



# DEPUTY HEADTEACHER

CANDIDATE INFORMATION

# The King's School, Ottery St Mary

## ABOUT THE KING'S SCHOOL

### Situation

The King's School, in Ottery St Mary, has a long history that can be traced back to the fourteenth century when Bishop John de Grandisson established a choir school. In 1545, a 'grammar' school was founded by Henry VIII – hence The King's School.

The school sits at the heart of the Otter Valley and is an important feature of Ottery St Mary and the surrounding villages. We have the advantage of a longstanding and very positive relationship with our community, enjoying excellent support from both the town, our parent body and wider business community. The size and activity of our Parent, Teacher and Friends Association is a testament to the loyalty of our parental body and the enormous support they offer to the school.

The school moved to the current site in 1912 when it became co-educational, having previously been an all-boys school, and grew in numbers to our current size of 1110 students, of which approximately 205 are in the Sixth Form. We have been heavily over-subscribed for many years with a good proportion of our intake coming from outside our catchment due to parental preference.

We are very fortunate to be located in a beautiful part of the country with a wide range of housing on offer. We are very proud of our outstanding examination results and OFSTED judgement but are equally proud of the caring, supportive and friendly ethos that exists here, whether you are a student or member of staff – we also never forget how important it is to retain a sense of both humour and proportion.

### Purpose, Vision, and Values

The school has a clearly stated purpose which is focused on a desire to see every young person achieve their best. We value both academic and personal outcomes and place a great emphasis on extra-curricular activities. A rich curriculum tailored to the needs of students is an essential part of the vision of the school and recognises that students are unique individuals.

We have clearly stated values which include: achievement, creativity, integrity, respect, and resilience. School systems for recognising achievement are built around these values.

### Special Educational Needs

The school has a very strong reputation of excellence in the area of inclusion, developed over many years. As a consequence, this is the school of choice for many children with additional needs. We have a re-structured Skills for Learning team, which includes two specialist SEN teachers (one Alternative Curriculum lead and a specialist SpLD teacher/assessor).

The leadership in this area is well supported by a wider team of Higher Level Teaching Assistants, Teaching Assistants, a very experienced SENCo Assistant and additional administrative support. The department has a number of classrooms and specialist teaching areas including outside teaching areas.

### Pastoral Care and Safeguarding

The school has a very strong reputation for pastoral care built on our year 6 Induction Week, a competitive house system, vertical tutoring, and personalised support for students. The relationship with the form tutor is crucial in supporting students through their time at the school and our staff enjoy developing a positive culture in tutor time. Regular house and year group assemblies complement this.

We have a dedicated Student Support team, led by the Deputy Headteacher (Student Support). The team also includes four Heads of House, supported by Pastoral Support Workers and administrative support, and draws on the experience, knowledge, and support of a wide range of external agencies.

The arrangements for safeguarding are strong and there are currently 10 pastoral staff that are trained to Level 3. This team is led by the Designated Safeguarding Lead. The Deputy Headteachers for Inclusion and Student Support meet weekly for 'inclusion meetings' with other colleagues to review the support in place for some of our most vulnerable and challenging students.

### Disadvantaged Students

The school has an increasing number of students that are eligible for the Pupil Premium (PP), with the highest proportion of students in our current year 7 (23%). The Deputy Headteacher (Inclusion) is responsible for the use of the Pupil Premium Grant and line manages the work of the three Learning Coaches, whose job it is to support these students and their families.

We work closely with a range of external providers to give bespoke support to individuals, complemented by a strong relational approach in the classroom, which benefits all students eligible for the PP. There is a strong emphasis placed on engagement in enrichment opportunities and this is driven through the house system and curriculum areas.

### Behaviour, Rewards, and Sanctions

There is a strong and well-established culture of celebration and outstanding behaviour at the school. We expect students to respect difference, value every member of the school community, and to work collaboratively with each other. The strength of the school is the relationships it builds with students and their families and this is reflected in every interaction that takes place.

Behaviour in the classroom and corridors, and around the site, is very good and there are clear systems in place for when students do not meet our high expectations. We take a more nuanced approach to behaviour management which allows for the best outcomes for individuals and the wider school community. We also support student behaviour through interventions such as Forest School and Thrive. These areas of the pastoral system are overseen by the Deputy Headteacher (Inclusion).

