uk) or alternatively can be posted to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD.

**PLEASE NOTE:** The school will not accept referrals/CVs from supply or employment agencies for this post.

**Closing date: 23:59 Sunday 8th March 2026**

**Interview dates: 19th & 20th March 2026**

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will therefore be required to complete an enhanced Criminal Records Disclosure. We encourage applications from all sectors of the community.



## JOB DESCRIPTION

<b>JOB TITLE:</b>	Deputy Headteacher
<b>GRADE:</b>	Leadership Pay Scale 16-20 £75,049 - £82,654
<b>CONTRACT TYPE / TERM:</b>	Established / Permanent
<b>RESPONSIBLE TO:</b>	Headteacher
<b>RESPONSIBLE FOR:</b>	Selected Senior Teachers, selected Heads of Faculty/Curriculum, Exams & Data Manager

### Key Purpose

To be accountable for leading and managing the provision of an appropriate, relevant, broad, balanced, and ambitious whole school curriculum; to raise standards of pupil achievement; to monitor and support pupils' learning and progress; to monitor and develop teaching, learning and assessment across the whole school; to lead the strategic design of the school curriculum, optimising staff, room, and resource allocation to support educational aims.

### Core Responsibilities

- To work with the Headteacher, Senior Leadership Team and Governing Board to ensure that the School's vision and values are clearly articulated, shared, understood and acted out effectively
- To lead by example and demonstrate the School's values in everyday work and practice with all stakeholders as required
- To lead on the development, management and implementation of relevant school policies
- To maintain a highly visible and professional presence within the school, overseeing the operations of the school and attending events
- To contribute to the decision-making processes of the School, supporting decisions and sharing corporate responsibility for them, regardless of personal inclination
- To contribute to the planning process for the distribution of resources, to ensure resourcing is in line with the School's identified priorities
- To be directly accountable for responsibilities relating to agreed specific roles within the School
- To ensure that the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- To play a full, active and prominent role on the Senior Leadership Team
- To ensure that the needs of all pupils are being met, particularly where there is underachievement occurring, enabling all to succeed
- To be committed to your own personal and professional development, continuous reflection, and engage actively in the performance appraisal process
- To deputise for the Headteacher as and when necessary
- To undertake any other duty as reasonably directed by the Headteacher.

1	Curriculum & Teaching
1.1	To undertake an appropriate programme of teaching in accordance with the School Teachers' Pay and Conditions document
1.2	To be accountable for the development and the quality of the whole school curriculum, its intended goals and the implementation of all subjects, including its impact on pupils

	and their assessed outcomes
1.3	To lead and manage high-quality, evidence-based teaching and learning across all phases and the whole school
1.4	To develop and maintain curriculum and teaching expertise to underpin effective leadership on curriculum design, teaching and subject literacy
1.5	To promote a culture and practices that enable all pupils to access the curriculum through ambitious expectations, especially those with barriers to learning
1.6	To lead the development of appropriate provision maps, schemes of learning, curriculum plans, resources, marking policies, assessments, and teaching and learning strategies across the whole school
1.7	To lead on the effective and efficient deployment of staffing and resources to meet the requirements of the curriculum and to plan the school's timetable
1.8	To organise pupils into appropriate teaching groups
1.9	To ensure the school fulfils statutory duties regarding curriculum and teaching and the SEND code of practice
2	Developing & Influencing Others
2.1	To set high expectations of performance for self and others, acting as a positive professional role model for staff
2.2	To provide support for colleagues in improving their practice, training, coaching and mentoring staff to ensure a positive, professional and achievement-driven ethos is maintained
2.3	To provide regular feedback to staff in a way which recognises good practice and supports their professional development, resulting in a tangible and measurable impact, and hold staff accountable for pupil progress
2.4	To ensure that staff understand their professional responsibilities and are held to account
2.5	To develop and maintain strong working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
2.6	To keep abreast of developments in evidence-based practice and to work with the Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
2.7	To promote a culture of teamwork
2.8	To manage staff with due attention to workload and wellbeing
2.9	To lead the development of the middle leadership team, enhancing their leadership practices and chairing ML meetings
3	Data & Assessment

3.1	To develop and maintain systems/structures that enable monitoring, tracking, targeting and reporting to take place smoothly and effectively
3.2	To ensure effective baseline assessments are in place to support target-setting and progress tracking at Key Stage 3
3.3	To lead assessment practice across the school, ensuring that assessment supports effective teaching and learning, as well as pupil and parent agency in learning and progress
3.4	To develop systems and processes to ensure that data is used effectively to drive pupil outcomes
3.5	To regularly analyse pupil performance data to identify trends, areas of strength and weakness, and inform actions and interventions
3.6	To ensure that the School is making best use of its Management Information System and other platforms to analyse data and respond to pupil needs
3.7	To oversee the design and implementation of effective interventions to address underachievement
3.8	To track pupil progress, evaluate the impact of interventions, and make adjustments as needed
3.9	To support colleagues and governors to use data effectively to drive school improvement.
4	Strategic Planning
4.1	To work to translate the School's vision and values into strategic objectives that ensure school improvement, support the highest quality of educational provision and the achievement of pupils
4.2	To take a major role in the formation and implementation of the School Improvement Plan
4.3	To ensure that long, medium and short-term improvement priorities are recorded, tracked and regularly reviewed to monitor progress
4.4	To allocate financial resources appropriately, efficiently and effectively, and in line with the school's improvement priorities
4.5	To use an Integrated Curriculum Financial Planning approach to strategically plan the timetable and staff deployment for maximum impact and efficiency
5	Monitoring & Evaluation
5.1	To be committed to self-evaluation
5.2	To contribute to the identification of key areas of strength and weakness in the school

