



Whitby School
Ad finem terrae

Deputy Headteacher

Recruitment Information Pack

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Whitby School

About our school

Whitby School is an 11-18 secondary school serving the town of Whitby and its surrounding rural communities within the North York Moors. In September 2024, the school was established following the closure of Eskdale School, bringing together all local secondary provision into one inclusive, comprehensive school at the heart of the community.

There are approximately 1,008 pupils and students on roll, including a developing Sixth Form provision and a Targeted Mainstream Provision (TMP) for up to eight pupils with Education, Health and Care Plans, primarily with Communication and Interaction needs.

Our school is a place where opportunities and experiences instill a love of learning and aspirations are nurtured. We encourage our pupils and students to aim high and be proud of their achievements as they strive to excel in their learning.

Our school site structure allows for an environment where our younger pupils flourish as they start their secondary school journey at our Airy Hill site which provides space for them to grow both personally and academically. Moving to our Prospect Hill site in Year 9, pupils can engage in key opportunities to explore academic interests and focus on subject options, career pathways and routes into our Sixth Form, all supported by our dedicated team.



We provide a creative, safe, and caring environment where every child is known and cared for as an individual. In this climate, every young person can thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

As a school at the heart of the community it serves, we work in partnership to ensure our children not only receive a broad and balanced education but also allow them to enjoy the area they live in and make a positive wider contribution to the community.

At Whitby School, we are proud to serve a community that is more than just a place - it is a shared spirit, a network of families, traditions, and aspirations. Whitby and its surrounding area truly is a community, and we are honoured to be at its heart. Our aim is to serve our community with dedication and integrity, and in turn, we hope for its continued support - because together, we are stronger.

Our four key values - **Ambition, Courage, Character, and Endeavour** - are the pillars of everything we do. Whitby School is proud to hold the future within its walls. Every lesson, every conversation, every act of kindness helps shape the leaders, thinkers, and citizens of tomorrow.

Our motto, **Ad finem terrae** - To the ends of the earth - reminds us that the world is wide, full of opportunity, and waiting to be explored. We want our children to aim for exciting, far-reaching goals, knowing that their journey can take them anywhere.

Our Vision and Values

Our values embrace the high aspirations and opportunities we will create for our pupils and students at Whitby School as we encourage them to excel and develop both personally and academically.

“I will endeavour to be a person of great character who has the courage to realise my ambitions.”

Endeavour - Striving for excellence to reach our potential.

Courage - Exploring new opportunities with determination for personal growth.

Ambition - A strong desire to succeed in achieving our goals.

Character - Demonstrating qualities of honesty, integrity, kindness and respect in all we do.

Endeavour

Our school is a place where pupils and students try their best to achieve, and we support them in all their endeavours. We will teach and encourage our pupils and students to strive for academic excellence and success and to apply themselves with determination. We will demonstrate how focus and engagement with their learning will provide opportunities, experiences and success in their future endeavours.

Courage

Our vision is for our children to explore new opportunities, develop new skills and do what is right without fear. We ensure our pupils and students are exposed to many experiences and opportunities to foster the courage and determination to succeed. We encourage pupils and students to use their initiative, step outside their comfort zone, develop personal discipline and understand how to be safe

and healthy as individuals and through their relationship with others whilst promoting a sense of belonging.

Ambition

We encourage and teach our children to pursue their personal ambitions, to strive to achieve and develop the skills and qualities required to succeed. Our school provides opportunities to explore different learning and career pathways allowing pupils and students to be ambitious and bold with their future options.

Character

We are committed to teaching our pupils and students to think and behave with great character where they reflect the qualities that define their individuality, our school and wider community. We provide a safe, creative and caring space where every pupil and student is known and cared for as an individual, where our pupils and students show kindness and behave in a fair and honest manner, act with integrity and care deeply for their peers and wider community.

Our School Community

Whitby School sits at the heart of a strong and distinctive coastal community. As the sole secondary school serving the area, the school has a unique responsibility to work in close partnership with families, governors, the local authority and wider agencies.

Following recent structural change, leaders are continuing to strengthen relationships with parents and carers through clear communication, visibility and trust. The Deputy Headteacher will be a visible ambassador for the school, working collaboratively with stakeholders and playing a key role in shaping the school's public confidence.

