



Trust Deputy Headteacher Information for Candidates



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich



Job Description

Trust Deputy Headteacher Secondary

Post Title:	Deputy Headteacher – Curriculum and Achievement
Base:	Secondary
Salary:	Leadership Range L20 – L24
Line Management:	The Headteacher
Contract:	Full time, Permanent

Purpose of the Job

As Deputy Headteacher - Curriculum and Achievement, you will:

- Raise the standard of teaching and learning.
- Promote the ethos of the school with pupils, students, parents and colleagues.
- Maximise pupil achievement.
- Safeguard and care for our pupils.
- Develop our holistic education programme.

Core responsibilities

- Whole School Leadership / Deputise for Headteacher when required.
- Curriculum.
- Classroom Practice.
- Pupil and Sixth Form student progress.
- Pupil progress for disadvantaged pupils (Pupil Premium, FSM, LAC, SEN and Behavioural).
- Target setting.
- Assessment.
- Reporting.
- Examinations.
- Staff Professional Development.
- Holistic Education.
- Statutory compliance.

Pupil Progress

- Lead and take responsibility for pupil progress and achievement; working closely with Curriculum and Pastoral Leaders to ensure the work of every team is of the very highest standard.
- Drive excellent pupil progress in the short-, medium- and long-term, with increasingly challenging material and pupils' success in meeting targets evident in work scrutiny, observations and through half-termly data capture.

- Ensure highly productive pupil engagement and participation in lessons from all groups of pupils, both individually and collaboratively.
- Be responsible for whole school data, its oversight and analysis, and monitor pupils' academic performance including Value Added, Progress / Attainment 8 and Target Setting.
- Ensure data is presented in a manner that is easily understood, actionable and helpful to all staff.
- Ensure that highly effective adaptive teaching is embedded into every department and lesson to maximise the progress of SEND, Pupil Premium, FSM, LAC and other disadvantaged pupils, so that they perform in-line with, if not above, expectation.
- Motivate and equip Heads of Department and Heads of Care and Achievement, through the sharing of best practice, with the necessary skills and techniques to develop outstanding practice.
- Personally lead intervention as required, modelling approaches and coaching colleagues, if necessary, to support them in developing their practice.
- Work constructively with Heads of Department to tackle underachievement and raise standards. Ensure that the level of challenge and engagement in each department, meets the needs of all pupils;
- Lead on timetabling (including its production), reporting, examinations and statutory compliance.

Curriculum

- Be responsible for all aspects of the curriculum, its planning and delivery.
- Produce and maintain a curriculum map (whole school and within each discipline).
- Ensure that schemes of work, at all phases of the school, employ a shared approach to pedagogy, are fully planned, implemented and annually reviewed in accordance with the latest changes to the National Curriculum and available research.
- Oversight of timetabling.
- Ensure assessment is rigorous, reliable and valid. Track and manage all forms of target setting and assessment across the curriculum.
- Engage departments in regular ongoing review and evaluation of the curriculum and maintain an up-to-date knowledge base and familiarity with policy, issues and research areas.
- Ensure through transition, pupil progress is maintained and that the level of challenge offered by the curriculum is sufficient, building upon prior learning.
- Ensure Skills for Life is delivered through the whole curriculum.

Teaching

- Be a lead teacher, sharing exemplary practice, acting as an advocate for school policy.
- Lead quality assurance processes and oversight of continuing professional development.
- Lead the professional development of all Heads of Department and Heads of School and support staff.
- Ensure the effective implementation of the school's teaching and learning policy.
- Have oversight of the Staff Appraisal Process, including working with the Headteacher and People & Culture team to support colleagues, and to deal with informal or formal concerns.
- Work collaboratively with the Headteacher to ensure they are informed about the school's general programmes, activities, successes and challenges.

Care

- In all aspects of professional life, promote and model the school mission and values.
- Be an active, effective, visible and positive presence in all areas of the school.
- Support by personal example: decision-making, policy implementation, and the sustaining of an orderly, and engaging school environment in which learning and pupils thrive. Maintain a stimulating school environment that supports and reflects high pupil and staff morale.

- Develop, maintain, and lead the culture of the school as a learning community and its educational programme in accordance with the school’s mission.
- Play an active leadership role in articulating and implementing the school’s relationship with parents.
- Be comfortable and successful as the primary communicator of policies, rules, and expectations to establish a productive parent-school relationship.
- Work with the Headteacher to help departmental and Year Teams solve problems. Listen actively to individual and collective concerns and seek solutions.

