



JOB DESCRIPTION

Post Title	Deputy Headteacher- Achievement
Salary Scale / Grade	L14 - L18
Reporting to	Headteacher

Job Purpose:

To be a key 'Raising Standards' senior leader for Carisbrooke College, provide strategic leadership and operational oversight of curriculum/timetable, teaching and achievement, ensuring that every student can thrive academically.

The role-holder will lead on achievement, ensuring that students make excellent progress from their starting points and leave with qualifications which open doors. In relation to curriculum and teaching, the postholder will ensure consistent implementation of the school's vision and strategy for high quality, inclusive education.

As Deputy Headteacher, the role-holder will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD). When the headteacher is absent, the deputy headteacher will deputise as the operational figurehead for all stakeholders and external agencies in matters relating to the school.

Duties and Responsibilities

Under the direction of the headteacher, the role entails the following:

Leadership

- Provide inspirational, motivational, creative and professional leadership and management for Carisbrooke College.
- Ensure the school's vision is clearly articulated, compellingly shared, understood and acted upon effectively by all.
- Demonstrate the school's vision and values in everyday work and practice.
- Lead on strategic areas of school policy and establish high quality systems as directed by the Headteacher.

Lead on curriculum and timetabling; ensuring expert design and an inclusive culture and practices

- Oversee the design, sequencing, and implementation of the curriculum to ensure breadth, balance, and ambition.
- Ensure the curriculum is inclusive, reflecting the needs of all learners, including SEND, disadvantaged, and EAL pupils.
- Monitor curriculum impact through regular reviews, data analysis, and feedback from staff and students.
- Support subject leaders to innovate and adapt schemes of learning in line with national developments.
- Lead on engagement with subject networks.
- Run the options and timetable construction process, ensuring that students make informed choices and are placed into sets where they can best achieve their potential.

Lead on teaching; ensuring quality and driving continuous improvement

- Set clear expectations for high-quality teaching across all subjects.
- Drive continuous improvement through monitoring, coaching, and professional development.
- Use lesson observations, learning walks, and student voice to evaluate and improve classroom practice.
- Ensure that teaching strategies promote challenge, engagement, and progress for all pupils.

Lead on achievement; ensuring that students attainment in national tests and examinations over time is above national average

- Monitor student outcomes to ensure progress from starting points exceeds national averages.
- Identify and address underachievement swiftly, using data to inform interventions.
- Support subject leaders in raising attainment and narrowing achievement gaps.
- Celebrate and share examples of excellent student achievement across the school.

Work with Leaders, Staff and Governors to rigorously and regularly monitor, evaluate and review progress towards targets and outcomes, as well as selected policies

- Collaborate to set and review whole-school targets, ensuring they are ambitious and achievable.
- Regularly report on progress towards outcomes to SLT and governors.
- Contribute to policy development and ensure consistent implementation across the school.
- Build strong professional relationships that support accountability and improvement.

Be responsible for managing exams

- Oversee all internal and external examinations, ensuring compliance with JCQ and exam board regulations.
- Line-manage the Exams Officer and support staff involved in examination arrangements.
- Ensure appropriate access arrangements are in place for eligible students.
- Analyse examination results to identify strengths, trends, and areas for development.

Keep up to date with developments in education

- Engage with current research, national policy, and educational best practice.
- Network with colleagues across the Trust and beyond to share ideas and strategies.
- Promote innovation within the school while maintaining focus on evidence-based practice.
- Ensure that professional knowledge informs strategic decision-making.

Managing staff

- Be a proactive part of recruitment and selection of teaching and support staff where required.
- Create and maintain good working relationships, promoting the highest standards of courtesy and mutual respect amongst all members of the school community.
- Encourage and model initiative, teamwork and working in partnership.
- Act as Line Manager to delegated staff and assume responsibility for all aspects of their performance review; this will include the strategic leadership and management of the curriculum leadership team.
- Motivate and support staff by identifying and addressing areas for development and building on their strengths to support school succession planning.

- Hold staff to account for their professional conduct and practice as specified in the School Teachers' Pay and Conditions document and as per their Job Description.
- Develop and strengthen leadership, including middle leadership, delegating specified duties to members of the SLT as appropriate.
- Provide regular updates to the Governing Board on areas specified by the Headteacher.
- Commit to their own professional development, proactively identifying development opportunities.
- Have regard for the work-life balance of school staff and themselves.

Modelling best practice for leaders and teachers

- Ensure high expectations are set for all students and staff.
- Ensure the school environment, including each classroom environment, reflects and supports high quality learning.
- Meticulously plan and teach engaging and challenging lessons to exemplify high standards of teaching and learning.
- Work with all staff to ensure they fulfill their responsibilities.
- To ensure, promote and safeguard the welfare of all children.

Accountability

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Ensure that staff recognise they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to a range of audiences, including Headteacher, Governors, parents, Ofsted and others to enable them to play their part effectively.
- Manage any budgets delegated by the Headteacher in accordance with the Governing Board's Financial regulations.
- Ensure the effective security and protection of all resources including the maintenance of Inventories where required.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour.
- Work with the Governing Board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution for leadership throughout the school.

Other responsibilities:

- Seek training and continuing professional development to meet own needs.
- Please also refer to the responsibilities of all classroom teachers.
- The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.⁷

PERSON SPECIFICATION

	Essential	Desirable	How Tested A – Application I – Interview T - Test
QUALIFICATIONS AND TRAINING			
Honours degree or some higher study / qualification		✓	A
Qualified Teacher Status	✓		A
NPQH (must be already gained, commenced studying or ready to undertake)	✓		A
Recent, relevant professional development	✓		A, I
EXPERIENCE			
Experience of senior leadership responsibilities	✓		A
Experience of leading a successful department comprising Key Stages 3,4 and 5		✓	A, I
Experience of successful secondary teaching or teaching practises	✓		A, I
Experience of successful teaching across the ability range	✓		A
Experience in more than one school		✓	A, I
KNOWLEDGE AND UNDERSTANDING			
Understanding of the main safeguarding principles	✓		A, I
Detailed working knowledge of National Curriculum changes to attainment levels and grades		✓	A
Subject knowledge commensurate with that required for the effective delivery of exam board specifications		✓	A
Flexible attitude to learning with a variety of teaching styles	✓		A
Use of ICT to meet the needs of students to improve their outcomes and raise standards	✓		I
Ability to generate new ideas about the delivery and students' engagement and enjoyment of school	✓		A, I
Use of data to inform decision-making		✓	I
SKILLS AND ABILITIES			
Good interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Good level of competence in ICT (Including Google Workspace - Docs, Sheets, Slides)	✓		A, I
Ability to work flexibly and under own initiative to achieve objectives	✓		I
Ability to prioritise, coordinate and organise work under pressure	✓		I
Ability to work on own initiative and self-manage	✓		A, I
Ability to translate theory into classroom practice	✓		A, I
Highly effective practitioner	✓		A, I
Ability to identify personal training needs	✓		A, I
Ability to make positive relationships with disaffected learners	✓		A, I
Ability to understand and deal with issues affecting students with challenging behaviours	✓		A, I
Ability to use school MIS - Arbor		✓	A
PERSONAL QUALITIES AND ATTITUDES			
Ability to maintain high quality professional relationships with all	✓		I

Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		
Calm, approachable, resolution-focussed disposition.	✓		

Conscientious and positive disposition	✓		
Willingness to participate in further training and developmental opportunities to further knowledge	✓		
Commitment to young people and ensuring the school facilitates the highest possible outcomes	✓		
Enthusiasm and strong motivation	✓		
Commitment to equal opportunities and inclusion	✓		