



RECRUITMENT INFORMATION PACK DEPUTY HEADTEACHER



'Inspired to be the best that I can be'



An Academy Trust School
'Inspired to be the best that I can be'

Dear Candidate,

Thank you for taking the time to find out more about The Vaynor First School and expressing an interest in this position.

The Vaynor First School is a proud member of Shires Multi Academy Trust. We are a happy, friendly and forward thinking school, with a highly skilled and dedicated team of teachers and support staff, who thrive in a culture where they collaborate with and learn from one another. Here at The Vaynor, we value the contribution every member of our team brings to our school, which makes it a happy and harmonious place to both work and learn. Our children are at the heart of all that we do. We want the very best for every child in our care and aim to inspire each of them to be the best that they can be, which is the motto of our school.

We provide a warm, nurturing environment where children thrive in both their learning and development. We give our children a great quality of education that develops within them a happy and healthy body, mind and soul. This prepares them well for the next stage of their education, resulting in academic outcomes above national figures, whilst fostering within them compassion for one another and the world around them.

Our positive reputation reflects our drive to shape inspirational learning for our children to engage and inspire inquisitive minds. By staying true to our core values we provide a sense of belonging and aspiration for all, to enable our children to grow as citizens of our community, country and the wider world in which they live. Please take the opportunity to come to visit our school to talk to staff and pupils, view our learning environments for yourself, and consider whether The Vaynor First School could be your next professional home.

Yours sincerely,

Helen Colcombe

Headteacher

SHIRES MULTI ACADEMY TRUST

All staff across the Trust enjoy the support and challenge offered through cross school working. Colleagues regularly visit and work with their counterparts in other schools and seek out innovative ideas that are making a difference within other areas of the Trust. The numbers of schools in our Trust offers opportunities for career progression for our staff, whilst still remaining small enough for each member of staff to remain a valued individual personally known by our CEO.

STAFFING The Vaynor School

Number of Teachers - 22

Number of Teaching Assistants - 28

Other Support Staff – 28

ACCOMODATION AND RESOURCES

The Trust is well resourced and is continually using its healthy finances to develop and improve the school accommodation and resources.

PUPILS

We are most fortunate in the skills, talents and qualities our children possess. Their responsive nature, and willingness to learn and succeed, provide an inspiring teaching and learning environment. The support that classroom staff, and the children receive from our specialist support staff is second to none, with several of our schools achieving national recognition for their innovative strategies to support pupils and families who have found accessing school more challenging. (AfA Lead School Status and Quality Mark)



JOB DESCRIPTION

Job Title	Deputy Head Teacher	School	Vaynor First School
Pay Band	L9 – L13	Responsible To	Headteacher and CEO
Salary	£65,278 – £72,032	Responsible For	Through SLT, staff across the school
Trust/School Values and Mission			
Our Trust vision statement is ‘Growing Together, Guided Through Nurture, Equity, Service and Wisdom.’ At The Vaynor First School our school motto <i>‘Inspired to be the best that I can be’</i>, encapsulates the vision for our children and our team alike. Our children understand this to be: • To do my very best each day • To be proud of myself and the choices I make • To be a great learner by using my superpowers • To value each other and our world • To have a healthy body and mind to face any challenge			
Main Purpose of the Post			
The core purpose of this role under the direction of the Headteacher is to provide professional leadership, strategic direction and management in order to ensure the School’s continued success. To achieve this, the Deputy Headteacher will: • Support the Headteacher in * Ensuring the vision and values of Shires Trust and the Vaynor First School are clearly articulated shared and understood and acted on by all; * Demonstrating the vision and values in everyday work and practice * Motivating and working with others to create a shared culture and positive climate * Build a professional learning community which enables others to achieve • Take a significant role in the promotion, direction and oversight of teaching and learning, pupil achievement and progression through effective inclusion for pupils and particularly those who are vulnerable in terms of potential underachievement or underperformance.			

- Support the Headteacher with the strategic planning, monitoring and evaluation of inclusion, safeguarding, behaviour, attendance, personal and social development; student voice and wellbeing
- Undertake the professional duties of a Deputy Head reasonably delegated to you by the Headteacher.
- As DDSL, support the Headteacher in ensuring safeguarding policies and practices are compliant and the culture of safeguarding is open and positive as DDSL.
- Support the Headteacher in maintaining high standards of student behaviour, monitoring the personal development and wellbeing of students.
- Passionately lead English across the school by working with Key Stage & Phonics leads to drive continuous school improvement and secure the best possible outcomes for every child.
- Contribute to good leadership and management practice by ensuring effective communication and procedures and positive staff participation.
- Undertake the professional duties of the Headteacher in their absence.

