



Woldgate School

Of great merit, character & value



Wonder

Learning Partnership

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Information for Candidates Deputy Headteacher

Welcome to Woldgate School & Sixth Form College



Woldgate is a school with a distinct vision for education

Woldgate is a positive, warm and welcoming school where pupils aim to do their very best and take pride in their achievements. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people.

Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique.

We believe we provide a unique education for our young people. 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 have the opportunity to enjoy the Yorkshire Wolds and make a wider contribution to the area in which they live.



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Vision & Values

Woldgate School

“Everything you do should be worthy, of great merit, character and value”

Woldgate is a positive, warm and welcoming school where pupils aim to do their very best and take pride in their achievements. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people.

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 has the opportunity to thrive as they develop in personality, character and intellect and become highly successful learners and individuals.

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Great Merit

The quality of being particularly good or worthy, especially deserving of praise or reward.



Great Character

The moral qualities that define an individual.



Great Value

The principles or standards of conduct we work to; our judgment of what is important in life, including the British Values.



Headteacher's Welcome



From my very first visit, it was clear that this is a community built on care, ambition, and a shared commitment to providing the very best for every young person. I believe it is the responsibility of school leaders and educators to ensure we 'get it right' for every child, and this is a duty I do not take lightly. Children only get one chance at their education, and we must provide the guidance, opportunities, and support they need to learn, grow, and flourish.

Woldgate School's vision already reflects these beliefs, and I am committed to upholding the values that underpin the school community. The leadership of the school will, just as we ask of our pupils and students, be built on acts of 'great merit, great character, and great value,' fostering a culture where academic excellence goes hand in hand with character development and opportunities beyond the classroom.

Woldgate is a school with a distinct vision for education. Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique. We are a school with a positive, welcoming, warm atmosphere, in which pupils take pride in their achievements and where each individual pupil achieves academically through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel.

Founded in 1958, Woldgate's original school motto celebrated the distinct education the school sought to bring. This motto is, for me, an integral part of our school life; it defines who we are as a community.

"Everything you do should be worthy, of great merit, character and value."

Headteacher's Welcome

I truly believe that part of what makes this community so special is the Holistic Education we provide for our pupils. Our extra-curricular clubs, sporting activities, the arts and House competitions, combined with our wonderful visits programme, provide pupils with a unique opportunity to appreciate the world around them. I have long believed that the creative arts provide an exceptional platform upon which pupils can develop new skills, grow in confidence and, as people, develop qualities, in an environment where their talents are nurtured and then celebrated. This holistic approach to school life, for me, is integral to a good education and wonderful preparation for future life.

In 2017 and 2019 Woldgate School was presented with an 'Outstanding Outcomes Award' from the SSAT for our academic results. Achievements such as these are testament to the hard work and dedication of pupils, parents and teachers, and they draw upon a combination of academic rigour, pastoral care of the highest quality, excellent teaching and learning, complemented by structures that monitor progress and intervene to provide individual support for each and every pupil.

As we look to the future, I am absolutely committed to ensuring Woldgate School continues to develop with a clear, confident and strong identity based on shared values and with each pupil known and cared for as an individual. Our culture of collaboration and success will be matched by our determination to do the very best, both pastorally and academically, for the children in our care.

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

Mrs Lauren Adams
Headteacher



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Our New School



Ofsted February 2025: A Good School

“Staff are ambitious for what pupils can achieve at Woldgate School and Sixth Form College. They have developed an ambitious curriculum that ensures all pupils study a broad range of subjects. Pupils, including disadvantaged pupils, achieve highly in external examinations.”

“Leaders, including from the Wonder Learning Partnership, know the school well. They are clear about the aspects of school they want to improve. Plans ensure that improvements have a long-term impact. The school and trust monitor the impact of changes carefully so that they can make adjustments where needed.”

“The curriculum clearly identifies the most important knowledge and skills that pupils need to learn.”

“Students highly value the sixth-form personal development provision because it matches the reality of young people’s lives.”

“Teachers now get specifically allocated time to review the support plans for pupils in their classes and consider how to best support pupils with their individual needs.”

