



**COLMERS SCHOOL  
& SIXTH FORM COLLEGE**

# DEPUTY HEADTEACHER CURRICULUM AND STANDARDS APPLICANT INFORMATION PACK



**Opening Minds & Opening Doors**

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# LETTER FROM THE HEAD TEACHER

Dear Prospective Candidate,

Thank you for your interest in the position of Deputy Headteacher – Curriculum and Standards at Colmers School and Sixth Form College. We are delighted that you are considering joining our dedicated and ambitious team at this exciting stage in our journey.

This vacancy has arisen due to the retirement of our current Deputy Headteacher, who has been instrumental in driving the school forward and ensuring that we are now in a very strong position. Their leadership has had a significant impact on our students, staff, and wider community, and we are now looking for the right person to build on this success and take us even further.

At Colmers, our core values – Achieving Excellence, Belonging Together, and Challenging Mindsets – underpin everything we do. We believe in nurturing the unique talents and aspirations of every student, ensuring they have the knowledge, skills, and confidence to succeed. We foster a strong sense of belonging, where every member of our community feels valued and supported. By encouraging curiosity and resilience, we empower our students to challenge themselves and embrace future opportunities.

Our curriculum is thoughtfully designed to open minds and open doors, providing students with a broad and ambitious education. Alongside academic success, we are proud of the outstanding extra-curricular and enrichment opportunities we offer, helping to shape well-rounded, confident young people.

As a school, we are deeply committed to promoting equality, diversity, and inclusion. We aim to eliminate discrimination, foster positive relationships, and advance equality of opportunity for all members of our community.

We are looking for an inspirational and driven leader who shares our vision and values. The successful candidate will have a proven track record of raising educational standards and will be passionate about curriculum development and innovation. They will work alongside myself, our Deputy Headteacher for Pastoral, and our Strategic Business Manager to make a real difference to the community that we serve.

This is a fantastic opportunity to make a lasting impact on the lives of our students and the future of our school. We very much look forward to meeting candidates who are ready to take on this challenge with enthusiasm, expertise, and commitment.

Yours sincerely,

**Peter White**

**Headteacher**

**Colmers School and Sixth Form College**



# COLMERS VISION : 2026

Colmers has a reputation as the leading secondary school in South-West Birmingham, a school of first choice locally where the achievements of students, staff and the wider Colmers community bring pride and prosperity to our local area and beyond.

A Colmers education opens the minds of our students and equips each of them with a passport that opens doors to exciting opportunities within and beyond school. We are proud of a curriculum offer that enables all students to enjoy acquiring and using powerful knowledge and gives every student the opportunity to succeed. Our learners develop an enduring love of reading and the ability to articulate their ideas with confidence, both verbally and in writing.

We are known for a cutting-edge approach to diversity, equity and inclusion, bucking the trend on outcomes for disadvantaged students and enabling our young people to develop as individuals, collaborators, leaders and life-long learners.

When parents, carers and young people choose this school, they know they will be coming to a school where:

## **Our students**

- Make great progress regardless of their starting point
- Develop as individuals with a strong sense of personal and collective identity
- Enjoy a balance of Colmers traditions and new opportunities

## **Our staff**

- Flourish and enjoy their role in our Colmers team
- Benefit from investing in their professional development at all stages of their careers
- Feel their hard work, commitment and contribution is supported and valued

## **Our parents and carers**

- Are empowered to support their children's learning at home
- Value the support offered during times of difficulty
- Contribute positively to the improvement journey of the school

## **Our wider partnerships**

- Extend pathways beyond school to give our students an advantage in the world of work
- Enhance the support for individuals with additional and complex needs to eliminate disadvantage
- Strengthen our curriculum through collaboration locally, nationally and internationally

## **Our Governors**

- Provide the oversight, support and challenge needed to support our improvement
- Recognise and celebrate our successes
- Engage constructively to help us navigate challenges



# KEY INFORMATION

<b>Status</b>	Foundation School
<b>Last Ofsted</b>	February 2023
<b>Ofsted Judgement</b>	Requires Improvement
<b>Type of School</b>	Non-selective co-educational 11-18 comprehensive school
<b>Age Range</b>	11 – 18
<b>Number of Students on Roll</b>	1184
<b>Number of Students in Sixth Form</b>	58
<b>% of SEND Students</b>	23%
<b>% of EAL Students</b>	13%
<b>% FSM Students</b>	50%
<b>% of Pupil Premium Students</b>	54%
<b>School Website</b>	<a href="http://www.colmers.school">www.colmers.school</a>
<b>The Oaks Collegiate</b>	Colmers benefits from a rich collaboration with local schools within the Oaks Collegiate



# INFORMATION ABOUT COLMERS

## Background Information

Colmers is an 11-19 co-educational Foundation school with 1184 pupils currently on roll. Ofsted rated the school as Requires Improvement in April 2023: leadership and management, personal development and sixth form were all judged to be good, however we have more to do to secure consistently good impact in terms of the quality of education in our school.

