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|--|---|----------------------------------|-------------------|
| <b>Post Title: Deputy Headteacher</b>  | <b>Cleaswell Hill School</b>            |                                  | <b>Office Use</b> |
| <b>Group Size: 7 (Individual Range L19-L23)</b>  | <b>Workplace: Cleaswell Hill School</b> |                                  |                   |
| <b>Responsible to: Governing Body, Headteacher</b>   | <b>Date: 13/02/2026</b>                 | <b>Manager Level:<br/>Senior</b> |                   |
| <b>Job Purpose: To lead and manage Cleaswell Hill School, as directed by the Governing Body, in the absence of the Headteacher. To support the Headteacher to provide strategic leadership and management at Cleaswell Hill School.</b>  |   |                                  |                   |
| <b>Key duties and areas, as directed by the Headteacher and Governing Body:</b>  |   |                                  |                   |
| <p><b>Strategic Leadership and Management</b></p> <ul style="list-style-type: none"> <li>- Deputise for the Headteacher in their absence, as directed by the Governing Body and fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD)</li> <li>- Work in partnership with the Headteacher, Governing Body and key stakeholders to develop the school's vision, formulate the aims and objectives of the school, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all</li> <li>- Articulate and model the school's vision and strategic direction, develop and implement coherent operational plans which promote and sustain continuous school improvement</li> <li>- Identify problems and barriers to school effectiveness and design, implement and evaluate realistic, timely and effective strategies for school improvement</li> <li>- Ensure rigorous approaches for the identification, monitoring and mitigation of risk</li> <li>- Lead initiatives and co-ordinate development programmes to drive improvement and ensure the school promotes and achieves the highest standards of teaching, learning and pupil outcomes</li> <li>- Establish and promote a positive culture and ethos underpinned by high expectations, ambition, collaboration, equality and mutual respect</li> <li>- Be accountable for progress towards specific school targets and strategic objectives</li> <li>- Acts as a positive role model in all aspects of leadership, management, teaching and learning</li> <li>- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct</li> <li>- Participate in the day to day management of the school, whilst maintaining a visible and effective presence</li> <li>- Establish, review and oversee policies, procedures and systems to ensure that the school operates efficiently and effectively</li> <li>- Ensure staff and pupil welfare through the implementation of effective safeguarding and health and safety procedures</li> <li>- Contribute to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, including yet not limited to: <ul style="list-style-type: none"> <li>• contribute to the School's Self Evaluation Form, including relevant evidence</li> <li>• participate in internal and external benchmarking and moderation</li> <li>• analyse, interpret and act upon pupil performance/attainment data, raising questions, posing hypotheses and providing challenge work scrutiny/standardisation of assessment</li> <li>• lesson observations, feedback, learning walks and pupil voice</li> <li>• monitor standards of achievement, attendance, behaviour and staff performance</li> <li>• establish and monitor workplace policies, procedures and practice, ensuring that they take account of statutory</li> </ul> </li> </ul> |   |                                  |                   |

- requirements and/or national and local priorities and promote collective responsibility for their implementation
- prepare and present reports for Governing Body meetings.

### **Teaching, Learning and Curriculum**

- Establish, sustain and monitor high-quality teaching and learning across all subjects and phases, informed by evidence and best practice
- Promote and evaluate strategies for raising the achievement of all pupils and manage intervention programmes
- Make effective use of assessment and benchmarking data to monitor and promote pupils' progress, address and challenge variation and inform strategic decisions
- Lead by example as an outstanding practitioner and consistently model good practice, effective pedagogy and high expectations in building pupils' learning power
- Establish innovative, creative, responsive, inclusive and effective approaches to teaching and learning
- Foster a collaborative, professional culture in which staff share expertise, reflect on practice, celebrate success and take responsibility for outcomes
- Contribute to planning a diverse, flexible, inclusive curriculum and effective assessment framework in keeping with the school's inclusive ethos, that meets the needs of all pupils
- Ensure that personalised learning remains a core priority in curriculum planning and delivery
- Support and co-plan learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils' academic, spiritual, moral, social, emotional and cultural well-being
- Oversee curriculum leadership and staff development
- Implement and evaluate strategies to ensure high standards of behaviour, attendance and engagement
- Report national and local educational strategies and developments to all staff and Governors as appropriate.