### Outcomes

On entry, year 7 complete NFER CAT tests to complement their other prior attainment data based on key stage 2 tests. The school has an ability on entry which is broadly in line with the national average. Analysis of CATs, SATs, reading, and other diagnostic tests allows for a highly personalised input which is continuously monitored and evaluated.

In 2024, key stage 4 examination performance showed that students made strong progress in a large number of subject areas. Student attainment in many subjects was also well above the national average. The outcomes for key stage 5 students were in line with the national average for attainment.

The school offers an extensive extra-curricular programme for students that includes a week in the summer term when years 7-9 take part in a variety of activities both on and off site. In that week, year 10 undertake a week of Work Experience and all year 6 students who are joining the school in September have a week for induction. There are a number of large-scale events such as musical productions, a Design and Technology Evening, a Carol Service, and Academic and Sports Presentation Evening.

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lessons per day. The timetable is organised on a fortnightly rotation. The King's School follows a three-year key stage 3 curriculum and a two-year key stage 4 curriculum. Within these structures, collaboration and independence are equally valued, with students actively involved in their own learning.

Opportunities exist within each curriculum area structure for students to explore, discover, frame and solve problems, to discuss and debate, to enact, to create, to communicate and to evaluate using the appropriate media. The curriculum is adapted for students with additional needs and many classes are supported by a Teaching Assistant.





### Key Stage 3

During key stage 3 (years 7, 8 and 9), students study a wide variety of subjects that will provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications and to meet the overriding intent of the whole school curriculum.

Key stage 3 is divided into carefully sequenced and connected three yearly blocks, each with its own set of knowledge and skills that students aim to master. The content and skills that each subject delivers across key stage 3 has been chosen and sequenced to ensure that it provides students with a rich learning experience, the opportunities to master key areas of subject content and increasing intellectual challenge and rigour as they progress from one year to the next. Through the taught and non-taught curriculum, the whole school curriculum intent is delivered.

Our 'Discovery Programme' was introduced in response to the increasing number of students joining us with an EHCP. A very carefully planned curriculum has been developed to enable all the recommended interventions to be delivered within these lessons. These include: social skills, anger management, literacy, language, memory etc. These skills are delivered through a curriculum that also teaches skills from other subject areas as recommended by curriculum leaders such as presentation skills, ICT, research, cultural capital and study skills. In all year groups, one third of the class has intensive literacy intervention for a whole term on a rotation basis taught by specialist HLTAs.

### Key Stage 4

Key stage 4 is comprised of two years (years 10-11). In the spring term of year 9, students choose their GCSE/Level 2 subjects. Advice and guidance is given to all students through the taught and non-taught curriculum on how best to choose GCSE/Level 2 subjects and we maintain an 'open options' system which is led by student choice, allowing us to respond to the specific needs of any given cohort.

A strong academic core is at the heart of the curriculum and this provides all students with the opportunity to study a range of subjects, many of which contribute to the EBACC. The sequencing of lessons at key stage 4 is driven by the demands of the examination board and syllabus and is carefully connected to the key skills and content that has been delivered to students at key stage 3.

At key stage 4, students with significant additional needs are able to access a more bespoke timetable that offers Additional Studies, Work Skills and Life Skills programmes to replace some academic options. For a small number of students, there is also an alternative offer in core subjects to include the 'Step-Up' English qualification, Entry Level Science and Maths. These are delivered on a need-led basis, so do not necessarily run every year.

### Key Stage 5

Key stage 5 is comprised of two years (years 12-13). In the spring term of Year 11, students choose their A Level/Level 3 subjects. Advice and guidance is given to all students through the taught and non-taught curriculum on how best to choose A Level/Level 3 subjects. The school timetable is written during the spring and summer term following options choices by students and after careful consideration of the staffing available.

### Partnerships

The school is part of a successful and vibrant learning community which includes our five partner primary schools. We are working in partnership to provide more effective transition arrangements and we continue to work very closely and collaboratively with regional secondary schools.

