

Todmorden High School Application Pack



Role title: Deputy Headteacher: Behaviour & Attitudes

Contract type: Full time, permanent contract

Grade: Leadership Pay Scale L18-L22 £75,675 - £83,464

(in accordance with the School Teacher Pay and Conditions Document).

Start Date: September 2025

We reserve the right to close this vacancy early if we receive sufficient applications for the role.

Disclosure and Barring Service Checks: Appointment to this post is exempt from Rehabilitation of Offenders' Act and subject to the following DBS check – Enhanced with Children Barred List Check.



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Ambition, Respect, Care and Honesty

Deputy Headteacher – Todmorden High School

The Role

This is an exciting opportunity to join the leadership team within our school. Todmorden High School's governors are seeking a talented leader who is ambitious for the pupils and believes in the school's vision 'enabling individuals to unlock their unique potential'. The position arises because the current Deputy Headteacher with pastoral responsibility, Emily Rawlinson, was successfully appointed to Headteacher in the autumn term.

This is an excellent opportunity for a talented leader to build on strong foundations and be part of a leadership team that supports our school on the next stage of its improvement journey.

We are a values driven school, with our core values of ambition, respect, care and honesty underpinning all our conversations, decisions and actions.

You would join the school at an exciting time, the school is about to academise and join Share MAT and we are part of the new schools' building programme starting in April 2025.

We'd love to hear from you if you;

- Share our belief in 'enabling individuals to unlock their unique potential' and the MAT's belief in 'Valuing People, Supporting Personal Best'.
- Enjoy developing teachers, the curriculum and routines that help our children achieve their best.
- Want to join a team of supportive leaders who support each other to achieve the best for pupils of all abilities and backgrounds.
- Have a strong track record as a leader, with the ability to enthuse pupils.
- Have an ability to lead and inspire colleagues.
- Have a successful track record of coaching and supporting colleagues to improve standards.

We value our staff, and we know Share MAT does too. Our staff voice is strong and colleagues like working here. We have a strong CPD programme and there are often chances for staff to progress their careers and develop. This has been enhanced with recent support from Share MAT (who are the Teaching School Hub for Calderdale and Kirklees).

Closing date for applications: Monday 28th April 2025 at 9am.

Interviews to take place on Thursday 8th and Friday 9th May 2025.

You are welcome to make an appointment to come and see the school, the existing Deputy for Behaviour & Attitudes will show you around.

Todmorden High School is committed to the Equalities Act 2010 and also to promoting the welfare and safeguarding of children and young people, by adhering to 'Keeping Children Safe in Education' guidance. All staff and volunteers are regularly trained regarding our expectations in keeping our students safe. An enhanced DBS is required for every post and an online search will be undertaken for all shortlisted candidates.

School Life

Our teaching staff provide an inclusive education to meet the individual needs and abilities of each student. Our curriculum focuses on the development of skills, knowledge and understanding, not only in subjects but in social, moral, spiritual and cultural education and British values. We aim for all our students to unlock their unique potential academically, personally and morally, so they are fully equipped to make the right choices in life. Our curriculum is aspirational, supporting social mobility. We give our students a broad and balanced curriculum that will give them the foundation they need to lead happy and successful lives, underpinned by our core values of **Ambition, Respect, Care and Honesty**.



“The teachers are really good at being supportive and help me in my learning”

Year 7 Student—Student Voice Survey response 2022.



Our Vision

We believe that every child has
unique potential
and at Todmorden High School,
we're here to enable
every child to **unlock it.**

"Todmorden High School is a welcoming and friendly school. Pupils enjoy coming to school because they feel safe and they learn a lot."

Ofsted January 2020, Good



"Pupils and teachers understand the ARCH values of ambition, respect, care and honesty. These values are clear in the lessons and in the pastoral care in the school.

Parents mention these values too. Pupils say that bullying is not common and that, when it happens, teachers deal with it"

Ofsted January 2020, Good

Our Values

Ambition: High expectations for yourself,
the community and the wider world.

Respect: For yourself, the community and the wider world.

Care: Caring for yourself, the community and the wider world.

Honesty: Being true to your unique self,
the community and the wider world.

Behaviour and Standards

Every student is expected to uphold our school values, which are displayed in every classroom. They are a constant reminder to our community of our expectations.



