

# Royston St John the Baptist CE Primary School



Deputy Headteacher Recruitment Pack

# Advert

Title	Permanent Deputy Headteacher
Location	Royston St John the Baptist CE Primary School
Days/Hours	Full Time
Pay Range	L4 – L8
Required from	September 2026

Royston St John the Baptist is a special place with a distinctive Christian ethos. We are looking for a Deputy Headteacher who is driven, ambitious and committed to work in partnership with the Headteacher, staff, governors and Trust to lead the school on the next stage of its exciting journey. Our new Deputy Headteacher will share our Christian vision and support the Headteacher to enhance provision in all areas and further raise standards.

The successful candidate will teach their own class while benefiting from dedicated release time to lead significant areas of responsibility and drive sustained improvement across key priorities within the Academy Improvement Plan.

We are looking for someone who:

- Is an exceptional teacher who will model excellent teaching rooted in evidenced informed practice
- Shares our school's Christian vision and values
- Has an innovative and strong track record in supporting children with SEND
- Is an inspirational and aspirational leader
- Demonstrates a proven track record of significant impact on pupil outcomes
- Has strong communication and interpersonal skills
- Can form strong partnerships with staff, parents, governors and colleagues within the Trust
- Is warm, kind, caring, positive and has a sense of humour.

We can offer:

- A nurturing, caring and inclusive school;
- A forward-thinking Trust that takes professional development, workload and staff wellbeing seriously;
- A friendly, hard-working, professional and supportive team of staff and governors;
- Happy and enthusiastic children who enjoy learning and behave well;
- A commitment to your professional development.

We warmly encourage you to visit school before you apply. For further details about the role or to arrange a visit, please contact Rachel Steele, Headteacher on [rachel.steele@roystonstjohn.enhanceacad.org.uk](mailto:rachel.steele@roystonstjohn.enhanceacad.org.uk) or telephone 01226 722011.

Enhance Academy Trust has an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all.

Applicants will need to use the link below to complete online application form.

## [Recruitment](#)

**Closing Date:** Wednesday 13<sup>th</sup> May at 12pm

**Shortlisting:** Afternoon of Wednesday 13<sup>th</sup> May

**Interviews:** Tuesday 19<sup>st</sup> May

# Enhance Academy Trust

Enhance Academy Trust is a Church of England Multi-Academy Trust comprising of sixteen primary schools located across Wakefield and Kirklees and a post 16 performing arts free school. The Trust was established in 2012 as a sponsor of Church of England and Community Schools.

The Trust works very closely with its academies and encourages them to help each other whilst at the same time allowing them a reasonable amount of earned autonomy. We have kept to this model whilst expanding and want to continue to follow similar principles in the future.

***Our vision is to deliver improved educational outcomes and learning skills to enable our young people to live well in the world around them. We also aim to allow our academy leaders and staff to develop the individual character of our academies so they can best serve their local communities.***

[Enhance Academy Trust - Home](#)



# Our School Vision

Our theological vision is rooted in the parable of The Good Samaritan in which we should “go and do likewise” Luke 10:37.

This theological vision underpins all that we do and inspires our curriculum drivers of coherence, curiosity and challenge. Our work is driven by the values of compassion, forgiveness and love.

Our dedicated team of staff provide a friendly, nurturing learning environment where pupils feel safe, valued and secure. We work alongside parents, governance and the wider community to provide a creative, balanced and inspiring curriculum. Our door is always open. Parents are always welcome. We are keen for parents and carers to be involved in their child’s learning and successes.

**Go and Do Likewise**  
**Luke 10:25-37**



# Our School

Royston St John the Baptist is an average-sized school with 162 children on roll. We have a positive reputation within the school community and numbers are increasing as a result of this.

In order for children to achieve high standards and make good progress throughout their school journey at Royston St John, we are committed to providing a stimulating and engaging curriculum which extends far beyond the limitations of the classroom:

- We plan many opportunities for learning beyond the classroom including field trips, class trips and residentials.
- We pride ourselves on the large range of activities that are provided as part of our wider after school club offer.

We work in partnership with parents to ensure that our children develop essential skills and are well prepared for Secondary School. We aim for children to be aware of what they enjoy, to find their passion and their interests and to be kind, well-rounded individuals. Ultimately, we strive for our children to be compassionate, independent and responsible people who are prepared in every sense to embrace the next stage of their education.



# Our Curriculum

At Royston St. John's the Baptist, our children are at the heart of our curriculum, which has been carefully **planned and sequenced** to ensure children continue to build on their **knowledge, skills, and experiences** as they move along their educational journey. Our curriculum is designed so that children can understand and embed key concepts in their long-term memory, before progressing further.

Although our curriculum is founded on the knowledge set out in the **National Curriculum, 2014**, it is also rooted in opportunities for children to develop their **interpersonal skills, self-confidence, resilience, perseverance, independence, and empathy**. We want all our children to have high **aspirations**, strive to be the best they can be and work towards their goals in life.

Our curriculum aims to ensure that pupils achieve **broad and deep subject expertise** and aspires to widen pupils' knowledge through developing their ability to **recall, remember** and further extend their prior learning.

