



Mayfield School

being the best that we can be

Deputy Headteacher

With Teaching & Learning responsibility



For September 2026

Closing Date for Applications:
Monday 23rd February 2026, 10:00am



Welcome from the Headteacher

I am extremely privileged to be the Headteacher of [Mayfield School](#). Mayfield is a truly inclusive school where, despite its large size, every single student is genuinely valued and seen as an important member of our diverse community. I am proud to say that our diversity is one of our strengths and is actively celebrated. Indeed, I can confidently describe our community as a family.

At Mayfield School, we support and challenge one another to be the best we can be. This will look differently to each one of us in our community, which is why we work tirelessly with every single student so they can benefit fully from the opportunities we have on offer. As part of their learning journey here we have an exciting curriculum with a broad range of subjects and qualifications alongside opportunities through enrichment, trips, visits and experiences which equip students with the knowledge, skills and understanding needed to succeed.

Our expectations of one another are high. Our core values of courage, integrity and contribution underpin our every word and action. At the same time, we strive to be passionate, independent, curious and open-minded learners. This is because we know these attributes help us make the most of our time together and enable students to become happy, confident, well-rounded individuals who can contribute actively and positively to the community and wider society.

I would love to show you our wonderful school in person. Please do not hesitate to get in touch with us if you would like to find out more about Mayfield School and see us in action as we make every minute count. In the meantime, I hope you find our website useful and that it reflects Mayfield School as I have described. Further information on our Curriculum can be found [here](#) and our [pedagogical approach](#) underpinning teaching and learning.

I very much look forward to hearing from you and seeing you soon.

Remo Iafrate,
Headteacher

About Mayfield School

Mayfield is proud to be a fully inclusive school whereby all students are encouraged and supported to *'be the best that they can be'*. The safeguarding and well-being of students and staff are at the heart of all that the school does.

The rich diversity of the school's community is much valued; the school seeks to include all through strong partnerships and recognise the positive contribution of all its students, parents and other community partners.

A key strength of the school is its staff, who are passionate and committed to the task of ensuring each and every student develops the essential skills in order to make progress and be fully equipped to be successful in their future.

This is achieved by offering a broad and balanced curriculum which is exemplified by our 'BEST' philosophy which ensures students of all abilities achieve and flourish

The school takes its responsibility in upholding British Values seriously and actively promotes the fundamental basics of democracy, the rule of law, individual liberty and mutual respect of those of different faiths and beliefs.

Being a Mayfielder



The appointment of a Deputy Headteacher - Job Description

The final strategic job description and areas of responsibility will be agreed with the successful candidate in accordance with their expertise and with the strengths of the existing team and Mayfield's development priorities.

Purpose of role:

The Deputy Headteacher – Teaching and Learning, will provide executive leadership for the quality of education across the school. The post holder will be responsible for shaping, leading and sustaining excellence in curriculum design, teaching practice, assessment and professional learning, ensuring consistently strong outcomes for all students.

Working in close partnership with the Headteacher, the Deputy Headteacher will drive whole-school improvement in teaching and learning, establish a clear and ambitious pedagogical vision, and ensure that all classroom practice is evidence-informed, inclusive and impactful.

Strategic Leadership for Teaching and Learning

- Provide **whole-school strategic leadership** for teaching, learning and assessment, ensuring a coherent and ambitious approach to classroom practice and curriculum delivery.
- Lead the development, implementation and evaluation of long-term strategies to improve the quality of teaching and learning and raise student outcomes.
- Translate the school's vision and curriculum intent into **clear expectations for pedagogy, assessment and classroom practice**.
- Take executive responsibility for whole-school priorities directly related to the quality of education and teaching effectiveness.
- Work closely with the Headteacher to evaluate impact and refine strategy in response to evidence and emerging needs.

Curriculum Design and Implementation

- Provide authoritative leadership for **curriculum intent, implementation and impact**, ensuring coherence, progression and ambition across all subjects and key stages.
- Ensure that curriculum planning is underpinned by strong subject knowledge, clear sequencing and high academic expectations.
- Lead ongoing evaluation of curriculum effectiveness, using evidence from student outcomes, work scrutiny and professional dialogue.
- Ensure that curriculum and teaching approaches are inclusive and meet the needs of all learners, including disadvantaged pupils and those with SEND.

Teaching, Learning and Assessment

- Establish and embed a **shared pedagogical framework** that defines and promotes high-quality teaching, learning and assessment.
- Ensure consistency and rigour in assessment practices, including formative assessment, feedback and the use of data to inform teaching.
- Monitor, review and evaluate teaching and learning across the school, providing clear professional feedback and guidance.

- Model exemplary classroom practice and professional standards, maintaining credibility as an outstanding practitioner.

Quality Assurance, Standards and Impact

- Design and oversee **robust quality assurance systems** focused on evaluating the impact of teaching, learning and curriculum provision.
- Hold leaders and teachers to account for the quality of teaching and learning within their areas of responsibility.
- Ensure that student progress and attainment data are used intelligently to evaluate impact, identify priorities and improve outcomes.
- Lead and contribute to whole-school self-evaluation relating to the quality of education, ensuring judgements are accurate and evidence-based.

Professional Development and Pedagogical Leadership

- Provide strategic leadership for **professional learning**, ensuring CPD is high quality, research-informed and focused on improving classroom practice.
- Ensure that professional development is closely aligned to teaching and learning priorities and has a measurable impact on student outcomes.
- Lead the development of teaching and learning leadership at all levels, including coaching and mentoring of middle and senior leaders.
- Oversee performance management processes related to teaching quality, ensuring accountability, professional growth and sustained improvement.