5.3	To evaluate the quality of provision through lesson observation, learning walks, work scrutiny, data analysis and gathering stakeholder voice
5.4	To ensure that systems for monitoring and evaluation are effectively implemented, maintained, and reviewed, and that improvement actions are regularly elicited from monitoring and evaluation data and driven forward to ensure improvement
5.5	To celebrate strengths and facilitate the sharing of best practice
6	Communication & Stakeholder Engagement
6.1	To ensure that regular, timely, high-quality communication occurs within the school and also with families and other agencies so that all stakeholders feel supported
6.2	To provide reports, data and information as required
6.3	To promote and lead regular stakeholder engagement activities, where the views of all members of the school and wider community are valued and taken into account
6.4	To promote, foster and model good relationships with parents/carers, community organisations and external agencies, which are rooted in strong partnerships to support and improve pupils' achievement
6.5	To provide updates, reports and data to governors, attending governor meetings where necessary
6.6	To liaise with the school's Examinations Officer concerning public examinations, NEA and its assessment, orals, practicals and examination entries
6.7	To contribute to school letters, publications, website content and communications
7	Data Protection
7.1	To comply with the Council's policies and supporting documentation in relation to Information Governance, this includes Data Protection, Information Security and Confidentiality.
8	Health & Safety
8.1	To be aware of and implement health and safety responsibilities as an employee, and where appropriate, any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
8.2	To work with colleagues and others to maintain health, safety and welfare within the working environment.
9	Equality
9.1	We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities
9.2	Within own area of responsibility, work in accordance with the aims of the Equality Policy Statement

10	Flexibility
10.1	North Yorkshire Council provides front-line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Council Policies and Procedures
11	Customer Service
11.1	The Council requires a commitment to equity of access and outcomes, which will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment
11.2	The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
Behaviours	<a href="#">Link</a>
Date of Issue	February 2026



## PERSON SPECIFICATION

QUALIFICATIONS & TRAINING	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Qualified teacher status	✓	
Honours degree	✓	
Evidence of recent, relevant CPD	✓	
NPQSL/NPQH		✓
SKILLS & KNOWLEDGE	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Sound understanding of principles of curriculum design and effective curriculum implementation	✓	
Up-to-date knowledge of a range of school improvement planning, evaluation and quality assurance processes	✓	
Up-to-date knowledge of research relating to education and of current and emerging Ofsted policy and practice	✓	
Knowledge of the statutory guidance and legislation applicable to the leadership and management of schools	✓	
Able to evaluate student achievement; develop and effectively implement strategies to improve student outcomes	✓	
High standards of written and spoken English	✓	
EXPERIENCE	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Successful experience of school leadership, managing change and performance management/development of staff	✓	
Experience across the age range (secondary)	✓	
Experience in leading and delivering initiatives which raise standards	✓	
Experience of using data to accelerate pupil progress	✓	
Experience of curriculum timetabling		✓

**In addition, there will be a particular focus on the following key competencies:**

KEY COMPETENCIES	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Passionate commitment to education	✓	
Strategic thinking	✓	
Skilful communication according to audience	✓	
Adhering to principles and values	✓	
Developing potential	✓	
Data-driven decision-making	✓	

<b>SAFEGUARDING</b> <b>These criteria will be tested at interview.</b> <b>Please note this post is also subject to a satisfactory enhanced DBS disclosure.</b>	ESSENTIAL ON APPOINTMENT
Demonstrate a commitment to safeguarding and the welfare of children and young people	✓
Ability to form and maintain appropriate relationships and personal boundaries	✓
Emotional resilience in working with challenging behaviours	✓
Appropriate use of authority and discipline	✓

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill-specific areas throughout the selection process.



## OUR VISION & VALUES

---

Our aspiration is that every pupil and staff member is supported to be the BEST version of themselves.

Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy RELATIONSHIPS. All our pupils will make good progress from their starting points.

At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a RESPONSIBLE, RESPECTFUL and RESILIENT citizen who can embrace change and learn from mistakes.

We are 'The Risedale Family' and together we are 'A family of learners'.

## ABOUT US:

Risedale School is a coeducational community secondary school welcoming pupils aged 11 to 16. It enjoys an enviable and growing reputation in its local community. Links with the Armed Forces are strong. The school has one of the largest proportions of Service Children of any secondary school in the UK, and this military connection is an essential part of the school's distinctive character.



## OUR LOCAL AREA:

Risedale School is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities and a unique and close community. Princes Gate Retail Park offers all major amenities, including supermarkets, cafes, shops, a leisure centre and a library. Risedale is just a 5-minute drive from the A1(M), providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M).

## CHILD PROTECTION:

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them. All applicants are requested to provide, in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form details of any other unpaid work/experience, for example, voluntary work.

Applicants are advised that references will be requested prior to interview, where consent has been given. References should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate.

Interviewees are required to bring to interview original documents relating to identity and qualifications.

This school will only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.

As part of a robust safer recruitment process, the school will carry out online searches on shortlisted applicants to identify any safeguarding or suitability issues that can be explored at interview.

At the interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matters that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Partnership, Local Authority and School Child Protection and Safeguarding policies and practice guidance and information on expected probation, safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures. The [Child Protection Policy](#) can be found on our website at [risedale.org.uk/information/policies](http://risedale.org.uk/information/policies).