### **School Community, Personal Growth and Development**

- Ensure that all staff and Governors are regularly informed of the school's vision, strategic objectives, core priorities, development and progress through effective communication
- Contribute to the recruitment, induction, professional development and retention of the school's workforce to achieve the school's vision and goals, including initial teacher trainees and early career teachers
- Ensure that all staff members understand their professional responsibilities, are supported and held to account
- Ensure staff have access to appropriate, high quality professional development opportunities and lead specific whole school in-service training sessions related to school improvement priorities
- Promote equal opportunities for all members of the school's community regardless of gender, ethnicity, religion, sexuality or disability
- Implement clear, consistent and effective performance management processes, challenge underperformance at all levels and facilitate improvement
- Build and maintain positive, respectful and effective partnerships with parents, carers and key stakeholders to support and improve pupils' achievement and personal development
- Use professional skills and judgement in decision making and ensure that professional duties are fulfilled, as specified in the School Teachers' Pay and Conditions Document
- Review own practice, set personal targets, participate in continuing professional development and engage in professional learning relevant to the post
- Manage own workload and that of others to facilitate an appropriate work/life balance
- Liaise with staff, key stakeholders and appropriate external agencies to protect children to ensure their development, health and well-being
- Identify opportunities to further involve parents, carers, community figures, businesses and other organisations to enhance and enrich pupils'

experiences

- Share knowledge and experience with other schools and networks locally, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system
- Share the school's vision and values and build these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress
- Ensure timely and professional communication to parents and carers in all correspondence and consistently high standards in reports on pupils' progress
- Maintain positive perceptions of the school through relevant, interesting and engaging items on the school's website, social media, in newsletters and the local media, presentations, workshops and celebration events.
- Encourage participation in and organise enrichment, cross and extra-curricular activities appropriate to extending learning.

All professional duties are to be carried out in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document issued by the DfE.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and the successful applicant will be required to apply for an Enhanced Disclosure and Barring Service (DBS) certificate, along with other relevant pre-employment checks. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS.

The post holder must follow the school's safeguarding policies and procedures and report any concerns regarding the safety or well-being of a child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. The post holder is expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post.

This post is a leadership group post under the School Teachers' Pay and Conditions Document and will be remunerated on the Leadership Pay Range, commensurate with responsibilities.

#### **Work Arrangements**

Transport requirements: Required to use own transport to travel to locations within the County for purposes associated with this role.  
Working patterns: As identified in the School Teacher's Pay & Conditions Document

## Cleaswell Hill School Deputy Headteacher Job Description

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|---|--|---|
| <b>Post Title:</b> Deputy Headteacher   | <b>Cleaswell Hill School</b>   | Ref:  |
| <b>Essential</b>  | <b>Desirable</b>   | <b>Assess by:</b>   |
| <b>Education and Qualifications</b>   |  |   |
| <ul style="list-style-type: none"> <li>- Qualified Teacher Status</li> <li>- Degree</li> <li>- Evidence of continued professional development</li> </ul>  | <ul style="list-style-type: none"> <li>- Evidence of further study eg National Professional Qualification for Headship/Senior Leaders, Masters Degree</li> <li>- Accredited training/qualifications related to specific areas of special education, e.g. autism, PMLD, SLD</li> <li>- Accredited training/qualifications related to leadership and management</li> </ul> | <ul style="list-style-type: none"> <li>Application form</li> <li>References</li> </ul>                    |
| <b>Knowledge and Experience</b>   |  |   |
| <ul style="list-style-type: none"> <li>- At least 3 years of recent, relevant senior leadership level experience working within a special school as a Deputy Headteacher or Assistant Headteacher</li> <li>- Proven ability to meet and exceed the expectations of the Teacher's Standards for conduct and practice</li> <li>- Understanding of current key educational policy, legislation and issues/change, combined with the ability to lead and co-ordinate effective implementation</li> <li>- Demonstrable track record of innovation and leading change with a measurable impact on school improvement</li> <li>- Experience of whole school evaluation and development planning</li> <li>- A record of sustained progress, with improved outcomes for pupils</li> <li>- Successful line management of key areas of responsibility and holding others to account</li> <li>- Experience of designing, implementing and evaluating quality assurance programmes</li> <li>- Detailed knowledge of the curriculum, assessment, teaching and learning strategies appropriate for pupils with diverse needs</li> <li>- Experience of effectively working with key stakeholders including parents, carers, Governors and external agencies</li> <li>- An understanding of school finances and financial management</li> <li>- Secure understanding of safeguarding practice within a special school context</li> </ul> | <ul style="list-style-type: none"> <li>- Evidence of co-ordinating and delivering effective CPD programmes for colleagues</li> <li>- Knowledge of whole school budget management</li> <li>- Designated Safeguarding Lead experience</li> </ul>   | <ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Interview</li> </ul> |
| <b>Professional Leadership and Skills</b>   |  |   |
| <ul style="list-style-type: none"> <li>- An excellent team player that leads by example and provides support and challenge to others</li> </ul>   | <ul style="list-style-type: none"> <li>- Special school teaching experience across a wide age range and complexity of need</li> </ul>  | <ul style="list-style-type: none"> <li>Application form</li> <li>References</li> </ul>                    |

