

# Sandal Magna Community Academy



**Deputy Headteacher  
Recruitment Pack**

# Advert

<b>Title</b>	<b>Deputy Headteacher</b>
<b>Location</b>	<b>Sandal Magna Community Academy</b>
<b>Days/Hours</b>	<b>Full Time</b>
<b>Pay Range</b>	<b>L7 – L11</b>
<b>Required from</b>	<b>September 2026</b>

We are seeking an exceptional Deputy Headteacher to join Sandal Magna Community Academy. This is a role for a values-driven, aspirational leader who believes passionately that every child—regardless of background—deserves an outstanding education, rich opportunities and the highest expectations.

Our children are truly delightful: curious, warm and eager to learn. They are supported by a hardworking, committed staff team who care deeply about one another and about the community they serve. You will work alongside supportive parents and carers who value education and partnership, and within the strong, forward-thinking framework of our Local Academy Board and Enhance Trust, which provides challenge, encouragement and high-quality professional support.

**We are looking for** a Deputy Headteacher who can inspire excellence in teaching and learning, strengthen inclusive practice, and help shape a school culture where ambition and hope are key. You will play a key role in driving sustained improvement and ensuring every child is enabled to “live life in all its fullness.”

**We are looking for:** an inspiring and reflective leader with a strong moral purpose and high aspirations for all. You will be an excellent classroom practitioner with a clear understanding of effective teaching and learning across the whole Primary Age Range, and the ability to lead and support others to improve practice. You will be resilient, compassionate and solutions-focused, with the confidence to work in a challenging context and the humility to learn alongside others. A commitment to child-centred leadership is essential.

You will be joining a warm, ambitious school community where children are a joy to teach, staff work hard for one another, and parents are supportive and engaged. You will benefit from the backing of a forward-thinking Trust that invests in professional development, values collaboration and supports courageous leadership. This role offers a rare opportunity to combine meaningful leadership responsibility with significant classroom practice, to shape the future of the school, and to make a lasting difference to the lives of children and families. Teaching commitment is likely to be 0.4 FTE minimum.

To apply for the post please visit the current vacancies section at <https://www.enhanceacad.org.uk>

If you would like further information about the role please contact:

Mr Craig Elliott, Executive Headteacher [craig.elliott@sandalmagna.enhanceacad.org.uk](mailto:craig.elliott@sandalmagna.enhanceacad.org.uk) or 01924 767080

To find out more about the Academy, please visit our website: [Sandal Magna Community Academy - Home](#)

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. Online checks will also be completed for shortlisted candidates. The Trust values the diversity of our workforce and welcomes applications from all.

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme. If you do not have the right to work in the UK, please consider carefully whether you meet the eligibility to apply for this position.**

**As a Trust, we have developed a range of employee benefits. Here are just a few examples:**

- Membership to the Teachers Pension Scheme.
- Physical and mental health support from a team of experienced nurses, counsellors, therapists, physiotherapists, consultants plus NHS GP's and private medical services.
- GP consultations with experienced NHS doctors are available for our employees and member of their household, 24 hours a day, 365 days a year and prescriptions (which do have to be paid for) can be delivered to local chemists.
- Free annual flu jab.
- Trained Mental Health First Aiders in all our settings
- A paid annual Wellbeing Day – a time for you to use the day for an activity which promotes your own individual health and wellbeing.

**Closing Date for applications:** Tuesday 19<sup>th</sup> May 2026

**Shortlisting:** Wednesday 20<sup>th</sup> May 2026

**Interviews:** Thursday 21<sup>st</sup> / Friday 22<sup>nd</sup> May 2026

# Job Description

## REPORTING TO: Headteacher

### Core Purpose

- To provide strong leadership that results in the provision of first-class teaching and learning opportunities for all pupils.
- To work with other leaders and curriculum leaders to provide an integrated coherent approach to teaching and learning which ensures that all pupils make good or better progress from their starting points.
- To be responsible for monitoring and evaluating the quality of teaching and pupil achievement ensuring high standards are attained by staff and that all children fulfil their potential.
- To lead the whole staff team in developing further a strong learning culture that has high expectations of work and behaviour at its' centre.
- To set high professional development standards as a class teacher providing a role model for all staff in both classroom organisation and management and in implementing all school policies.
- Curriculum Leader for an area/s of the curriculum.

### Key Responsibilities

- To deputise in the absence of the Headteacher

### Strategic Management:

- Contributing significantly to the development, implementation and evaluation of the Academy Improvement Plan, ensuring priorities are sharply focused on improving outcomes for all pupils, particularly the most vulnerable.
- Using accurate self-evaluation, pupil progress information and staff feedback to inform strategic decision-making and drive sustained improvement.
- Supporting the Headteacher in leading change effectively within a challenging context, maintaining high expectations and a relentless focus on quality of education, behaviour and inclusion.
- Playing an active role in Trust-wide strategic initiatives, working collaboratively with colleagues across the Trust to share best practice and contribute to collective improvement.
- Supporting strategic workforce development by helping to identify professional development needs, nurturing leadership capacity and promoting a culture of reflection, accountability and growth.
- Ensuring that safeguarding, equality and inclusion are central to all strategic planning and that statutory responsibilities are met consistently and rigorously.
- Acting as Headteacher in their absence and representing the school confidently with governors, Trust leaders, parents and external agencies.