The Headteacher Peter White took up the post in September 2024 with a clear vision of securing and improved Ofsted outcome, improving outcomes for students and growing the Sixth Form.

## Some Important Statistics

Although our intake draws in the main from four local housing estates close to what was the Longbridge (Rover) car works. The diversity of our school population is increasing, from over 80% White British students in 2018 to a current figure of 65.8% White British students. Approximately 50% of our pupils receive free school meals and this figure is rising. 276 are on the Special Needs Register which includes 10 pupils with a Statement of Special Educational Needs or EHCP. 53.9% of pupils are eligible for Pupil Premium and we have 6 pupils who are in care. More recently, the school has admitted higher numbers of students from overseas, particularly at Key Stage 4, which is a valuable addition to the diversity of our school community.

## Buildings & Facilities

The school comprises of three main blocks, East, North & West Buildings. We take a great pride in the external and internal quality of our learning environment, ensuring that our pupils and staff have the best resources and facilities that we can afford. Every classroom has a telephone, staff computer and smartboard. Every Faculty area has its own laptop trolley. There are two gyms, plus a sports hall, playing fields and we have access to an Astroturf.

## Management & Staffing

The school is led by the Headteacher assisted by two Deputy Heads, our School Business Manager and seven Assistant Headteachers.

We currently employ eighty-eight teachers, as well as fifteen teaching assistants and fifty-three associate staff.

## The Colmers Way - Pastoral

Colmers relies on a highly effective pastoral support team, led by the Deputy Head, Pastoral, ably supported by three Assistant Headteachers. Our Inclusion and Intervention teams work closely together, offering a menu of academic and pastoral support and interventions to unlock the talent and potential of students with additional or complex needs.

We operate a traditional Year Team Structure. Each year group is led by a head of Year, supported by a Senior Pastoral Support Worker: they oversee a team of Form Tutors and co-ordinate pastoral support through a staged approach, as set out in our Colmers Way – Pastoral Manual. Form Tutors are the bedrock of the pastoral system, providing a first point of contact for students, parents and carers.

Our team of HTLAs and TAs specialise in supporting individuals and groups and are complemented by specialist staff including a School Counsellor, Family Support and Early Help Lead and a Director of School Outreach & Alternative Provision.

Personal development is a strength across the school: the combined PSHE and pastoral programmes equip students with the knowledge, skills and understanding they need to succeed beyond school, and we proudly achieved the Gold Standard for CEIAG in 2023. Students are supported to build their Colmers Character, centred around our 9 habits of success, both in and beyond the classroom. Staff go above and beyond to deliver a fantastic enrichment programme with a vast range of clubs before and after school. Students also have access to an excellent range of leadership opportunities, such as subject champions, prefects, librarians and Agents for Change.

## Colmers Curriculum

The role of Deputy Head, Curriculum and Standards, is supported by four Assistant Headteachers to lead the school's approach to the development and delivery of our curriculum. Our subject teams were re-organised into faculties in September 2019: English & MFL; Maths ; Humanities; Science; Create; and Perform. The faculty structure has enabled greater collaboration and is designed to empower middle leaders to drive improvement across their faculty teams. Within each faculty, there are several leadership roles supported by TLRs to enable development of the curriculum and its implementation.

At Colmers, our curriculum intent is captured in our mantra: **"Know more. Do more. Be more"**.

## Our curriculum principles capture what is most important to us as we continuously review and developing our curriculum offer:

- We will ensure that students achieve excellence by experiencing a rich curriculum that is broad and balanced for all.
- Students will acquire powerful knowledge and connect their learning over time so that their learning sticks: the better we understand what we learn, the more likely we are to remember it. Knowledge sticks to knowledge; the more we know, the more we can learn.
- Literacy and numeracy lie at the heart of our teaching to improve the life chances of all our students.
- Students will have their minds opened by engaging with the best that has been said and done in a range of subject disciplines.
- Students will have the opportunity to achieve qualifications that open doors to careers and future happiness in the 21st Century.
- They will learn about themselves, their communities and about Birmingham - its rich history and its diverse and innovative present.