"In lessons, pupils get on with their work and they behave well. Teachers have high expectations of pupils in their lessons and inspectors saw this in their work. The school has thought carefully about what pupils need to learn."
Ofsted January 2020, Good

Our People

Students

“Student voice is strong. Opportunities are regularly given to me and other students for us to voice our opinions and ideas and contribute to school life”



Parents

“My daughter has settled in extremely well at Todmorden High School and the experience for her on the whole so far has been a very positive and confidence –boosting one.”

Staff

“The school offers values-driven education where we all work together within a family ethos with the best interests of students at the heart of all decisions.”



Deputy Headteacher – Todmorden High School

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Grade:	Leadership Pay Scale L18-22 £75,675 - £83,464 (In accordance with the School Teacher Pay and Conditions Document).
Disclosure and barring (DBS) check	Appointment to this post is exempt from Rehabilitation of Offenders' Act and subject to the following DBS check – Enhanced with Children Barred List Check.

Safeguarding requirements

The post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Key aspects of the Deputy Headteacher for Behaviour & Attitudes role to:

- Ensure the values are championed and communicated in a manner that ensures they remain at the core of all behaviour strategies and actions.
- Foster a culture of continuous improvement, underpinned by effective systems and high professional standards, to attain the highest standards of behaviour that allow students to unlock their unique potential.

Legal Requirements

A Deputy Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the Teachers' Standards and be responsible for providing the conditions in which teachers can fulfil them.

The post holder must uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

The post-holder must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside the trust, the Deputy Headteacher must:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As a senior leader in the school community, trust and profession, the post-holder must:

- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

Principle Dimensions of the Role:

- Lead the school's pastoral care and behaviour systems, developing strategies for improving behaviour, attendance, inclusion and safeguarding.
- Help improve pastoral care and behaviour across the trust.
- Manage a team of leaders, including senior leaders responsible for behaviour or inclusion (for example).
- Play a leading role in delivering the trust's aims and objectives, ensuring they are consistent with the trust's overarching aims and objectives.
- Assist with leading and managing a secondary school to a high standard, fulfilling the standards described in the National Standards for Headteachers 2020, the Governance Handbook and the School Teachers' Pay and Conditions document.
- Work with colleagues in other trust schools, to help lead areas of trust-wide development or build partnerships that support the delivery of the trust's objectives.
- Be accountable to the Headteacher for achieving the highest standards of education for pupils in the school.
- Be accountable to an Executive Principal for trust-wide improvement projects, linked to the trust's strategic objectives and annual goals.
- Undertake other reasonable duties commensurate with the role, as directed by the CEO or his/her designate.

Leadership Domains

School & trust culture

Under the guidance of the Headteacher:

- Establish and sustain the school's ethos and strategic direction in accordance with the trust's overall objectives, under the direction of the CEO and in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Support colleagues in establishing a trust-wide culture of high performance for all pupils.

Teaching

Under the guidance of the Headteacher:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.
- Support the development of high-quality teaching across the school.

Curriculum and assessment

Under the guidance of the Headteacher:

- Guide and support school leaders, to help raise standards for all pupils.
- Contribute to the development of a high-quality curriculum across the trust / school, including a strong Personal Development curriculum.
- Help ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Help ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour

Under the guidance of the Headteacher:

- Establish and sustain high expectations of behaviour for all, built upon positive relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the trust's / school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.
- Fulfil the common standards and approaches agreed at trust level.

Additional and special educational needs and disabilities

Under the guidance of the Headteacher:

- Ensure the trust / school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure schools work effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.

- Work in partnership with colleagues from across the trust / school, to deliver the best support available for pupils with the additional needs and special educational needs and disabilities.
- Lead and support SENDCOs and other professionals, to develop best practice across the trust.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development

Under the guidance of the Headteacher:

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-trust or school improvement, teams and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standards for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Contribute to the development of teacher trainees, teachers in the early stages of their career and those progressing into leadership positions.
- Support the aims and activities of the trust's Teaching School Hub, encouraging and supporting staff who wish to participate in professional development activities, such as NPQs.
- Play an active role in trust-wide professional development activities, recognising a collective responsibility for developing staff across the trust.