We have long held relationships with other organisations in order to provide a high-quality training programme for ITE students. Whilst the government led programme that identified us as a specialist Sports College and Centre for SEN: Cognition and Learning ended some time ago, the ethos remains at the heart of the school's drive to provide rich and memorable learning experiences which have led to high quality learning and personal development for all abilities. The impact legacy of specialism is clearly visible through partnership working. The school hosts the East Devon School Games Organiser who works with 68 East and Mid Devon schools across primary, secondary and special school sectors, supporting their engagement in the Schools' Games programme.



## ABOUT THE KING'S SCHOOL

### The Team

The school has a very committed, knowledgeable, and supportive Board of Trustees. We rarely experience difficulties in staff recruitment, even in areas which are traditionally more challenging to recruit in to. The staff are all specialists in their area and the breadth of experience, from support staff to colleagues who have taught here for over 30 years, adds to the capacity for the school to continually improve.

The Senior Leadership Team comprises of the Headteacher, four Deputy Headteachers, an Assistant Headteacher and the Director of Finance and Operations. The team is experienced and knows the school well. There is deliberately a 'flat' management structure in place, allowing for a less hierarchical approach to school leadership in which responsibility is distributed effectively across the team. We all have the opportunity to speak into significant decisions from budget and curriculum, to staffing and special educational needs. There is a high level of challenge within the team, which we all enjoy – this leads to better decision making as a result. There is a history of members of the team gaining promotion to headship and therefore this post is suitable for someone who is ambitious and wishes to gain experience before moving on for promotion. Whilst the senior team have their own discrete responsibilities, it is exceptionally collegiate and supportive in its approach.

We have a staff with excellent subject knowledge and a real passion for education, who relish the challenge of continuous improvement in student attainment and progress. Despite the fully inclusive, mixed ability classes that all subjects (except mathematics) are taught in, staff provide feedback to stretch gifted and talented students and support those with particular learning needs. These challenges for individual staff are reflected in tailored stretching appraisal targets and supported with a highly focussed INSET and lesson observation programme. Our inclusive practice and Skills for Learning Team remain a particular strength and the use of technology continues to grow and develop.

The staff are lively and enthusiastic, and consistently demonstrate a level of commitment and motivation to the school and its students well beyond any job description. The school has very positive relationships amongst both staff and students which we know is a significant contributory factor to our success. We believe firmly that the most important part of the school is its staff and are keen to offer them opportunities to develop.

# Job Description



## DEPUTY HEADTEACHER

### Core purpose of a Deputy Headteacher

The purpose of the Deputy Headteacher is to provide professional leadership for the school in order to promote high quality education for all students and continual improvement in standards of learning and achievement.

With the Headteacher and SLT, the postholder will share responsibility for school standards, policies, decision-making and strategic planning. In addition, they will take on full accountability for key areas of the school's work.

In the absence of the Headteacher, and to the extent required by the Headteacher or the Board of Trustees, they will carry out the professional duties of the Headteacher.

The duties in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

### 1. Shaping the Future

To work with other members of the SLT and Board of Trustees to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community.

Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.

Keeping abreast of changes in education; leading change through clarity of thought, creativity and innovation.

Motivating and working with others to create a shared culture and positive climate.

To promote the school's purpose, vision, and values and work to establish these in all aspects of the school's work.

### 2. Teaching and Learning

Raising the quality of teaching and learning and students' achievement through setting high expectations as well as monitoring and evaluating the effectiveness of learning outcomes.

Creating a successful learning culture that enables students to become effective, enthusiastic, independent learners, committed to life-long learning.

Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance at all levels and ensuring effective corrective action and follow-up.

Ensuring a purposeful environment for all staff and students throughout the school year.

To promote challenging, purposeful, enjoyable and appropriately differentiated lessons.

### 3. Managing the Organisation

Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.

Supporting the recruitment and retention of staff and managing their workload to achieve the vision and goals of the school.

Ensure department heads and Heads of House provide accurate self-evaluation and appropriate development plans on an annual basis in which the quality of their curriculum and pastoral care is audited accurately.

Implementing performance management processes with key staff.

Ensuring that the range, quality and use of all available resources are monitored and evaluated.

### 4. Student Progress

Monitoring the progress and achievement of all students in the school to ensure they achieve their potential.

Identifying and encouraging learners who are not achieving their targets to raise their personal achievement in collaboration with staff and parents.

### 5. Developing Yourself and Working with Others

Developing, empowering and sustaining individuals and teams.

Regularly reviewing your own practice, setting personal targets and taking responsibility for your own personal development.