Standards, Inclusion and Equity in Learning

- Champion high expectations for all students, ensuring teaching and learning strategies promote equity, inclusion and academic excellence.
- Ensure adaptive teaching approaches are embedded so that all learners can access and succeed within the curriculum.
- Evaluate the impact of teaching strategies and interventions on different groups of learners and refine practice accordingly.

General Professional Responsibilities

- Maintain a strong and visible focus on teaching and learning across the school.
- Engage in ongoing professional learning, reflection and self-evaluation to further enhance leadership of teaching and learning.
- Contribute to strategic discussions within the Senior Leadership Team where they directly relate to the quality of education.

Other

- Any other relevant and related tasks within the pay grade, at the discretion of the Headteacher.

Review of Duties

The responsibilities of this post will be reviewed annually and may be amended, following consultation with the Headteacher, to reflect the evolving teaching and learning priorities of the school.

Person Specification

| Qualifications & Professional Learning | Essential | Desirable |
|---|-----------|-----------|
| Qualified Teacher Status (QTS) | ✓ | |
| Degree in a relevant subject or curriculum-related discipline | ✓ | |
| Clear evidence of sustained, high-quality professional learning focused on teaching, learning, curriculum and pedagogical leadership | ✓ | |
| Postgraduate qualification in education, curriculum, assessment or educational leadership | | ✓ |
| Engagement with, or completion of, National Professional Qualifications aligned to teaching and learning leadership (e.g. NPQSL, NPQH, NPQLT) | | ✓ |
| Professional Experience | | |
| Extensive and highly successful classroom teaching experience, with a secure understanding of how learning progresses across secondary phases (KS3–KS5) | ✓ | |
| A demonstrable track record of securing strong and sustained outcomes for all learners, including disadvantaged pupils and students with SEND, through high-quality teaching and curriculum design | ✓ | |
| Significant experience of leading whole-school or cross-curricular improvement in teaching and learning | ✓ | |
| Experience of shaping, implementing and evaluating curriculum intent, implementation and impact beyond a single subject area | ✓ | |
| Proven ability to articulate and enact a clear, ambitious vision for teaching and learning that aligns with the school's curriculum intent | ✓ | |
| Experience of leading and developing teachers through coaching, performance management and targeted professional development focused on improving classroom practice | ✓ | |
| Experience of senior leadership responsibility with a primary focus on teaching, learning, curriculum or professional development | | ✓ |
| Skills, Knowledge and Pedagogical Leadership | | |
| Authoritative and current knowledge of high-quality teaching, learning and assessment , with the ability to evaluate practice and secure sustained improvement across the school | ✓ | |

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| Deep understanding of curriculum design, sequencing, progression and coherence, and how these translate into effective classroom practice | ✓ | |
| Expertise in assessment principles, including formative assessment, feedback and the meaningful use of data to improve teaching and learning | ✓ | |
| Ability to design, lead and evaluate high-impact professional development that results in measurable improvement in teaching quality and student outcomes | ✓ | |
| Highly developed coaching and mentoring skills, with the ability to challenge and support teachers at all career stages | ✓ | |
| Strong analytical skills, with the ability to interpret evidence from data, observation and work scrutiny to inform teaching and learning strategy | ✓ | |
| Clear and effective communicator, able to articulate pedagogical expectations and provide precise professional feedback | ✓ | |
| Credibility as an outstanding classroom practitioner, with the ability to model exemplary teaching (including A Level or equivalent where relevant) | ✓ | |
| Professional Values and Personal Qualities | | |
| Unwavering commitment to excellence in teaching and learning and to securing the highest possible outcomes for all students | ✓ | |
| Deep commitment to inclusive and adaptive teaching that enables all learners to succeed within an ambitious curriculum | ✓ | |
| Strong belief in evidence-informed practice and continuous professional learning | ✓ | |
| Reflective, resilient and intellectually curious, with a relentless focus on improving classroom practice | ✓ | |
| High professional integrity and a strong sense of moral purpose in relation to education and learning, whilst demonstrating the school values of Contribution, Integrity and Courage | ✓ | |
| Commitment to developing the whole learner through rich, ambitious curriculum experiences | ✓ | |
| Absolute commitment to safeguarding, equality of opportunity and professional standards within teaching and learning | ✓ | |

Additional Requirements

- Willingness to undertake training and professional development relevant to the role.

- Flexibility to occasionally work outside normal school hours (e.g. governor meetings, events).

Completing your application

Application Form

Please complete all aspects of the application form fully (CVs will not be accepted). Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those courses in recent years which have helped prepare you for headship.

Person Specification and Personal Statement

When writing your response, it is really important that you read the Job Description and address each of the requirements in the Personal Specification. Ensure that you evidence additional aspects, e.g. training and qualifications together with your background and experience in your Personal Statement.

References

Referees will be asked to provide a reference for all short-listed candidates. There will be a swift turn-around for this process. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.

Please note that as a short-listed candidate we need to make you aware that we carry out online searches.

Pay Range:

Leadership Scale Outer London
L28 (£104,648pa) to L32 (£114,996pa)

Pre-application Visits:

Visits are available strictly by appointment. To arrange a visit, please email hr@mayfieldschool.net

Closing date:

Monday 23rd February 2026, 10:00am

Completed applications:

Please send your application & recruitment monitoring forms (as a word document) to: hr@mayfieldschool.net

Assessment & Interview:

Thursday 5th & Friday 6th March 2026

Start date:

1st September 2026