Through our carefully considered sequences of learning, our children will be exposed to a high level and wide range of **vocabulary**, which will allow them to **deepen their understanding** of the curriculum subjects taught.

Everything has been written with the intention that all our children can access and experience **success**. **Small steps** of knowledge have been identified for each subject, which work towards meeting the **end points** that we want our children to achieve.

A **key outcome** that we aim to achieve from our intentional, knowledge-rich curriculum is **confidence**. We want all our children to be **confident learners**. By this, not only do we mean **confident speakers** who are able to share their knowledge in a way that can be understood by others, but we also want children to be confident to **ask for help** when they need it, as well as to be confident to **help others**. We want our children to see that a lack of knowledge or a 'mistake', is part of learning, and not something to be disappointed by. As Albert Einstein once said, "**failure is success in progress.**"

As well as providing opportunities for personal development, we also place great emphasis on **Music and the Arts**. Through these subjects, children also get to develop their **creative-self and confidence to express and reflect on who they are** – what makes them unique.



# Job Description

## Overall Purpose of the Post:

- To support and assist the Headteacher in all aspects of school life.
- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of a Deputy Headteacher.
- To seek to achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and School's Governing Body in accordance with the requirements set out in the current School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children and young people within the school, by assisting the Headteacher in ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.
- To deputise in the absence of the Headteacher for planned periods and at short notice and potentially over a longer term.

## KEY OUTCOMES/ACTIVITIES

KEY OUTCOMES/ACTIVITIES	
<b>School Culture and Behaviour</b>	<ul style="list-style-type: none"> <li>• Work alongside the Headteacher and other staff members to create a culture where pupils experience a positive and enriching school life</li> <li>• Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</li> <li>• Ensure a culture of staff professionalism</li> <li>• Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school</li> <li>• Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy</li> <li>• Support staff in managing pupils' behavior, including those with challenging behavior</li> </ul>
<b>Teaching, Curriculum &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Establish and sustain high-quality teaching across all subjects and phases, based on evidence</li> <li>• Ensure teaching is underpinned by subject expertise</li> <li>• Effectively use formative assessment to inform strategy and decisions</li> <li>• Ensure the teaching of a broad, structured and coherent curriculum</li> <li>• Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities</li> <li>• Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum</li> <li>• Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read</li> <li>• Take the lead on at least one subject/area throughout school and ensure that this is of a high standard that other leaders can use as a strong example.</li> </ul>

# Job Description

<b>Special Educational Needs &amp; Disabilities</b>	<ul style="list-style-type: none"> <li>• Promote a culture and practices that enables all pupils to access the curriculum</li> <li>• Have ambitious expectations for all pupils with SEN and disabilities</li> <li>• Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate</li> <li>• Make sure the school fulfils statutory duties regarding the <u>SEND code of practice</u>.</li> </ul>
<b>Assessing and Reporting</b>	<ul style="list-style-type: none"> <li>• Record students' work</li> <li>• Maintain lesson evaluations</li> <li>• Mark and return work within agreed time span, providing feedback and targets</li> <li>• Provide assessment reports to monitor student progress</li> <li>• Liaise with parents and attend consultation evenings</li> <li>• Work within the Code of Practice relating to Special Educational Needs</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community</li> <li>• Support and deputise for the head teacher</li> <li>• Establish and oversee systems, processes and policies so the school can operate effectively</li> <li>• Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care</li> <li>• Manage staff with due attention to workload and wellbeing</li> <li>• Ensure rigorous approaches to identifying, managing and mitigating risk</li> <li>• Allocate financial resources appropriately, efficiently and effectively</li> <li>• Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context</li> <li>• Understand issues relating to the organisation, ordering, and funding of resources</li> <li>• Support and uphold the school's policies on behaviour, discipline, and bullying</li> <li>• Undertake responsibility for a key area beyond the curriculum e.g. attendance, behaviour, Personal Development</li> <li>• Coordinate the delivery of health and safety policies</li> <li>• Contribute to staff development activities</li> <li>• Manage/ deployment of Teaching Assistants and the continuous professional development to maximise their impact in the classroom</li> <li>• Line manage support staff and undertake appraisals in accordance with the Trust Appraisal process.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Ensure staff have access to appropriate, high standard professional development opportunities</li> <li>• Keep up to date with developments in education</li> <li>• Seek training and continuing professional development to meet needs</li> </ul>

# Job Description

<b>Standards and Quality Assurance</b>	<ul style="list-style-type: none"> <li>• Support the aims and ethos of the school and ensure that all staff uphold these</li> <li>• Set a good example in terms of dress, punctuality, and attendance</li> <li>• Attend and participate in open evenings and student performances</li> <li>• Uphold the school's behaviour code and uniform regulations</li> <li>• Participate in staff training</li> <li>• Attend team and staff meetings</li> <li>• Develop links with governors and other schools</li> </ul>
<b>Governance, Accountability and working in partnership</b>	<ul style="list-style-type: none"> <li>• Understand and welcome the role of effective governance, including accepting responsibility</li> <li>• Ensure that staff understand their professional responsibilities and are held to account</li> <li>• Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> <li>• Work successfully with other schools and organisations both in the Trust and local area (where appropriate)</li> <li>• Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils</li> <li>• Attend and contribute to Local Academy Board meetings</li> </ul>