Life at Woldgate School



We are passionate about teaching and learning. We use the latest research and evidence to inform our comprehensive staff development programmes, ensuring that teaching and learning are consistently excellent.

As a school of over approximately 1,200 pupils and students we are large enough to offer a broad curriculum while at the same time ensuring your child is known and cared for as an individual. The curriculum at Woldgate School is driven by a desire to expand knowledge, drive progress and ensure our pupils enter the community as educated citizens. We value the qualifications that our pupils achieve but we want to ensure that pupils have the knowledge and competencies they need to understand and thrive in the world.





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One Family

We are part of a wider family of schools in the Wonder Learning Partnership. The Trust is passionate about working in partnership to provide the best education for our children along with ensuring colleagues are supported in career development.

Our Trust is child centered, driven by an absolute desire, to know and care for each child as an individual. To nurture their individual talents and to create within them a love of learning. Exposing them to the true majesty, awe and wonder of creation. We take pride in:

- **Recognising locality, rurality, community.**
- **Respecting the foundation, history and identity of each school.**
- **Ensuring every child can attend an exceptional local school.**
- **Providing every school who shares our mission a choice and home.**
- **Serving the greater good, the needs of others and our vocation as Servant Leaders.**
- **Being an advocate for those who we serve.**

Learn more about our Trust: www.wlp.education

Educate

We are committed to educating the whole child and believe every child should reach their potential.



Empower

We will empower our whole school community through support, development and value in the pursuit of excellence.



Engage

We will engage in best practice to develop the personal qualities and aspirations of pupils and staff.



Enrich

We will ensure our children are exposed to a wealth of experiences and opportunities.



The Wonder Family

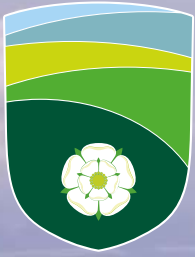


Trust Family Schools



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Job Role Description



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Deputy Headteacher

Core Purpose

Post Title:	Deputy Headteacher
Base:	Pocklington, York, YO42 2LL
Salary:	Leadership Range L20 to L24
Line Management:	Headteacher

This role is best suited to an experienced and ambitious senior leader who is looking for their next challenge through becoming a Deputy Headteacher. The Deputy Headteacher, will under the direction of the Headteacher, provide strategic and operational leadership, working with stakeholders to lead, develop, implement and maintain the strategic direction, vision, values and priorities the school, ensuring that all involved are committed and engaged to providing the best outcomes and experiences for our children.

Purpose of the Job

As Deputy Headteacher you will:

- Raise the standard of teaching.
- Promote the ethos of the school.
- Maximise pupil achievement.
- Care for our pupils.
- Support our holistic education programme.

Core responsibilities

- Whole School Leadership
- Pupil and Sixth Form student progress.
- Pupil progress for disadvantaged pupils (Pupil Premium, FSM, LAC, SEN and Behavioural)
- Attendance
- Behaviour
- Development of a personalised curriculum for each pupil, to be reviewed half-termly and annually
- Curriculum (including STARS)
- Pedagogy
- Rewards
- Holistic Education
- Target setting
- Assessment
- Intervention
- Timetabling
- Reporting
- Examinations
- Quality Nonimee for BTEC
- Statutory Compliance

