



TEACHING STAFF AND LEADERSHIP

JOB DESCRIPTION

ROLE TITLE	Deputy Headteacher – Curriculum and Teaching
CONTRACTED HOURS	Full time
LOCATION	Felixstowe School, flexible across the Trust
GRADE / SCALE POINT – SALARY	Leadership Range L20–L24
REPORTING TO	Headteacher

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all.

- Unity Schools Partnership is a family of interdependent schools with a shared ambition to transform lives.
- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all Trust schools, and the Trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are committed to the development of a high-quality, evidence-informed model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The Trust expects its work to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

The vast majority of our schools are now successful and well-performing, judged 'good' by Ofsted. The ambition over the next three years is that schools across the Trust become routinely excellent, characterised by top quartile performance and with the capacity to support additional schools in the area that would benefit from being part of the Trust.

In order to achieve this ambition, the Trust will focus on:

Excellent education – Our plans at secondary and primary aim at top quartile outcomes for pupils, with very high parental and external approval ratings of our special schools.

Excellent staff – Our People Strategy sets out an array of actions to ensure we become the employer of choice for school staff in the region.

Excellent support for schools – at the core of our success is the support provided across the Trust for Heads and staff working in Unity schools, from a range of experts at the centre and in our schools.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

- Share with the Headteacher responsibility for the strategic leadership, effective management and continuous improvement of Felixstowe School.

- Provide coherent strategic leadership of curriculum, teaching and learning, assessment and outcomes, ensuring that these work together to improve pupils' experience, progress and attainment.
- Lead Great Teaching and Purposeful Learning, professional growth and the school's strategic response to national developments in curriculum, assessment, qualifications and accountability.
- Line manage nominated Assistant Headteachers and secure effective delivery across sixth form, stakeholder engagement, timetabling, Apple leadership, reading support and literacy, homework, data, the house system, tutoring, pupil premium, assessment and examinations.
- Through the nominated Assistant Headteachers and Heads of Department, provide strategic oversight and accountability for all curriculum areas.
- Work in close partnership with the Deputy Headteacher – Personal Development, who is responsible for provision outside the classroom, including pastoral care, attendance, safeguarding, behaviour, careers and RSHE, so that academic and pastoral strategies are coherent.
- Deputise for the Headteacher when required and fulfil the professional responsibilities appropriate to the role of Deputy Headteacher.

KEY TASKS & RESPONSIBILITIES

Leadership Structure and Accountability

- Line manage Assistant Headteachers, setting clear objectives, monitoring progress and providing appropriate challenge, support and professional development.
- Provide strategic line management of the nominated Assistant Headteachers, ensuring effective leadership of their allocated portfolios and collective oversight of all curriculum areas through Heads of Department.
- Ensure that, between them, the Assistant Headteachers provide effective line management and challenge to Heads of Department across every curriculum area.
- Maintain strategic oversight of curriculum performance while delegating operational delivery appropriately and retaining accountability for impact.
- Collaborate with the Deputy Headteacher responsible for pastoral care, attendance, safeguarding, behaviour, careers and RSHE, with clear interfaces, shared priorities and coordinated intervention.

Strategic Leadership and School Improvement

- Articulate and model the school's vision, values and strategic direction, maintaining high standards of ethics, professional conduct and public trust.
- Work with the Headteacher and senior leaders to shape, implement and evaluate the School Improvement Plan and self-evaluation.
- Translate strategic priorities into clear delivery plans, milestones, success criteria and lines of accountability.
- Use evidence, research, performance information and stakeholder feedback intelligently to identify strengths, barriers and priorities for improvement.
- Report clearly and accurately to the Headteacher, governing body and Trust and contribute actively to Trust-wide improvement networks.

Curriculum and Timetabling

- Provide strategic leadership for the design, implementation and evaluation of a broad, balanced, ambitious, knowledge-rich and coherent curriculum from Key Stage 3 to post-16.
- Ensure curriculum entitlement is ambitious and accessible for all pupils, including pupils with SEND, disadvantaged pupils, those requiring additional literacy support and the most able.
- Lead strategic curriculum modelling, option pathways and the allocation of curriculum time, advising the Headteacher on staffing and resources.
- Through the designated Assistant Headteacher, provide strategic oversight of the construction and evaluation of the timetable and the Key Stage 4 options process.

- Through designated senior leaders and Heads of Department, evaluate the quality, coherence, implementation and impact of every curriculum area.
- Ensure reading, writing, oracy, numeracy, digital literacy and disciplinary literacy are developed effectively across the curriculum.

Teaching, Learning and Professional Growth

- Provide strategic leadership of Great Teaching and Purposeful Learning, ensuring consistently ambitious, inclusive and effective teaching.
- Establish clear whole-school expectations for teaching, learning and assessment while supporting effective subject-specific practice.
- Lead and coordinate the school's whole-school quality assurance and monitoring cycle, ensuring that evidence from across curriculum, teaching, learning and assessment is triangulated, reported clearly and used to secure timely improvement and sustained impact.
- Ensure quality assurance is developmental as well as accountable, identifies causes of variation and evaluates whether improvement is sustained.
- Lead professional development and Professional Growth so that learning builds expertise, develops leadership capacity and improves classroom practice and pupil outcomes.
- Challenge underperformance sensitively and decisively, ensuring appropriate support, follow-up and accountability.