Whitby School serves a diverse cohort drawn from both the town and surrounding rural communities. Pupils arrive with a wide range of prior attainment, needs and aspirations. The school is committed to ensuring that every learner is known, supported and challenged to succeed. The school has a significant proportion of pupils with SEND and additional needs, including those within the TMP. Inclusion, early identification and targeted support are central to the school's ethos. The Deputy Headteacher will champion inclusive practice, ensuring curriculum and pedagogy meet the needs of all learners.

Leaders have prioritised the development of a positive behaviour culture through clear routines, expectations and consistent messaging. Improvements are evident, but ensuring consistency of classroom practice remains a key priority. Attendance is improving year-on-year but remains below

national averages. For the academic year to date (Easter 2026) attendance is higher than at the same point last year: 88.2% as opposed to 86.7%. However, this is still 3.7 percentage points below the national average for secondary schools.

The Deputy Headteacher will provide strategic leadership in driving sustained improvements in curriculum and pedagogy responsibilities, while maintaining high expectations and strong relationships. Whitby School works closely with North Yorkshire Council's School Improvement Team and external partners, including the DfE Behaviour and Attendance Hub. Staff at Whitby School are deeply committed to their pupils, students and community. Developing leadership capacity, supporting staff wellbeing and fostering a culture of professional accountability are central to the school's improvement journey.

Our Learning

Whitby School is focused on securing consistency, coherence and ambition in teaching and learning across all key stages, including the Sixth Form.

Curriculum leaders have established clearer curriculum intent and end points across subjects. A shared teaching and learning framework underpins professional development and departmental collaboration. While pockets of strong practice are evident, leaders recognise the need to raise expectations further and ensure that high-quality teaching is experienced by all pupils.

The Deputy Headteacher will take strategic responsibility for embedding consistent, high-quality teaching and learning, supporting staff development, and strengthening quality assurance and accountability.

Whitby School's first set of KS4 outcomes (August 2025) were significantly below the national average in the key measures of English and Maths 4+, 5+ and Attainment 8. Our assessment practice is being refined, with an emphasis on formative assessment that supports learning. Leaders are sharpening the use of data to inform teaching, identify priorities and evaluate impact. Further work is needed to ensure that there is consistency of teaching and learning across subjects.

Inclusion is integral to curriculum design and classroom practice, with ongoing work to adapt and personalise learning to better meet the needs of all learners. This will be a key focus for our new Deputy Headteacher.

Our ambitions

Over the coming years, Whitby School aims to establish itself as a highly effective, inclusive and aspirational provider of secondary education.

Key aspirations include:

- consistently strong outcomes at Key Stage 4, in line with national averages
- improved attendance and behaviour underpinned by strong relationships and high expectations
- a coherent, inclusive curriculum that meets the needs of all learners
- increased pupil and student engagement with wider personal development opportunities which is tracked and monitored, and increased pupil and student awareness and understanding of British Values and protected characteristics
- a thriving and sustainable Sixth Form provision with increasing uptake
- a permanent, stable leadership structure that secures long-term improvement.

Whitby School has a clear ambition to secure strong outcomes, a positive culture and long-term leadership stability. The Deputy Headteacher will play a pivotal leadership role in realising these ambitions.

The successful candidate will:

- help establish a permanent leadership structure for the future
- shape consistent, high-quality teaching and learning across the school
- lead improvement with clarity, credibility and compassion
- make a lasting contribution to the community Whitby School serves.

This is a rare opportunity to influence the strategic direction of a whole school at a defining stage of its journey.

Application Process



Apply via NYC Jobs

Please contact us if you need an application form in a different format.

Unfortunately, we do not accept CVs. An email will be sent to shortlisted candidates with details of the interview process.

When applying please take in to account the following:

Supporting Information

The supporting information section of your application should clearly evidence your ability to meet the requirements we have outlined in the job description and person specification. This will be used to shortlist applicants for this role and therefore it is imperative that you provide evidence as requested.

References

When completing your application, please provide two employment referees. Generally, this is your current and most recent employer.



Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and therefore subject to an enhanced DBS certificate and barred list check. An online search may be conducted for successfully shortlisted applicants.

Job Description

Statutory

1. 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 Deputy Headteacher.
2. To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Board in accordance with the requirements set out in the agreed School Teachers' Pay and Conditions Document and ensure that the school is compliant with all statutory guidance and legislation.
3. To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, students, parents and other stakeholders feel able to raise concerns and that these are addressed sensitively and effectively.