Duties & Responsibilities

Pupil Progress

- Lead and take responsibility for pupil care, behaviour, progress and achievement, by working closely with Heads of Department to ensure the work of every department is of the very highest standard in all areas.
- Lead and take responsibility for pupil care, behaviour, progress and achievement, by working closely with Heads of School to ensure the work of every Year Team is of the very highest standard in all areas.
- Have oversight of Pupil progress for disadvantaged pupils (Pupil Premium, FSM, LAC, SEN and Behavioural).
- Motivate and equip Heads of School, 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.
- Be responsible for whole school data, its oversight and analysis, and monitor pupils' attendance, behaviour, academic performance including Value Added, Achievement and Attainment 8 and Target Setting, in each department and Year group.
- Ensure through leadership, that differentiation is embedded into every department and lesson to maximise the progress of Pupil Premium, FSM, LAC and other disadvantaged pupils, so they perform in-line with, if not above, expectation.
- Monitor the behaviour data of all pupils and work with colleagues on Behaviour for Learning to support teachers, Heads of Department and Heads of School to facilitate the raising of standards.
- Work constructively with Heads of Department and Heads of School to tackle underachievement and raise standards.
- Ensure data is presented in a manner that is easily understood, actionable and helpful to all staff.
- Work collaboratively and creatively with department heads and individual faculty to ensure that the level of challenge and engagement in each department, meets the needs of all pupils.
- Engage departments in regular ongoing review and evaluation of the curriculum, including; maintain an up-to-date knowledge base and familiarity with policy, issues and research areas.
- Support and encourage the professional development of departmental members in terms of: knowledge of their subject areas; teaching-related skills; advising-related skills; familiarity with the specific skills related to successful teaching; and pursuing new subject interests.
- Work with the Head to help departmental and Year Teams solve problems. Listen actively to individual and collective concerns and seek solutions.
- Make recommendations to the Head regarding the hiring, retention, and assignment of staff.
- Take leadership responsibility for parent communications (written, printed, and online) and provide information and excitement regarding teaching, learning and the activities available to pupils.
- Lead on timetabling as required (including producing the timetable), reporting, examinations and statutory compliance.
- Listen and respond to individual parent concerns. Help parents to solve their problems to the extent possible and appropriate.

Duties & Responsibilities

Curriculum

- Oversee the evolution of a whole-school curriculum model that is innovative, embeds 21st century skills and progresses in difficulty, content and challenge to fully prepare students to excel at GCSE level and beyond
- Lead on pedagogy and the teaching of the curriculum, to promote effective practice.
- 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
- Ensure assessment is rigorous, reliable and valid. Track and manage all forms of target setting and assessment across the curriculum.
- Ensure that pupils' basic skills for learning (linguistic; mathematical; scientific; technological; human and social; physical; aesthetic and creative) and study skills are at a particularly high level in most/all areas of learning, and are effectively applied by pupils to other areas
- 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 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, an advocate for school policy. As a lead teacher deliver consistently good or better lessons.
- Be an advocate of the Woldgate Lesson Structure.
- Be an advocate of Woldgate Behaviour for Learning strategies.
- Develop a central resource for all Heads of Department that includes resources that can easily be adapted, to help colleagues lead effective departments.
- Ensure the classroom environment in every room, is a warm, smart, welcoming, stimulating and an exciting place to learn.
- Model outstanding teaching and coach colleagues.
- Lead the professional development of all Heads of Department and Heads of School and support staff.
- Induct new Heads of Department and Heads of School
- Have oversight of the Staff Appraisal and Performance Management Process with regard to middle and senior leadership.
- Work with the Head of Personnel to support colleagues, deal with informal or formal complaints and also to offer challenge if necessary to improve classroom practice.



Care

- Promote and lead on Behaviour for Learning.
- Be an active, effective, visible and friendly presence in all areas of the school.
- Lead a duty team on a daily basis before school, at lunchtime and after school.
- Develop, maintain, and lead the culture of the school as a learning community and its educational programme in accordance with the school's mission.
- Take a primary role in promoting learning, building a sense of community, and meeting the academic, aesthetic, and affective needs of pupils.
- Develop and articulate a vision and identity for the school with the agreement of the Headteacher that engages pupils, teachers, and parents.
- Support by personal example: decision-making, policy implementation, and the sustaining of an orderly, and engaging school environment in which learning and the pursuit of social justice thrive. Maintain a stimulating school environment that supports and reflects high pupil, departmental, and staff morale.
- 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; make sure that appropriate information is shared on a timely basis; be as available as possible to meet with individual parents to resolve questions and conflicts proactively in a manner that places the highest value on the collective interests of the school community while giving the greatest possible attention to the interest and concerns of the individual pupil.
- Take a leading role in anti-bias work, conflict resolution, and dealing with routine and extraordinary issues as they arise.
- Promote goals, initiatives and policies in line with the school's schools Self Evaluation Framework and the School Development Plan.
- Oversee the accurate and timely maintenance of records and transcripts.
- Work collaboratively with the Headteacher to ensure they are informed about the school's general programmes, activities, and problems.
- Work effectively and collaboratively to establish, develop and improve 'The Friends of Woldgate'.