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| <ul style="list-style-type: none"> <li>- The ability to think and act strategically and lead at whole school level</li> <li>- A clear vision for raising standards and improving outcomes</li> <li>-A highly developed ability to analyse and use information to drive school improvement</li> <li>- Strong data analysis skills and the ability to use data to set targets and identify areas for improvement</li> <li>- Excellent organisational skills and the ability to prioritise resources effectively, including time</li> <li>-Strong interpersonal skills, with the ability to inspire, challenge and motivate others</li> <li>- Outstanding presentation and communication skills, including written communication</li> <li>- An ability to complete tasks to a high standard with attention to detail</li> <li>- Readiness to identify and respond to new challenges with excellent judgement and perseverance</li> <li>- A well-developed sense of school advocacy</li> <li>- Strong ICT skills</li> <li>- Excellent problem solving skills and initiative</li> <li>- Ability to work independently and collaboratively with internal and external stakeholders</li> <li>- Ability to model high quality teaching and learning across the curriculum and support others to improve practice</li> <li>- Highly successful classroom practitioner, including evidence of high levels of student progress and consistent outstanding teaching over time within a special school context</li> </ul> | <ul style="list-style-type: none"> <li>- Experience of successfully developing a range of pedagogical approaches for pupils with complex needs</li> <li>- Experience of teaching in a variety of school or educational settings</li> </ul> | <p>Interview</p>                                     |
| <p><b>Personal Qualities</b></p>   |  |  |
| <ul style="list-style-type: none"> <li>- Strong commitment to the values and ethos of the school</li> <li>- A positive, professional role model with high expectations for self and others</li> <li>- Dedication to school improvement, with energy, drive and a sense of purpose</li> <li>- An effective self-manager and independent worker, that can prioritise and adapt as required, with the capacity to work well under pressure</li> <li>- Decisive, fair, consistent and solution focused</li> <li>- Reliable, honest and trustworthy, demonstrating the highest professional standards</li> <li>- Integrity in relation to personal and school practice</li> <li>- Enthusiastic, resilient, persevering and hard-working</li> <li>- Reflective and self-evaluative, both individually and within the context of a team</li> </ul>  |  | <p>Application form<br/>References<br/>Interview</p> |

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| <ul style="list-style-type: none"> <li>- Flexible, adaptable and responsive to the evolving needs of the school</li> <li>- Creative and innovative, with a solution focused approach</li> <li>- A good listener and communicator</li> <li>- Able to maintain focus, perspective and a professional demeanour, especially in difficult situations</li> <li>- Committed to equality, diversity and inclusion, ensuring equal opportunities for all</li> <li>- A passion for supporting children and young people to develop, learn and achieve their best, whatever their starting point.</li> </ul> |  |                         |
| <b>Physical, mental and emotional demands</b>  |  |                         |
| <ul style="list-style-type: none"> <li>- Ability to work under pressure and with competing priorities</li> <li>- Ability to complete prolonged periods of concentrated mental attention</li> <li>- Emotional resilience</li> </ul>   |  | References<br>Interview |
| <b>Other</b>   |  |                         |
| <ul style="list-style-type: none"> <li>- A strong commitment to safeguarding and promoting the welfare of children and young people</li> <li>- Enhanced Criminal Records and Disclosure Barring Service Check</li> <li>- Full driving licence and car available to meet the travel requirements essential to the post</li> </ul>   |  | Declaration/DBS         |