The School's Governing Body wish a particular emphasis to be placed upon the following:

1. To meet the National Standards for Headteachers as published by the DfE, ensuring leadership decisions reflect Ofsted's Education inspection framework aiming for exceptional practice.
2. To deputise in the absence of the Headteacher and give leadership and contribute to the strategic direction of the school in line with the vision and values.
3. To ensure high-quality inclusive education that enables every learner, including those with SEND and from disadvantaged backgrounds, to thrive academically and personally.
4. To work in conjunction with the Headteacher to raise standards across the school with particular reference to academic performance so that all pupils and students achieve to the very best of their ability.
5. To support the Headteacher in the provision of and delivery of excellent teaching and learning. This may include responsibility for a key area of leadership/school improvement as directed by the Headteacher.
6. To work with the Headteacher to establish a vision for school improvement and to lead the staff and Governing Board to plan, implement, review, and evaluate the impact of the School Development Plans with the wider senior leadership.
7. To champion and monitor an inclusive culture where diversity is valued, barriers to learning are removed, and equity of opportunity is embedded across all aspects of school life.
8. To support the Headteacher to further develop and extend partnership working with a variety of stakeholders and other bodies through co-operation and collaboration.
9. To establish a reflective culture through a process of rigorous self-evaluation, including quality assurance and performance management at all levels.
10. To ensure the school always operates within the school's policies and legislation

These duties are neither exclusive nor exhaustive and the post holder will be required to undertake other duties and responsibilities as agreed with the employer. This Job Description may be amended at any time after consultation with the post holder and will be reviewed annually.

Person Specification

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria within the National Standards for Headteachers. Whilst all the below characteristics are assessed throughout the recruitment process, it is indicated when each dimension is most likely to be assessed:

TECHNICAL		
QUALIFICATIONS AND TRAINING	Essential on appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Qualified Teacher status.	X	
Further professional/academic study eg, MA, SEND qualifications.		X
Evidence of gaining or working towards NPQH or NPQEL qualification or equivalent.		X
Evidence of continuous professional development used to develop self and others including recent leadership training and development.	X	
SKILLS AND KNOWLEDGE	Essential on appointment	Desirable on appointment
A detailed understanding of current legislation relating to schools and of national and local education priorities.	X	
Up-to-date knowledge of school improvement planning, evaluation, and quality assurance processes.	X	
Knowledge of the statutory documentation and legislation applicable to the leadership and management of schools eg, child protection, the SEND Code of Practice, inclusion and health and safety.	X	
An excellent understanding of outstanding curriculum design which embeds inclusive practices appropriate for the setting.	X	
Knowledge of a range of effective communication strategies including for developing and maintaining high standards of attainment, behaviour, and attendance appropriate for the setting.	X	
Up-to-date knowledge of research relating to education and of current and emerging DFE policy and accountability frameworks.	X	
SAFEGUARDING: Demonstrate a secure commitment to safeguarding and the welfare of children and young people and demonstrate proactive leadership in promoting wellbeing as part of a wider safeguarding culture, particularly for the school's vulnerable learners.	X	
SAFEGUARDING: Form and maintain appropriate relationships and personal boundaries, demonstrating and maintaining appropriate authority.	X	

SAFEGUARDING: Secure knowledge of current statutory safeguarding guidance for schools and understanding of the strategic and operational management of safeguarding to protect the health and wellbeing of children and young people, and staff.	X	
	Essential on appointment	Desirable on appointment
Successful experience of workforce development, that includes performance management and the supervision of staff wellbeing and workload.	X	
Experience of using data, and other contextual information insightfully to meet challenging targets.		X
Proven track record of leading inclusive practice and improving outcomes for diverse groups of learners, particularly those learners identified as vulnerable.		X
Experience with whole-school organisational management, ensuring systems, processes and policies are effectively developed and implemented.		X
Evidence of communicating and working effectively with staff, governors and other key stakeholders in school and externally.		X
Experience of implementing professional development strategies for staff to ensure quality provision and outcomes for pupils.		X
Experience of an Ofsted inspection at a leadership level.		X
	Essential on appointment	Desirable on appointment
The ability to develop and maintain skills to enable successful partnerships and collaborative working to improve the quality of education and outcomes for all children and young people, including those with SEND and from disadvantaged backgrounds.	X	

COMPETENCIES		
Key Competencies identified to be assessed	Essential on appointment	Assessment Application Interview Clearances
Strategic thinking	X	I
Resilience	X	I
High Expectations of self and others	X	I
Skilful Communication according to audience	X	I
Adhering to principles and values	X	I
Partnership working	X	I
Building effective teams	X	I

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS **code of practice** and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, eg. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the **code of practice** and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.