Pupils

- 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;
- Eliminate significant differences in the rates of attendance, achievement and academic progress between groups of pupils or areas of learning;
- Ensure highly productive pupil engagement and participation in lessons from all groups of pupils, both individually and collaboratively;
- Lead the Pupil Council under the leadership of the Head of Citizenship.
- Listen to and respond substantively to pupil concerns on a timely basis.
- Support pupils in their efforts and achievements in academics, the arts, sport, and community service.
- Cultivate pupil leadership and moral development. Oversee the effective ongoing development of Subject Ambassadors in helping departments reflect and improve their practice.



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- Oversee and lead daily operations and ongoing events
- Take leadership responsibility and accountability for the smooth, efficient, and friendly operation of the school on a daily basis.
- In collaboration with the Head of Operations and Compliance, make sure that pupil schedules, departmental schedules and the scheduling of visits are maximally free of conflicts within the bounds of the overall school's schedule.
- Organise special school events and create new opportunities to celebrate success.

Community, recruitment and budget

- Work collaboratively with the Head of Finance and the Head of People and Estates to formulate and monitor the operating budget for Curriculum.
- Take a leadership role in articulating the strengths of the school to prospective
- Parents, overseeing an effective professional development programme.
- 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.
- Communicate early and often with fellow SLT colleagues.
- Participate and lead meetings as required.
- Attend SLT meetings prior to and after school as directed.
- 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.



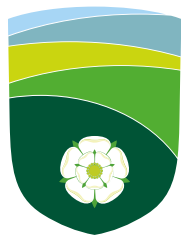
Person Specification

Qualifications and Experience:	Essential	Desirable
Qualified teacher Status	Y	
Degree or equivalent	Y	
National professional qualification for headship (NPQH)		Y
Evidence of commitment to continual professional development including recent participation in a range of relevant training	Y	
Evidence of commitment to continual professional development including recent participation in a range of relevant training		Y
At least 12 months experience of working at senior level in education (Assistant Head or SLT level)	Y	
Proven track record of raising educational standards	Y	
Experience of working in at least two different schools		Y
Experience of whole school curriculum planning, development and implementation	Y	
Experience of developing, implementing and managing effective whole school systems for monitoring pupils' progress	Y	
Involvement in school self-evaluation and strategic development planning		Y
Demonstrable experience of successful staff management and development	Y	
Experience of offering challenge and support to improve performance of academic, pastoral and support work	Y	
Experience of successfully leading change and inspiring others	Y	
Leading a school to achieve improved OFSTED judgements		Y

Professional knowledge and understanding:	Essential	Desirable
Understanding of local and national policies, priorities and statutory frameworks	Y	
Experience of financial and personnel management		Y
Confidence in accessing, analysing, interpreting data, and the ability to use data to set targets and identify weaknesses, support school planning, monitoring and development	Y	
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	Y	

Criteria:	Essential	Desirable
Ability to remain resilient, positive, enthusiastic and good humoured when working under pressure	Y	
Strong commitment to raising standards	Y	
Ability to relate to children	Y	
Capability to make and take decisions and delegate appropriately	Y	
Effective communication oral and written, and strong interpersonal skills	Y	
Ability to communicate a compelling vision and inspire others	Y	
Ability to build strong teams and effective working relationships	Y	
A commitment to ensuring the best outcomes for all pupils and promoting the ethos and values of the school and trust	Y	
Strong emotional intelligence and self-leadership skills	Y	
Strong people skills, enabling others to grow and develop	Y	
Commitment to maintaining confidentiality at all times	Y	

Safeguarding:	Essential	Desirable
Commitment to safeguarding and promoting the welfare of children and young people	Y	
Recent accredited safeguarding training	Y	
Sound understanding of statutory safeguarding requirements	Y	



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

How to Apply

Start Date: January 2027

If you would like to apply for the position of Deputy Headteacher please complete the Teacher post application form available on www.wlp.education

Please return completed application forms to Ceri King cking@woldgate.net – by Monday 21st September 2026

The trust 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.



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