As a community of life-long learners, we aim to inspire a love of reading in all aspects of our curriculum. Reading is one of the most significant ways we can impact future success and we aim to provide all our pupils with every possible chance by exposing them to high quality, appropriately challenging and engaging texts.

We are determined to support each young person on an individual journey during which they will develop their aspirations, character and mindset. We have more work to do to further develop our curriculum and its implementation and are excited about the opportunities this gives us to drive deeper, more meaningful learning by our students that will ultimately result in improved outcomes.

## Colmers Sixth Form

Colmers established its Sixth Form in September 2013 with the belief that we could provide our community with A-level provision that was at least as good as other local providers. There was a clear demand for it in our student and parent body.

Students receive 9 hours per fortnight of timetabled lessons for each subject they choose. In addition to this they are expected to complete 10 hours of independent study. We have regular meetings as a teaching team to share good practice and raise standards.

The Sixth Form is led by a Head of Sixth Form and a Deputy Head and form groups are divided into approximately 20 students and assigned a form tutor.

## A-Level Courses at Colmers

We deliver an academic A-level curriculum with the addition of a highly successful BTEC L3 Sport option along with non-A-level enrichment courses that carry accreditation and UCAS points. Students' A-level grades are achieved entirely by coursework and exams carried out in Year 13. We currently offer up to 14 different A-level subjects. We follow the same assessment calendar as the rest of the school, and this includes two sets of mock exams. For September 2025 Colmers has formed two partnerships with Bromsgrove Sporting Football Club and Bromsgrove Bears Basketball Club to work in collaboration with students training with high level coaches and competing in U19 leagues every Wednesday afternoon. This has been highly popular not only with Colmers' students but gaining interest from external students looking to combine sport with their academic studies. To further support and extend our curriculum the BTEC Sport Extended Diploma will be offered to create an all BTEC pathway (Equivalent to 3-A levels).

## University Applications

Colmers Sixth Form is public about its intention to encourage as many students as possible to apply for university, on the basis that this represents the best vehicle for achieving a fulfilling work life in a rapidly changing world. We have successfully maintained destinations of 90%+ of our year 13 cohorts to university, a figure of which we are enormously proud.

## Professional Learning

At Colmers, all staff are supported to develop professionally, both through regular, informal collaboration and through more formal CPD opportunities. Since September 2018 we have been part of a local network of schools, The Oaks Collegiate, which affords significant opportunities for collaboration between staff at all levels. In addition, we invest time for all staff, associate and teaching, to identify and work on areas they wish to improve, linked to our performance appraisal cycle. This includes specific focus on programmes for Early Career Teachers, as well as bespoke leadership development for senior, middle and aspiring leaders.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit ..."

– Dylan Williams, Institute of Education,  
University of London.

# COLMERS: THE CHALLENGES & OPPORTUNITIES!

We all know that Senior Leadership is both hugely challenging and highly rewarding – and it will be at Colmers. To help you understand the challenges and opportunities, and assess your appetite for the role, we would ask you to consider the following questions:

## **Can you lead the school to improve the quality of education and outcomes for our students?**

- First and foremost, we need a new Deputy Headteacher who can work with the leadership team and strategic vision to secure an improved Ofsted outcome. This is essential for the school's reputation within the community but importantly to help build students confidence in themselves and raise aspirations further.
- There is a fine balance of bringing everyone on the journey while increasing accountability and improvements, we are looking for a person who has the skillset to do both.
- This is a great opportunity to make your mark by ensuring that there is consistency of good practice across the school and that the hard work undertaken day in day out translates into better outcomes for our young people.

## **Are you committed to changing the life chances of students in an area of significant deprivation?**

- More children and families than ever are finding times hard, safeguarding challenges are significant and the level of need among our community is exceeding levels we have previously experienced. However, Colmers is proud to be the support for families that need us and the solution to social mobility.
- Attendance remains challenging but we are beginning to make in-roads and buck the trend despite having our share of the increased number of school-refusers.
- Whilst we are taking most of our children and families on our improvement journey, we need to take all with us and ensure everyone works towards our vision for the school.
- School days at Colmers can be tough while being incredibly rewarding trauma-informed practice is helping us. Unerring belief in the potential of every child and endless patience are essential!
- Colmers is blessed with an incredible wealth of pastoral and safeguarding expertise; but meeting the level of need within existing and future resources is not going to be easy. We are challenging ourselves to successfully raise standards and improve outcomes while meeting the needs of the most disadvantaged students.