### 6. Safeguarding Young People

Working with relevant agencies to promote the safety and welfare of students and ensuring they are kept safe from individuals or organisations who may wish them, or wish to lead them into, harm.

### 7. Accountability and Community

Working with the Board of Trustees (providing information, objective advice and support) to enable it to meet its responsibilities.

Contribute to school liaison and marketing activities.

Contribute to the development of effective links with the community and the effective promotion of the school at Open Days/Evenings.

To attend and contribute to parents' evenings, school events, productions and performances.

To develop links with business partners, community representatives and other schools as appropriate.

Take on any other duties commensurate with the post that the Headteacher may from time to time require.

### Key Strategic Responsibilities:

#### Leadership and Strategy Development

Lead and manage the school's SEN provision and inclusion strategy, ensuring that all students, particularly those with special educational needs and those who are disadvantaged, are supported to achieve their full potential.

Work closely with the Headteacher, Senior Leadership Team (SLT), staff, and trustees to ensure that inclusion is embedded in the school's ethos and strategic objectives.

Ensure the school's SEND policy is regularly reviewed and updated in line with current legislation, best practice, and the school's priorities.

Ensure that provision is in place for students with Education, Health and Care Plans (EHCPs) and for students with SEND, ensuring high-quality outcomes.

Review and monitoring of EHCPs.

Lead the development of interventions to raise achievement and progress for students with SEND, ensuring that their needs are met effectively.

Oversee the development and evaluation of strategies and interventions for disadvantaged students to close the achievement gap.

Work with the Deputy Headteacher (Student Support) to promote excellent behaviour and to remove barriers where necessary.

Fulfill the role of Deputy Designated Safeguarding Lead.

#### SEN Provision and Support

Lead the provision of high-quality support for students with a range of additional needs, ensuring appropriate identification, assessment, and provision is made for each student.

Manage the Skills for Learning team, ensuring they have the necessary resources, training, and support to deliver high-quality provision for students with additional needs.

Ensure that teaching staff are fully informed and equipped to meet the needs of students with SEND through training, resources, and guidance.

Work with external agencies (e.g., educational psychologists, speech therapists, the 0-25 Team and social services) to support students with complex needs.

Lead regular reviews and audits of SEND provision to ensure progress and compliance with legislation and best practice.



“Students do really well in developing as mature, well-rounded individuals.”

OFSTED

## JOB DESCRIPTION



### Inclusion and Equality

Champion the principles of equality, diversity, and inclusion across the school, ensuring that all students have equal access to the curriculum and extra-curricular activities.

Lead, report on, and evaluate the school's inclusion and equality strategy, ensuring that it is evidence-based and has a measurable impact on student outcomes.

### Supporting Disadvantaged Students

Develop and implement targeted strategies to raise the achievement and well-being of disadvantaged students, ensuring that they are fully supported in accessing the curriculum and extra-curricular opportunities.

Lead, and report on, the use of the Pupil Premium funding, ensuring that interventions and support strategies are evidence-based and have a measurable impact on student outcomes.

Line manage a team of Learning Coaches who provide support to students in receipt of the Pupil Premium.

Monitor and track the progress of disadvantaged students across all subjects, ensuring that appropriate interventions are in place to support their academic and personal development.

Foster strong relationships with parents and carers of disadvantaged students, providing regular updates on progress and working in partnership to support student success.

Ensure that the needs of students from vulnerable backgrounds, including those eligible for free school meals, those with English as an additional language, and children in care, are effectively met.

### Staff Development and Training

Provide leadership and support to staff in the identification and assessment of students with additional needs.

Lead professional development for staff on inclusive practice, differentiation, and supporting students with special educational needs.

Ensure that staff are informed of current trends, research, and policies related to inclusion and SEND.

Foster a culture of continuous professional development in relation to SEND and inclusive practices.

### Monitoring, Assessment and Reporting:

Lead the tracking of student progress for those with SEND, ensuring that appropriate interventions are in place and effective.

Oversee the assessment process for students with SEND, ensuring accurate and timely reports are provided to parents, trustees, and other stakeholders.

Ensure that students with SEND are appropriately included in internal and external assessments and examinations.

Regularly evaluate and report on the effectiveness of the school's SEND provision and its impact on student achievement.