Organisational management

Under the guidance of the Headteacher:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Help to ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk are in place.
- Comply with all trust-wide systems for managing risk, safeguarding or staff wellbeing.

Continuous school improvement

Under the guidance of the Headteacher:

- Make use of effective and proportional evaluation processes, to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to each school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained trust/school improvement over time.
- Actively support and lead trust-wide school improvement approaches.

Working in partnership

Under the guidance of the Headteacher:

- Forge constructive relationships across the school, the trust and beyond, working in partnership with parents, carers and the local community.
- Commit to working successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and accountability

Under the guidance of the Headteacher:

- Understand and welcome accountability to the trust's board via the Chief Executive Officer.
- Understand and welcome the role of effective local governance, accepting the need for transparency and offering opportunities for governors to challenge practice and strategic direction.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the trust /school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

The post holder may be required to carry out other duties and responsibilities in keeping with the nature of this post as directed by, and agreed with, the Governors and when applicable SHARE MAT. Whilst every effort has been made to outline all of the duties and responsibilities of the post, this document does not specify every item in detail.

Equality of Opportunity

Todmorden High School is committed to equal opportunities in employment and welcomes applications irrespective of gender, race, disability, colour, ethnic origin, nationality, sexual orientation, gender identity, marital status, religion, trade union activity, age, and/or medical condition. Your personal details will be treated in accordance with our Recruitment Privacy Notice, available on our website in the Policies' section.

Data Protection

The Headteacher will have responsibility for overseeing compliance with the General Data Protection Regulation (GDPR), in conjunction with the School's Data Protection Officer.

Privacy Notice

The school adheres to all Privacy laws and regulations. Our Privacy Notice can be found here:
<https://todhigh.co.uk/recruitment>

Person Specification

ESSENTIAL

- Can demonstrate commitment to an educational vision and values which are in line with those of the school and trust.
- Successful experience as a senior leader in a pastoral (behaviour, safeguarding or inclusion) role or a position with similar levels of responsibility and accountability.
- Strong record of school improvement.
- Ability to lead strategically across the domains of safeguarding, attendance, behaviour and SEND including working with external agencies and stakeholders to do so.
- Able to lead strategically and work effectively with trustees or governors.
- Can communicate effectively with different groups, including pupils, parents, staff and governors.
- Possesses a proven record of building positive working relationships in schools, ability to secure the commitment of others to shared vision and values centred on providing the best possible experience for pupils.
- Can demonstrate an ability to secure the highest standards of teaching & learning, behaviour, pastoral care and outcomes for children and young people.
- Able to secure robust systems for managing resources to maximise impact.
- Has a strong understanding of how to keep children safe in education.
- Able to think systematically, to introduce appropriate systems that are well understood by all stakeholders.
- Positive about working within a multi-academy trust, recognising the advantages partnership and willing to compromise approaches to support the wider success of the organisation.
- Willing to travel between school sites if required.
- Willing to work flexible hours to fulfil school or trust business, including evening meetings.

DESIRABLE

- Good understanding of statutory frameworks for schools, specifically the Education Inspection Framework 2024, SEND Code of Practice, Suspension and permanent exclusion guidance, Behaviour in schools and Attendance guidance.
- Knowledge and experience of curriculum planning (intent, implementation and impact).
- Good understanding of statutory frameworks for academies, including financial regulations.
- Able to demonstrate impact of improvement work, e.g. through performance measures or OFSTED judgements.
- Sound working knowledge of legislation that is relevant to schools, e.g. employment law, data protection, equality responsibilities.

How to Apply

Interested candidates are invited to apply through the TES portal.

Application deadline	Monday 28th April 2025 at 9am
Shortlisting	Tuesday 29th April
Interview dates	Thursday 8th and Friday 9th May

We are committed to providing a workforce that better reflects our community. Applications are welcome from all suitably qualified candidates regardless of ethnicity, gender, age or disability. Todmorden High School is committed to safeguarding and promoting the welfare of children and young people, all staff and volunteers are required to share this commitment. Due to the nature of this role, you will need to complete an enhanced DBS and undergo pre-employment screening. Todmorden High School is committed to adhering to Data Protection regulations in regard to how we store your personal information. To view our full recruitment privacy notice please visit our website www.todhigh.co.uk/recruitment.