Assessment, Data, Standards and Examinations

- Through the designated Assistant Headteachers, secure a coherent and proportionate whole-school approach to assessment, data, reporting and examinations.
- Ensure assessment is aligned with the taught curriculum and is valid, reliable, moderated and useful without creating unnecessary workload.
- Ensure leaders interpret and triangulate performance information accurately, identify emerging risks and take timely action.
- Establish clear cycles of standards review and accountability across subjects, classes and pupil groups.
- Maintain particular strategic oversight of Key Stage 4 standards and outcomes and strong foundations from Key Stage 3 onwards.
- Provide strategic oversight of internal and public examinations and lead analysis of outcomes so resulting actions improve curriculum, teaching, assessment and leadership.

Sixth Form, Inclusion and Stakeholder Engagement

- Through the designated Assistant Headteacher, provide strategic oversight of sixth-form curriculum, quality, outcomes, destinations, student experience and sustainable development.
- Ensure disadvantaged pupils, pupils with SEND, pupils with lower prior attainment and other identified groups experience the full ambition of the curriculum and achieve strong outcomes.
- Ensure academic intervention is precise, timely, evaluated for impact and complements rather than compensates for high-quality curriculum and teaching.
- Through the designated Assistant Headteachers, ensure pupil premium, reading support, homework, tutoring and the house system contribute coherently to curriculum access, attainment and belonging.
- Lead productive engagement with pupils, parents, carers, governors, Trust colleagues, employers and external partners on curriculum and educational standards.
- Ensure the school's Apple strategy and wider use of digital systems strengthen teaching, curriculum planning, assessment, reporting and communication.

National Reform and Professional Responsibilities

- Lead the school's strategic response to national developments in curriculum, assessment, qualifications and accountability.
- Assess implications for subject provision, staffing, timetabling, resources, professional development, inclusion, workload and outcomes, and lead phased implementation planning.

- Remain a strong and credible classroom practitioner and maintain an appropriate teaching commitment.
- Deputise for the Headteacher when required and undertake other reasonable duties commensurate with the level of the role.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.



PERSON SPECIFICATION

Criterion	Essential	Desirable
Qualifications and professional development	• Qualified Teacher Status and a relevant degree or equivalent qualification. • Evidence of sustained, relevant professional development in senior leadership, curriculum, teaching, assessment and school improvement. • Up-to-date safeguarding training and secure knowledge of statutory safeguarding responsibilities.	• NPQH, NPQSL or an equivalent postgraduate leadership qualification.
Leadership experience	• Substantial and successful senior leadership experience in a secondary school, with evidence of whole-school impact. • Strategic leadership across curriculum, teaching and learning, assessment and educational outcomes. • Successful leadership of school self-evaluation, improvement planning, implementation and impact evaluation. • Experience of developing senior and middle leaders and holding them to account for impact. • Experience of leading significant educational or organisational change while sustaining staff engagement and effective delivery. • Experience of designing and leading whole-school quality assurance, monitoring and professional development.	• Reporting to governors, trustees or an equivalent strategic body. • Improvement work across a multi-academy trust or partnership of schools. • Post-16 curriculum or outcomes leadership. • Timetabling, curriculum modelling, option pathways or strategic resource planning. • Strategic leadership of examination preparation and outcomes analysis.
Curriculum, teaching and assessment	• A strong and credible classroom practitioner with a record of improving teaching and pupil learning beyond their own classroom. • Expert understanding of curriculum design, sequencing, implementation and evaluation across Key Stages 3 to 5. • Detailed understanding of the Curriculum and Assessment Review and the government's	• Secure knowledge of current and emerging national curriculum, assessment, qualifications and accountability policy.



	response, with the ability to evaluate the implications for curriculum design, subject provision, assessment, qualifications, accountability, inclusion, staffing, timetabling, resources, workload and phased implementation. • Secure understanding of valid, reliable and proportionate formative and summative assessment, standardisation and moderation. • Evidence of improving teaching at scale through professional development, coaching and proportionate quality assurance. • Ability to interpret performance information accurately, identify underlying causes and translate analysis into effective action. • Strong understanding of how to secure curriculum access and strong outcomes for disadvantaged pupils, pupils with SEND, lower-attaining pupils and the most able.	
Leadership skills and abilities	• Ability to translate strategic vision into coherent plans, milestones, accountabilities and measurable impact. • Ability to lead complex change through others, anticipate risks and adapt implementation in response to evidence. • Ability to develop leadership capacity, delegate effectively and challenge underperformance constructively. • Excellent written and oral communication, adapted effectively for pupils, staff, parents, governors, Trust colleagues and external partners. • Ability to prioritise competing demands and deploy people, time and resources responsibly. • Confident use of digital systems for curriculum planning, assessment, reporting and communication.	• Experience of using digital technology strategically to support school improvement.
Professional qualities and values	• Unwavering commitment to safeguarding and promoting the welfare of children and young people.	



Felixstowe
School &
Sixth Form



	• Commitment to equality, inclusion and ambitious outcomes for every pupil. • Integrity, discretion, resilience and emotional steadiness. • Ability to build trusting relationships while maintaining accountability and appropriate professional boundaries. • Commitment to reducing unnecessary workload and designing effective, proportionate and sustainable systems. • Commitment to developing people and building sustainable leadership capacity. • Commitment to Felixstowe School's values and the ethos and ambitions of Unity Schools Partnership.	
Other requirements	• Satisfactory Enhanced DBS and all required safer-recruitment checks. • Ability to travel between sites where required. • Ability to maintain an appropriate teaching commitment.	