Specific Responsibilities and Tasks

1.0 Strategic direction and shaping the future

- 1.1 Ensure that the School's agreed vision statement and aims are at the centre of everything it does and is clearly articulated, shared, understood and acted on effectively by all.
- 1.2 To attend meetings of the Trust Board and its committees as required.
- 1.3 Drawing on experience and best practice, support the Headteacher to create and implement a strategic development plan underpinned by sound financial planning.
- 1.4 Support the Headteacher to formulate, implement, monitor and evaluate the effects of policies, performance and practice, taking appropriate action to secure continuous development.
- 1.5 Be outward looking to ensure that the Headteacher /CEO is well informed about current and innovative educational thinking and developments in order to ensure the School/Trust is well placed to make decisions in the best interests of its future development.

2.0 Leadership and Management

- 2.1 Lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.
- 2.2 Support the Headteacher to maximise the contribution of all staff and develop a performance culture which supports the best possible outcomes for children.
- 2.3 Together with the Headteacher develop constructive working relationships with trustees, governors, staff, children, parents and external partners alike.
- 2.4 Support the Headteacher to plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner that is consistent with their terms and conditions of employment.
- 2.5 Support the Headteacher to implement and maintain effective systems for performance management, lead continual professional development (CPD) of staff.
- 2.6 Work closely with the Headteacher to manage the financial resources effectively and efficiently to achieve educational goals and priorities.
- 2.7 Work with the Trust, governing body and senior leadership team to recruit staff of the highest quality, always complying with best and safer recruitment practice.

- 2.8 Support the Headteacher in ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.
- 2.9 Use and integrate a range of technologies effectively and efficiently to manage the School.
- 3.0 Leading Teaching and Learning, developing and enhancing the teaching practice of others:**
 - 3.1 Be an exceptionally strong role model and act as a leading classroom practitioner, inspiring and motivating other staff.
 - 3.2 Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes particularly for vulnerable learners.
 - 3.3 Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional performance management objectives resulting in a tangible impact on students learning
 - 3.4 Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.
 - 3.5 Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of children.
 - 3.6 Lead and drive excellence in English across the school, ensuring an ambitious curriculum, high-quality teaching and strong outcomes for every pupil.
- 4.0 Diversity & Inclusion**
 - 4.1 Designated teacher for Looked After Children.
 - 4.2 Lead the strategic development of Pupil Premium provision across the school, ensuring disadvantaged pupils are fully supported to achieve, thrive and reach their potential.
 - 4.3 Secure the effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability.
 - 4.4 Help lead and manage the School Improvement Plan identifying priorities and targets for ensuring vulnerable pupils achieve high standards and make good progress.
 - 4.5 Maintain oversight of the management of first aid and pupil medication, ensuring policies and procedures are followed and all documentation up to date.
 - 4.6 To provide reports to parents, pupils, Governors and the Leadership Team with regard to vulnerable pupils across the school.
- 5.0 Developing Self and Working with others:**
 - 5.1 Regularly review own practice, set personal targets and take responsibility for own personal development.
 - 5.2 Lead procedures for staff induction, professional development and performance reviews.
 - 5.3 Treat people equitably and with dignity and respect to create and maintain a positive culture across the School.
 - 5.4 Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
 - 5.5 Alongside the Headteacher develop an excellent working relationship with the Trust, Chair of Governors and senior leadership team, engaging regularly in open discussion.
 - 5.6 Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

5.7	Foster excellent relationships with local and national professional partners in order that children and staff may benefit from the development they offer.
6.0	Securing Accountability
6.1	Work with the Headteacher to create and develop an organisation in which all the members of the School recognise that they are accountable for the success of the School.
6.2	Present a coherent and accurate account of the School's performance in a form appropriate to the range of audiences, including governors, staff, parents, Ofsted, DfE and others to enable them to play their part effectively.
6.3	Work with the governing body, providing information, objective advice and support, to enable it to meet its responsibilities.
6.4	Promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
6.5	Co-operate and work with relevant agencies to safeguard children.
6.6	Carry out any such duties as maybe reasonably required by the governing body.
7.0	Strengthening Community
7.1	Collaborate with the diverse community and other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families.
7.2	Ensure learning experiences for children are integrated with the local and wider communities.
7.3	Actively engage with parents and carers, community figures, businesses and other organisations to enrich the School and its value to the wider community.
7.4	Co-operate and work with relevant agencies to protect children and young people.
Specific Duties for Deputy Headteachers	
8.0	Assessment
8.1	Alongside the Headteacher, develop and maintain a whole school approach to assessment and target setting.
8.2	Analyse assessment data from a variety of sources to inform whole school planning and resourcing.
8.3	Present assessment data to a range of stakeholders.
8.4	Develop ways in which parents can be informed about attainment.
8.5	Monitor the progress of pupils throughout the year, identifying gaps and any underachievement (through book scrutinies, planning checks, observations, discussion with pupils).
8.6	Provide class teachers, year group and Key Stage leaders, SENCO, English and Maths Leads and SLT with assessment data.
8.7	Contribute to discussions with the Trust Central Team and Trust Board.
8.8	Co-ordinate informal and formal assessment arrangements.
8.9	Ensure assessment materials are ordered and located to the relevant areas of the school.
9.0	Other
9.1	To provide professional leadership and management of a key area of the School development Plan as agreed, on an annual basis, with the Headteacher.
9.2	To be responsible for behaviour policy and practice across the school.
9.3	To provide professional leadership and management of the curriculum.