## **Can you get better results at KS4 ?**

- We know our outcomes are not good enough. The curriculum has been radically improved, and we are seeing improvements in behaviour across the school but there is a way to go.
- While there is no lack of commitment, some areas need close attention to ensure they improve consistently in line with the whole school. We are blessed with highly skilled teachers and leaders, resulting in outcomes for 2025 predicting improvements at Grade 4 and above in nearly all subjects and up to 10% improvement at Grade 5 and above for some subjects, but National Average is our goal.
- Internal and external expertise tells us we are doing all the right things, but how will you ensure it makes the difference we are looking for?



### **Do you have a passion for inclusion?**

- The SEND system in Birmingham is particularly challenging. We have increased levels of undiagnosed SEND because of the backlog in assessment. We need to continue to embed strategies for all students, that helps build confidence in the classroom.
- Colmers' specialist inclusion expertise is a strength. It remains a challenge to manage the increasing range of SEND needs, especially in the absence of funding for sufficient additional adult support.

### **Are you flexible enough to build on what is already under way, while challenging things that are not working well enough?**

- The last 5 years have been about building a very clear vision, based around the Colmers values. Momentum in delivering The Colmers Way is positive and proving to be successful. The role will require the new Deputy Headteacher to quickly learn and understand and lead our model of improvement.
- Colmers is a fascinating mix of long-standing and more recent staff. This job requires someone with the insight and people-management skills to bring out the best in a very diverse team.
- Getting the balance right with the next stage of the improvement plan will be key to securing the Good Ofsted grade that is in sight. Leadership of change is very nuanced in the current climate and will require skilful navigation.

### **Do you have the strategic expertise to consider options for the future status of the school and bring stakeholders with you on that journey?**

- Colmers is a standalone Foundation school. This has some benefits but also carries a level of isolation. As part of the Oaks Collegiate, we benefit from networking with local schools who are very open to working in collaboration with others to share best practice.

# COLMERS SCHOOL & SIXTH FORM COLLEGE JOB DESCRIPTION

**Salary Scale:** Leadership (L22 – L27)

**Date:** Starting 1st September 2025

## 1. JOB TITLE

Deputy Headteacher Curriculum and Standards

## 2. LINE MANAGEMENT

**RESPONSIBILITY TO:** Headteacher

**RESPONSIBILITY FOR:** Assistant Headteachers, Heads of Faculty

## 3. JOB PURPOSE

- I. Required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a deputy headteacher under the reasonable direction of the Headteacher of the school. To be accountable for teaching staff, non-teaching staff and pupils associated with duties and responsibilities.
- II. To assist the Headteacher in the leadership and management of the school, to achieve the outcomes required by Government regulations and the School Improvement Plan adopted by the Governing Body. In particular:
  - To work with the Headteacher and senior colleagues to formulate a vision for the school and jointly translate into a School Improvement Plan.
  - To work with the Headteacher and senior colleagues to lead a strong Colmers culture of Achieving Excellence through Belonging Together and Challenging Mindsets.
  - To lead, manage and develop your areas of responsibility and make a positive impact on the quality of education that our learners receive, with an emphasis on raising the bar and closing the gap for our most disadvantaged learners.
  - To set the direction and oversee performance in a broad area of the school's delivery and improvement plan, line managing Assistant Headteachers and senior middle leaders effectively to secure a coherent and consistent approach across the senior leadership team.
  - To ensure robust line management and accountability is in place across your broad areas of responsibility, harnessing the talent of individuals and at the same time, tackling poor performance rapidly and effectively.
  - To promote teamwork and to motivate staff to ensure effective working relations by securing the overall welfare and good discipline of staff.
  - To keep abreast of new initiatives in education both at local and national level and ensure that this information is shared and acted upon appropriately across the school.
  - To deputise for the Headteacher as required, for the smooth operation of the school.
  - To share responsibility for the running of the school on a daily basis, including safeguarding, attendance, behaviour, the learning environment, management of risk and the timetable.

- To play a lead role in conjunction with the Headteacher in the overall strategic direction of the school through development of the school's vision, translating strategic aims and objectives into action, and managing staff and resources to achieve sustained improvements.
- Contribute to the safeguarding the welfare of all pupils through the implementation and robust monitoring of safeguarding and child protection procedures, compliant with legal and statutory requirements.