### Parent and Community Engagement

Build strong relationships with parents and carers of students with SEND, ensuring they are kept informed and involved in their child's learning journey.

Liaise with external organisations and support services to provide a holistic approach to supporting students with additional needs.

Ensure that students with SEND are supported during transitions, including entry into the school, key stage changes, and post-16 planning.



# Person Specification

## DEPUTY HEADTEACHER

DESIRABLE		
ESSENTIAL		
<b>Qualifications</b>		
Good degree	✓	
Teaching qualification	✓	
Higher qualification in education and/or management		✓
SENCO NPQ / NASENCO		✓
Participation in an accredited school leadership programme		✓
<b>Experience</b>		
Significant experience at middle leadership level	✓	
Proven track record of raising educational standards	✓	
Experience of curriculum planning, development and implementation		✓
Experience of developing, implementing and managing effective systems for the delivery of high quality support for students with additional needs		✓
Experience in at least two secondary schools		✓
Experience at senior management level		✓
Experience of working at a senior level in a school where significant improvement has been achieved		✓
Experience at Post-16		✓
<b>Shaping the future</b>		
Capacity to recognise and build on the considerable successes of the school and formulate a vision for innovation and improvement	✓	
Comprehensive knowledge of current and future educational developments in SEND	✓	
Experience of successfully leading change and inspiring others	✓	
Experience of leading and implementing continuous improvement	✓	
Proven track record of change management	✓	
High profile in school and community		✓
Contributing to a school's journey to achieve improved Ofsted judgements		✓
<b>Leading Teaching and Learning</b>		
Child-centered educational philosophy	✓	
Ability to lead by example and inspire high quality teaching and learning	✓	
Ability to inspire, demonstrate and support the highest of expectations for all	✓	
Commitment to "Achievement for All", making a positive difference for every student, especially those with SEND	✓	
Ability to recognise outstanding classroom practice	✓	
Ability to model and demonstrate outstanding classroom practice	✓	
<b>Developing self and working with others</b>		
Skill to set appropriate and challenging targets	✓	
Capability to make and take decisions and delegate appropriately	✓	
Commitment to the encouragement, empowerment and training of staff, encouraging a culture of self-reflection	✓	
Commitment to own self-development	✓	
Commitment to working collaboratively with other schools and stakeholders	✓	
Commitment to collaborative working with the Board of Trustees	✓	
Able to balance your personal and professional life and encourage balance in the lives of the staff		✓



## DESIRABLE

## ESSENTIAL

### Managing the organisation

Capacity to build on and manage high performance teams	✓	
Ability to use strong and effective management systems underpinned by clear communication	✓	
Ability to produce and implement appropriate improvement plans and policies	✓	
Commitment to the continuation of our strong links and partnerships with Trustees, staff, parents, students, the wider community and other schools	✓	
Excellent IT skills and the ability to access, analyse and interpret data		✓
Knowledge and understanding of effective financial management		✓

### Strengthening community

Ability to continue to develop the school's response to its changing community	✓	
Commitment to promoting community links and cohesion		✓
Evidence of developing positive links and relationships with feeder primary schools and regional secondary schools		✓
Evidence of working collaboratively with external agencies and professionals		✓

### Securing accountability

Ability to delegate responsibility whilst maintaining accountability	✓	
Capacity to contribute to the sustained improvement of results	✓	
Knowledge of performance management processes		✓
Evidence of effective working with governing bodies and/or academy		✓
Experience of accounting to Ofsted and/or the DfE to demonstrate robust evidence of progress and improvement		✓

### Personal qualities & attributes

Passionate about education with a clear commitment to quality	✓	
A commitment to inclusion and "Achievement for All"	✓	
The ability to identify and establish the principles of an outstanding / exceptional school	✓	
A highly effective communicator	✓	
Firm and fair management style with interpersonal awareness and concern for impact	✓	
Can lead from the front, and lead by example with high professional standards	✓	
Dynamic and motivational	✓	
Has a sense of humour, a calm manner and retains an optimistic approach	✓	
A high level curriculum thinker		✓

### Safeguarding children

Commitment to safeguarding and promoting the welfare of children and young people	✓	
Strong understanding of statutory safeguarding requirements	✓	
Recent accredited safeguarding training		✓



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