



Deputy Head of Schools with responsibility Inclusive Teaching, adaptive learning and development

Salary: L2– L6

Responsible To: Head Teachers

Staff managed: Day-to-day supervision of support staff

Purpose of Job: A pivotal Federation-wide role in shaping, leading and embedding an ambitious, inclusive and high-impact approach to teaching and learning. Under the direction of the Head of each School creating plans to deliver the aims and objectives of the Federation, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. Taking a leading role for the curriculum, teaching and learning as well as developmental process throughout the schools.

To work as part of the Senior Leadership Team who prides him/herself on working collaboratively, supporting other staff and all the children in building the foundations for happy and successful life-long learners across our schools. This is one post working across both sites.

Introduction: The Deputy Head of Schools will have delegated responsibilities which are both Federation wide and detailed within this description of the role. This will be in addition to carrying out the professional duties of a teacher other than a Head Teacher.

Key Responsibilities

1. Core Purpose and Accountability

Deputy Head specifics

To play a major role under the direction of the Head of each school in formulating plans in which to deliver the aims and objectives of the school/Federation, delivering to the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school/Federation and monitor progress towards their achievement in line with the schools improvement and development plan.

To work with governors relevant to differing areas of school life but in particular those with responsibility for curriculum, assessment and development reporting to governors regarding policy and keeping relevant stakeholders updated with policy changes/impact.

Undertake the professional duties of the Deputy Head of Schools reasonably delegated to you by the Head of the School.

Undertake the professional duties of the Head of the school, in the event of their absence from the school.

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In partnership with the Executive Head Teacher, Head of the schools and the Senior management Team, provide professional leadership and management of Teaching and Learning throughout the school.

To be the main point of contact for the curriculum across the Federation with particular emphasis on curriculum, Intent, implementation, and impact. Be analytical of school data overseeing and supporting the work of our progress and standards leader and communicating headlines to staff and governors to ensure the whole child is supported and guided to success. Monitoring and evaluating planning both long and short term and effectiveness in closing attainment gaps. It will also be essential to be able to work closely with other subject Co-ordinators [Leaders of learning] to fully integrate all Subjects into our topic based curriculum. In addition enhancing our personal development offer.

Support the Head of each School in:

- Ensuring the vision for the schools is clearly articulated, shared, understood and acted upon effectively by all
- Demonstrating the vision and values of the schools in everyday work and practice
- Motivating and working with others to create a shared culture and positive climate

Assist the Head of the schools in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy

Working with leaders of learning in order to develop subject curriculum development plans which contribute positively to the achievement of the School Development Plan and which actively involves all staff in its design and execution.

Develop and implement policies and practices for the curriculum area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies

Promote high expectations for attainment

Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility

Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning

Work with outside agencies and stakeholders to inform future action providing excellent opportunities for development of staff subject specific knowledge.

Collaborating with the SEND Co and advising school staff to develop their skills, expertise and professional practice. This includes supporting staff to identify additional needs, develop plans and interventions.

To enhance the more able and gifted and talented aspects in all areas of the curriculum. Working with, and supporting, parents/carers of children and young people who are working at the more able aspect of the curriculum.

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Leading Learning and Teaching, developing and enhancing the teaching practice of others focus Development:

Work with the Head of the schools to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes

Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning embedding 'blink test' culture

Develop whole staff, phase teams and individuals to enhance performance.

- Undertake coaching and mentoring.
- Plan, organise and deliver staff meetings, where necessary bringing in outside speakers
Keep abreast of the latest developments in the area and disseminate effectively to other members of staff

Plan, delegate and evaluate work carried out by team(s) and individuals

Create, maintain and enhance effective relationships

Recruit and select teaching and support staff

To provide opportunities of working with organisations including universities to mentor colleagues at all levels taking lead role in supporting in school mentors for NVQ, TA, ECT, middle managers.

To enable the schools to show case best practice across the authority and beyond.

Organising and delivering INSET to all staff to ensure that they are aware of current legislation and guidance.

3. Performance Management

3.1. To undertake annual Performance Management, setting and agreeing targets linked to school development plan priorities with the Head of Schools.

4. Key Areas

Support the Head of the schools in:

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Demonstrating the vision and values of the school in everyday work and practice
- Motivating and working with others to create a shared culture and positive climate
- Assist the Head of the Schools in the ongoing and annual review of standards of management, teaching and learning in specific areas of responsibility and across all area of school provision, consistent with the procedures in the school self-evaluation policy

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- Enhance further subject curriculum development plans which contribute positively to the achievement of the School Development Plan and which actively involves all staff in its design and execution.
- Develop and implement policies and practices for the curriculum area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies
- Promote high expectations for attainment
- Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
- Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning
- Work with outside agencies and stakeholders to inform future action

4.3. Securing Accountability

Work with the Head of School to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community

Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes

Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities

Develop and present a coherent, understandable and accurate account of the school's performance to which you are responsible to a range of audiences including governors, parents and carers

Reflect on personal contribution to school achievements and take account of feedback from others

Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets

Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies

Provide guidance on a choice of teaching and learning methods/strategies

- Coach and mentor
- Model and demonstrate
- Act as a consultant for other staff
- Exemplify good practice
- Undertake shared planning, team teaching etc

Develop and implement systems for recording individual pupil's progress

Evaluate the quality of teaching and standards of achievement, setting targets for improvement



4.4. Resource Management

Work with the Head of the schools to provide effective organisation and management of the schools and seek ways to improve organisational structures and functions based on rigorous self-evaluation

Work with the Head of School to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

Secure and allocate resources to support effective learning and teaching within the subject area(s)

4.5. Developing Self and Working with Others

a. Work with the Head of School to build a professional learning community which enables others to achieve

b. As an SLT Link, support staff, across the Federation, in achieving high standards through effective continuing professional development

c. Be committed to your own professional development

d. Implement successful performance management processes with allocated team of staff

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own professional development

4.6. Strengthening Community

Work with the Head of School to engage with the internal and external school community to secure equity and entitlement.

Work with the Head of School to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools

Work with the Head of School to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children

To empower staff so that the work is recognised as a centre of excellence across the authority

5. Assessment

Working in conjunction with the progress and standards leader, analyse assessment data from a variety of sources to inform whole school planning and resourcing.

Take further the presentation of assessment data to a range of stakeholders including governors.



Monitor the progress of pupils throughout the year, identifying gaps and any underachievement (through book scrutiny, planning checks, observation, discussion with pupils etc).

Organise PPM meetings and evaluate outcomes distributing key headline information to other leaders.

Contribute to discussions with the LA including at QA meetings.

Co-ordinate informal and formal assessment arrangements.

Ensure assessment materials are ordered and located to the relevant areas of school.

6. Other specific Duties for Deputy Head of School

To provide professional leadership and management of a key area of the School Development Plan as agreed, on an annual basis, with the Head of School

To be responsible for behaviour policy adherence and practice across the school empowering phase leads and middle leaders.

To provide professional support by having shared leadership and management of the curriculum with a focus on intent and implementation

To take an active role in the Schools 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

To identify and pursue leadership and management development opportunities as defined within the role of developing the school further (to be agreed and negotiated with the Head of the schools who will give support throughout)

The Federation of Towers Schools are committed to the protection and safety of its pupils. The successful candidate(s) will have to meet the requirements of the person specification and will be subject to an enhanced DBS check. Only applications submitted on the school's application form will be considered. We welcome applications regardless of age, gender, ethnicity or religion.

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Deputy Head of Schools work programme will be negotiated and agreed at the beginning of the performance management cycle.

Updated December 2025

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Person Specification Deputy Head of Schools

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Description	
Professional Qualifications	E
1. Qualified Teacher Status	E
2. First Degree or Equivalent	E
3. Evidence of further professional development	E
Knowledge & Understanding	
4. Substantial primary teaching experience	E
5. Experience of whole-school curriculum management leading to school improvement	E
6. Excellent classroom practitioner	E
7. A strong commitment to inclusion with high expectations for all learners	E
8. Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching & learning and raising standards of attainment and achievement across the school	E
9. Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement	E
10. Good understanding and use of assessment, including target setting and tracking	E
11. Understanding of effective techniques and policies for behaviour management	E
12. Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes	E
13. A good understanding of the requirements of transition between key stages	D
14. SEND Qualification	D
Leadership and Management	
14. Senior leadership and management Commitment	E
15. A good understanding of whole school issues	E
16. Experience of planning for change, development and improvement	E
17. The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	E
18. Ability to set & meet challenging targets, for pupils and the school, and to enable others to do this	E
19. Ability to analyse, prioritise and meet deadlines	E



20. Experience of conducting staff induction, mentoring and performance management	E
21. Experience of whole school self review and evaluation	E
22. Knowledge of the role of Governors	D
23. Able to demonstrate leadership qualities and people management skills	E
24. Able to motivate, promote good relationships and effectively communicate with all stakeholders	E
25. Experience of having led whole school initiatives	E
26. Commitment to supporting community/external agencies involvement in school	E
27. Commitment to safeguarding and promoting the welfare of children	E
Personal Qualities	
28. Creative, enthusiastic and proactive, keen to embrace new ideas and challenges	E
29. Approachable, caring and empathetic	E
30. Works well as part of a team	E
31. Flexible, listens and is prepared to seek advice and support	E
32. Demonstrates a concern for the pastoral & spiritual welfare of all in the school	E
33. Committed to continuing professional development for self and others	E
34. Committed to active parental involvement	E
35. Able to deal sensitively with people and resolve	E
36. Commitment to making learning fun	E