9.4	To take an active role in the School's leadership team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
9.5	To appraise the performance of teachers.
9.6	Fulfil all aspects of the Head Teacher standards.
9.7	Uphold the Nolan Principles for those holding public office.
10.0	Safeguarding
10.1	Ensure the day-to-day safety of the children and adults using the school site.
10.2	Promote rigorous procedures for safeguarding.
10.3	Ensure the monitoring and keeping of records of any reported safeguarding incidents are undertaken and pass on information to relevant third parties.
10.4	Be a trained Deputy Designated Safeguarding lead to support and deputise for the DSL when they are unavailable.
The Trust reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility. Reasonable adjustments will be considered as required by the Disability Discrimination Act. The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust's Equal Opportunities Policy. Shires Multi Academy Trust and the schools within the Trust are committed to a number of principles and adhering to legislation which include the Safeguarding of Children, Health and Safety, Data Protection, Confidentiality and employment legislation. Policies relating to these and other subjects are available on the Endeavour Schools Trust Team Site in Office 365 and it is expected that you will familiarize yourself and adhere to these policies.	
Academic Year of Review	
Signature of Line Manager	Signature of Post Holder
Date Signed	Date Signed

CONTINUITY OF SERVICE (please see below an extract from the Trust's pay policy)

19.1 For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.

19.2 Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements. For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

SALARY

L9-L13 £65,278 - £72,032

WORKING DAYS

The working days on commencement will be Monday - Friday. These arrangements may change, and you will be advised of any changes. You should note that there is no guarantee that you will be able to work the same day or days or periods throughout the contract however this will be discussed with you at the time.

START DATE

The closing date for the position will be 12th October 2026 and we are looking to recruit the new candidate by the 1st January 2027. Please note this is subject to pre-employment clearances including a satisfactory enhanced DBS having been completed.

CONTRACT

This post is permanent.

MAKING AN APPLICATION

Applicants should complete the Trust's application form, which includes the names and telephone numbers of two referees. These documents should reach The Vaynor First School by no later than 9am on 12th October 2026. Late applications and applications not on the Trust's application form will not be accepted. There will be an opportunity for short listed applicants to review the school (subject to COVID-19 restrictions).

Applications can be posted or delivered in person to The Vaynor First School or emailed to office@vfs.endeavourschools.org

Applicants should consider whilst completing their application form that the details they provide will be used for shortlisting. You should therefore ensure that you have given examples of your experience and knowledge that demonstrate your ability to undertake the requirements of the job description and, in particular, at least all attributes in the essential column of the person specification. This information will help the Trust to ensure that equality of opportunity is extended to all applicants.

REFERENCES

References given in respect of posts in education are exempt from GDPR and are requested in confidence. Applicants should be aware that as such, no references will be shared with applicants however, these references will be used to verify information from your application and any anomalies followed up at interview.

RETENTION OF APPLICATION INFORMATION

Any information that you supply as part of your application and any documents that are created by the School as part of the recruitment process may be kept in hard copy and electronically for 6 months from the date of interview. All records for unsuccessful applicants will be destroyed after that time.

POLICY STATEMENT ON RECRUITING APPLICANTS WITH CRIMINAL CONVICTIONS

The post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore applicants shortlisted for interview will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

For further information on filtering please refer to Nacro [guidance](#) and DBS [website](#).

We recognise the contribution that former or ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to the role and which do not make them a risk in the role for which they are applying

INTERVIEW ARRANGEMENTS

All applications will be reviewed on receipt and shortlisted candidates will be notified before or on 16th October 2026. Observations will be on the 19th, 20th October and Interviews will take place on 22nd, 23rd, October. Please note, we reserve the right to interview prior to this date should it be suitable for all parties. Due to the high volume of applications that the Trust receives only shortlisted candidates will be contacted. If we do not shortlist you, we wish you every success in the future.

SAFEGUARDING STATEMENT

We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- A) An enhanced DBS disclosure;
- B) Checks of professional status (EWC; QTS etc.)
- C) Confirmation of professional qualifications
- D) Receipt of strong references (if not already received by the time of interview); and
- E) Medical clearance

2. We only accept applications completed on the application form you have received along with this statement. Please do not send CVs or open testimonials/references.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The Referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.