# Job Description

## Teaching and Learning

The Deputy Headteacher will have a central role in ensuring the highest standards of teaching and learning across the school. They will lead by example, maintaining a teaching commitment while providing strategic oversight to strengthen classroom practice and improve outcomes for all pupils.

Key responsibilities will include:

- Leading the development and implementation of a high-quality, broad and balanced curriculum that meets statutory requirements and reflects the school's Christian ethos.
- Monitoring and evaluating teaching and learning across the school, using evidence from observations, assessment data, and pupil progress to inform school improvement priorities.
- Supporting staff to embed effective teaching strategies, differentiated learning, and inclusive practice that enables all children to achieve their potential.
- Promoting high expectations for pupil behaviour, engagement, and achievement, and ensuring a consistent approach to assessment, feedback, and reporting.
- Using data effectively to identify underperformance, inform interventions, and celebrate successes across cohorts, groups, and individuals.
- Leading initiatives to improve literacy, numeracy, and other key areas of learning, and fostering innovation and creativity in teaching practice.
- Encouraging a culture of reflection, collaboration, and continuous professional development, ensuring staff are empowered to take ownership of their professional growth.
- Working closely with the Headteacher, senior leaders, and the Trust to implement strategies that drive school improvement and raise outcomes in a challenging context.

The Deputy Headteacher will be a visible classroom and school leader who inspires ambition, supports colleagues to excel, and ensures every child experiences teaching of the highest quality.

## Subject Leadership:

- Leading one or more subject areas, ensuring curriculum intent, implementation, and impact are of the highest quality.
- Supporting subject leaders to develop and monitor progression, assessment, and planning across the school.
- Ensuring that teaching and learning in all subjects meets the needs of all pupils, including those with additional needs or from disadvantaged backgrounds.
- Promoting innovation, creativity, and best practice within subjects and across the curriculum.
- Using data and research to evaluate subject impact and guide strategic improvement.
- Supporting professional development within subject areas to ensure staff are confident, effective, and continually improving.
- Ensuring subject leadership aligns with the school's vision, ethos, and the Trust's strategic priorities

**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.**

# Job Description

## Financial Management:

- Supporting the Headteacher in the planning, monitoring and evaluation of the school budget, ensuring alignment with the Academy Improvement Plan and Trust financial procedures.
- Contributing to strategic decisions about the deployment of financial resources, ensuring best value and a clear focus on improving teaching, learning and inclusion.
- Monitoring the effective use of targeted funding (including pupil premium and other additional funding streams) to ensure measurable impact on pupil outcomes.
- Supporting efficient workforce planning, including the deployment of staff in ways that maximise impact while ensuring sustainability and wellbeing.
- Ensuring that financial decisions reflect the school's vision and commitment to equity, inclusion and stewardship.
- Working collaboratively with Trust finance colleagues and governors to ensure compliance with financial regulations, policies and audit requirements.
- Promoting a culture of accountability and transparency in financial decision-making, ensuring resources are managed responsibly and ethically.

## People management:

- Supporting the recruitment, induction, and retention of high-quality staff, ensuring the team reflects the school's values and vision.
- Leading and supporting staff performance management, including setting clear objectives, monitoring progress, and promoting a culture of reflective practice and continuous improvement.
- Providing coaching, mentoring, and professional development opportunities to empower staff at all levels and build leadership capacity across the school.
- Fostering a positive, inclusive, and collaborative working environment where staff wellbeing is valued, and achievement is celebrated.
- Supporting the Headteacher in managing staffing structures, deployment, and workload to ensure efficiency, sustainability, and high impact on pupil outcomes.
- Leading by example in modelling high standards of professionalism, integrity, and commitment to the school's ethos.
- Working with governors, the Trust, and external partners to resolve staffing issues sensitively and effectively, ensuring compliance with policy and statutory obligations.

# Person Specification

Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Evidence of continued professional development relevant to leadership</li> <li>• National Professional Qualification for Senior Leadership (NPQSL) or willingness to undertake</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership or coaching qualification</li> </ul>
Experience	
<ul style="list-style-type: none"> <li>• Successful teaching experience within the primary phase</li> <li>• Experience of leadership at middle or senior level (e.g. Assistant Headteacher, Phase Leader)</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 & Understanding	
<ul style="list-style-type: none"> <li>• Secure knowledge of the 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>• Knowledge of curriculum innovation and pedagogical research</li> <li>• Experience in working in a diverse and multicultural school community</li> </ul>
Skills & 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, parents, staff, governors, and external partners</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading staff training and INSET</li> <li>• Ability to contribute to financial and resource management</li> </ul>

Continued ....

# Person Specification

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.</li> <li>• Committed to valuing, supporting and encouraging the professional development of all staff.</li> <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.</li> <li>• 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 and conflict at every level.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration for future headship</li> <li>• Willingness to contribute to the wider life of the school and church community</li> </ul>
The successful candidate will be	
<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.</li> <li>• Committed to valuing, supporting and encouraging the professional development of all staff.</li> <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.</li> <li>• 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 and conflict at every level.</li> <li>• Able to show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.</li> </ul>	