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

## RESPONSIBILITY FOR RESOURCES

### Employees (supervision):

As assigned by the Headteacher/ Trust (Teaching & Non-Teaching)

### Financial:

As assigned by the Headteacher/ Trust

### Physical:

Responsibility (as assigned by the Headteacher) for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

### Employees (supervision):

As assigned by the Headteacher/ Trust (Teaching & Non-Teaching)

# Person Specification

PERSONAL QUALITIES, QUALIFICATIONS AND EXPERIENCE		
	Essential	Desirable
<b>Qualifications/Training</b>		
Qualified Teacher Status with good honours degree	Y	
Evidence of involvement in INSET activities as a participant and as a provider	Y	
National Professional Qualification		Y
<b>Knowledge</b>		
The role of a senior leader within a school	Y	
Detailed understanding of the principles and practice of primary education in Key Stages 1 and 2 plus Early Years	Y	
Leadership of one or more curriculum areas, successfully designing a coherent and well sequenced curriculum and delivering CPD to enable staff to develop expertise in the subject	Y	
Leading and managing staff successfully and effectively tackling under performance	Y	
Detailed understanding of how to plan and deliver a carefully sequenced knowledge rich curriculum	Y	
The assessment, recording and reporting of pupils' progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum	Y	
The school's role in effectively providing for the needs of all pupils, including those with SEND	Y	
A detailed understanding of the OFSTED & SIAMS Inspection Frameworks	Y	
The process and importance of school self-evaluation	Y	
Whole-school issues and their implications for financial management, including how to make effective use of additional funds, such as Pupil Premium, to close gaps in attainment	Y	
The implications of group characteristics such as SEND or disadvantage, and how to work strategically to ensure that every child has the opportunity to fulfil their potential	Y	
Knowledge of recent national educational research, developments, initiatives, and legislation, and how they may impact on the school		Y
<b>Experience</b>		
Substantial experience within the primary phase and/or Early Years and providing for educational needs across the full ability range, including SEND	Y	
Strategic responsibilities in school leadership and management	Y	
Leadership of one or more curriculum areas, successfully designing a coherent and well sequenced curriculum and delivering CPD to enable staff to develop expertise in the subject	Y	
Successful implementation of improvement plans to improve outcomes for pupils	Y	
Leading and managing staff successfully and effectively tackling under performance	Y	
Working with governors including attendance and/or reporting at governor meetings	Y	
Active membership of a school leadership team	Y	
Outstanding classroom teacher and role model demonstrating expertise across the curriculum and securing strong outcomes for pupils including pupils from disadvantaged backgrounds or with SEND	Y	
Detailed knowledge of safeguarding requirements for schools	Y	
Teaching the whole primary age range		Y
Working in a variety of different schools		Y
Line managing other staff		Y
'Stepping up' proactively when needed		Y

# Person Specification

<b>Competencies and Other Skills</b>		
Show evidence of vision, initiatives, and leadership in managing change to enhance and raise standards	Y	
Able to inspire, challenge and motivate others	Y	
Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management	Y	
Involve staff, parents, governors, and stakeholders in the process of establishing a clear set of shared aims, objectives, and values for the school	Y	
Listen and communicate effectively (both orally and in writing  ) to a variety of audiences, including parents who may be reluctant to engage with school	Y	
Work effectively as a member of the leadership team, keeping a high-profile approachability and visibility for all staff	Y	
Set and achieve ambitious, challenging goals and targets for self and other	Y	
Show strong interpersonal skills, responding appropriately to both adults and children	Y	
Have a calm approach and positive attitude to behaviour management	Y	
Work in partnership with the Headteacher, supporting and leading the raising of standards across the school	Y	
Hold difficult conversations when necessary, and communicate messages effectively even when they may not be well received	Y	
<b>Personal Characteristics</b>		
Ability to manage change sensitively	Y	
Calm approach including when under pressure	Y	
Ability to prioritise and organise yourself and others	Y	
Ability to demonstrate initiative	Y	
Self-motivation	Y	
Enthusiasm and the ability to lead by example	Y	
A 'can do' person who has a flexible and positive attitude to everyday leadership	Y	
Strong characteristics in line with our school values	Y	

# Next Steps

## **Further Details**

We warmly encourage you to visit school before you apply. For further details about the role or to arrange a visit, please contact Rachel Steele, Headteacher, on [rachel.steele@roystonstjohn.enhanceacad.org.uk](mailto:rachel.steele@roystonstjohn.enhanceacad.org.uk) or telephone 01226 722011.

## **To Apply**

Applicants will need to use the link below to complete online application form.

## **Recruitment**

## **Selection Timeline**

**Closing Date:** Wednesday 13<sup>th</sup> May at 12pm

**Shortlisting:** Afternoon of Wednesday 13<sup>th</sup> May

**Interviews:** Tuesday 19<sup>st</sup> May