Community, recruitment and budget

- Work with the School Finance Manager to formulate and monitor the operating budget for Curriculum.
- Make recommendations to the Headteacher regarding the hiring, retention, and assignment of staff.
- Take a leadership role in articulating the strengths of the school to prospective Parents.
- Be an advocate for the school within the all-school community in developing and implementing policies, plans, and curricular changes, be mindful of the possible impact of such initiatives, intended or unintended, on the school’s other areas.
- Oversee staff induction through relevant SLT colleagues.
- Communicate early and often with fellow SLT colleagues.
- Participate and lead meetings as required.

Any other duties commensurate with the general level of responsibility of the post that the Headteacher may from time to time ask the post-holder to perform.

The Wonder Learning Partnership operates a safe recruitment process and appointment to the post will be subject to suitable references and an enhanced Disbarring and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Signed: _____

Post holder Dated: _____

Signed: _____

Line Manager Dated: _____

PERSON SPECIFICATION

JOB TITLE: **Deputy Headteacher - Curriculum and Achievement**
 REPORTS TO: The Headteacher
 SALARY: Leadership Range L20 – L24

Qualifications and Experience:	Essential	Desirable
Qualified Teacher Status	Y	
Degree	Y	
Evidence or recent, relevant and continued professional development	Y	
Enhanced DBS	Y	
Further recent qualifications relating to education, management, school leadership		Y

Professional knowledge and understanding, skills and attributes:	Essential	Desirable
Sustained experience working at a senior leadership level	Y	
Can evidence a proven track record of sustained whole school impact	Y	
Experience of working in more than one school		Y
Experience at Deputy Head or equivalent level		Y
Substantial experience of senior leadership in at least one good or outstanding / high performing setting		Y
Knowledge and experience of curriculum design and evidence of effective implementation	Y	
Substantial knowledge and understanding of teaching and learning at KS3, 4 & 5	Y	
Evidence of improving standards of teaching and learning, including through effective quality assurance and the use of pupil performance data	Y	
Experience of working with children identified as being vulnerable to underachievement and demonstrating impact	Y	
Experience at middle and/or senior level of curriculum and/or pastoral leadership	Y	
Experience and understanding of school data analysis and the ability to use data to set and achieve targets for improvement	Y	
Knowledge and experience of timetabling in an 11-18 setting		Y
Experience of working with an exams officer to ensure the effective delivery of national examinations in line with exam board and JCQ requirements	Y	
Evidence of delivering high quality CPD to others and its impact	Y	
Evidence of effective line management and performance appraisal	Y	
Experience of working with School Governors		Y
Experience of working with outside agencies and community links		Y
Experience of financial management		Y

Experience of personnel issues		Y
To think strategically and support the Headteacher in building and delivering a coherent direction for the school	Y	
Excellent interpersonal skills	Y	
Involvement in school self-assessment and school improvement planning	Y	
A clear and profound understanding of the principles and strategies that promote the highest quality teaching, learning and pastoral support	Y	
Current knowledge and understanding of the national education agenda	Y	
The knowledge of collaboration with other schools		Y

Personal skills/attributes:	Essential	Desirable
Work as part of a high performing team	Y	
Communicate effectively both orally and in writing with a wide range of audiences	Y	
Maintain and further develop the excellent relationships that exist between school, the staff, students, parents, Governors and the wider community	Y	
Successfully inspire, lead, manage and motivate staff and students to maximise their potential	Y	
Ability to lead people appropriately with sensitivity, empathy and compassion to support the effective operation of the school	Y	
Reliability, integrity, credibility, loyalty a sense of perspective and humour	Y	
Commitment to promote the caring community ethos of the school and its teamwork approach	Y	
Ability to deploy a range of leadership skills appropriately	Y	
Demonstrate self-management including time management, working under pressure and meeting deadlines	Y	
Ability to manage and resolve conflict effectively and sensitively	Y	

Note - This person specification is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

The school operates a safe recruitment process and appointment to the post will be subject to suitable references and an enhanced Disbarring and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

How to apply

If you would like to apply for this vacancy, please download a Teaching staff application form from the school website.

Applications should be returned to **Ceri King (People & Culture Lead)** via cking@woldgate.net

CLOSING DATE: 14th May 2026

INTERVIEWS: Week Commencing 18th May 2026

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Child Protection Policy

Woldgate School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

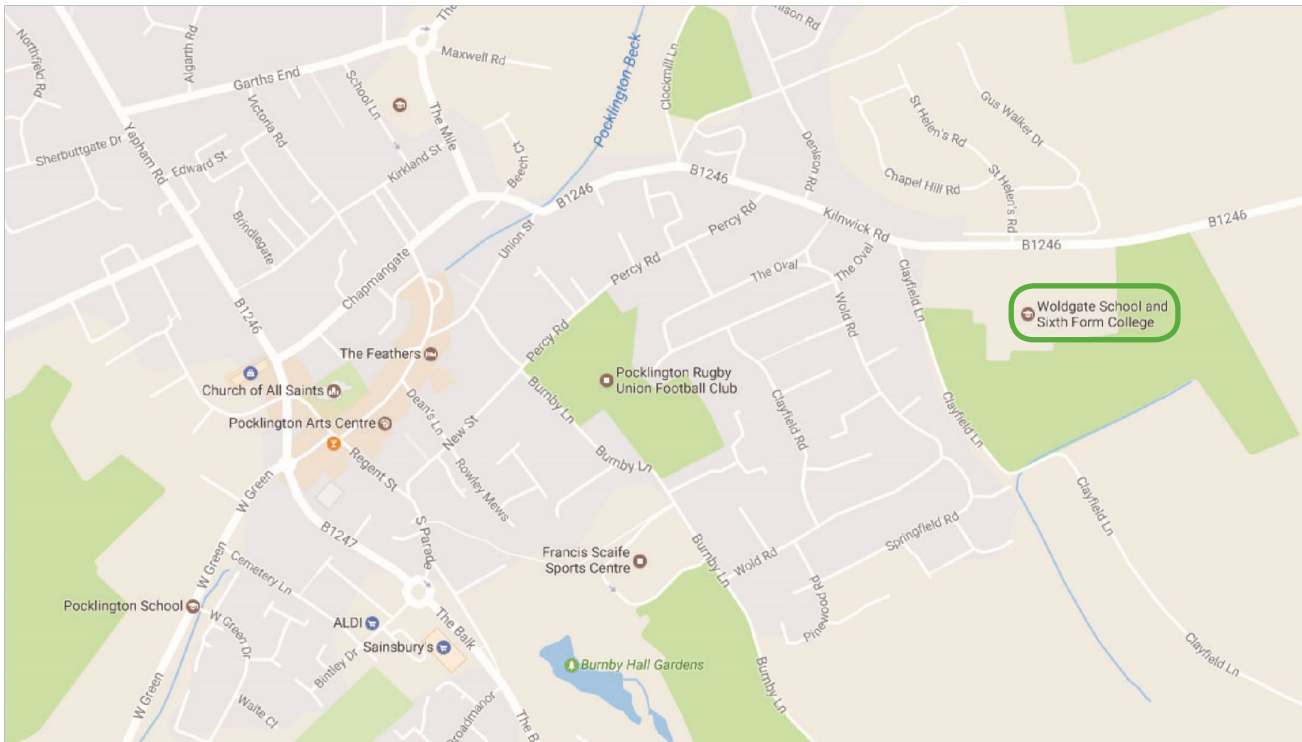
We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.

- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

How to Find Us

**Woldgate School and Sixth Form College, 92 Kilnwick Road, Pocklington, York.
YO42 2LZ Tel: 01759 302395**



A. From Hull - Take the A1079 including the by-passes of Beverley and Market Weighton

1. Take the right-hand fork from Pocklington at the Yorkway Hotel
2. Take the 3rd exit from the roundabout; past the Rugby field on your right
3. Turn right at the B1246 signposted Warter, Driffild, Bridlington
4. Woldgate School is the last building on the right as you leave the town.

B. From Humber Bridge - Take the Westward route towards Leeds along the A63

1. Leave the A63 at the slip road and bridge over signposted for Market Weighton, Bridlington
2. Pass through villages of South Cave and Sancton
3. Turn west at Market Weighton bypass, A1079 towards York
4. Follow instructions A3, A4, A5

C. From Leeds - Take A64, York by-pass towards Scarborough

1. Leave A64 at Grimston Bar roundabout signposted York, Bridlington, Hull
2. Exit from roundabout onto A1079 towards Hull
3. Twelve miles approximately along A1079 after Pocklington Industrial Estate, turn left for Pocklington, just after Bonds International.
4. Pass Pocklington School on left, at roundabout take 3rd exit past bus station, fire station

5. Take the first exit from the roundabout
6. Follow instructions A4, A5

D. From North-East England - Take A19 southwards until Northern by-pass of York

1. Follow signs for Hull, Bridlington
2. At A64 turn West for Leeds
3. Follow instructions C2, C3, C4, C5, C6

E. From Scarborough, Bridlington - Follow sign from Driffield

1. Bypass Driffield along North and West side
2. Leave bypass where signposted for M62, Market Weighton
3. At Bainton roundabout take second exit along B1246 towards North Dalton, Warter, Pocklington.
4. Woldgate is the first building on the left as you reach Pocklington.