## 4. SPECIFIC RESPONSIBILITIES

**The specific responsibilities attached to Deputy Headteacher Posts will be negotiated within the team on an annual basis, with specific key performance indicators that underpin clear expectations of the post-holder.**

### Teaching & Learning

- To lead on whole school curriculum development and provision and to collaborate with school leaders and teams to ensure its effective planning, development and implementation, to meet the needs of all pupils.
- To manage the options process at each transition point (KS4 and KS5).
- Actively promote equality of opportunity by working as part of a school leadership team in ensuring the school's curriculum provides the best possible education for all pupil groups.
- To line manage a faculty/pastoral area and an operational area of the school.
- Responsibility for oversight of data analysis and target setting at all key stages.
- Plan and lead school assemblies.
- Deliver effective high, quality teaching.
- Lead and coach others to raise standards.

### Leadership & Management

- To co-ordinate the vision for your areas of responsibility within a single school improvement plan, ensuring that the vision is well understood and owned across the school team.
- Support the Headteacher in the recruitment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Line management of assigned Teaching and Support Staff.
- Develop positive working relationships with and between all staff and provide and sustain motivation; through modelling good practice and giving clear leadership direction.
- Contribute to the provision of high-quality professional development for all staff through the performance management cycle, including the delivery of training, planning and delivery of CPD sessions and leading of meetings.
- Consider the needs and expectations of other members of staff, and in particular ensure that new appointees, trainees and ECTs are appropriately inducted, monitored, supported and assessed in relation to the relevant standards and procedures.
- Actively share/demonstrate outstanding teaching approaches to develop staff.
- To lead a one team approach to the strategic development and implementation of your areas of responsibility, reflected in the school improvement plan, faculty/team improvement plans and individual performance development targets, so that all staff are positively engaged and understand their respective roles.
- To develop your team of engaged and high-performing senior and middle leaders, ensuring individuals are supported and challenged to continuously improve performance.

- To ensure the effective deployment of resources, including staff, for the delivery of your plans, monitored and quality assured to build on best practise and identify opportunities for improvement.
- To cultivate partnerships and collaboration, including with other schools, in the delivery and improvement of our improvement plan.
- To lead a culture in which best practice and evidence-based research is regularly shared and drives improvement.
- To develop the effective use of data and reporting to evaluate and improve performance across your broad of responsibility, ensuring this is embedded at the right levels.
- To ensure high levels of accountability are maintained across your broad area of responsibility.
- To ensure that opportunities are in place for students to contribute across your areas of responsibility and that you are well informed about their experiences through appropriate use of student voice.
- To ensure that professional development for staff is tailored to meet individual needs, harnessing the talent and potential of staff to contribute to improvement.
- To act as an additional DDSL.

### **Monitoring and Evaluation**

- To lead quality assurance systems and procedures, evaluating the impact of delivery across your areas of responsibility and using this to inform next steps in our school improvement planning.
- To work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to your areas of responsibility.
- To oversee efficient record keeping and administration across your broad areas of responsibility, including:
  - Robust record keeping.
  - Well-designed and efficient data collection and collation.
  - Visible performance measures.
  - High quality and efficient communication to staff, student, parents and governors.
  - To provide regular reports to Senior Leaders and Governors on how performance in your areas of responsibility is impacting on the quality of our education provision, including.
  - KPI reporting to SLT.
  - Self-evaluation reports to contribute to the school SEF.
  - Performance reporting to staff, parents and Governors.

## **5. CONDITIONS OF EMPLOYMENT**

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

Employees will be expected to comply with any reasonable request from a manager to undertake work from a similar level which is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment for visitors and telephone callers.

A teacher on the Leadership pay scale shall meet the performance threshold standards as specified in the School Teachers' Pay and Conditions Document.

The duties required of a teacher under this job description shall be such as require the exercise of a teacher's professional skills and judgement.

## 6. REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder.

## 7. SAFEGUARDING

The jobholder is expected to observe their obligations in accordance with the School's Child Protection Policy and the document 'Keeping children safe in education: Information for all school staff', and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. Copies of the above procedure and information can be obtained from the jobholder's line manager.

## 8. PHYSICAL AND INFORMATION RESOURCES

To be cautious and conscientious about the sharing of data protection of staff and students, keep ICT and site access well-protected from improper use.

## 9. REHABILITATION OF OFFENDERS ACT 1974

This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bind over orders and warnings being considered.

If during the course of their employment the jobholder is arrested, or summonsed for an offence or receives a conviction, a bind over order or a warning given by a police force, they are required to inform the Headteacher of this fact immediately.

Such information will be treated in confidence, so far as this is consistent with the safety of children and compliance with statutory child protection procedures. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

## 10. HEALTH AND SAFETY

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the School's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

## 11. CONFIDENTIALITY AND DATA PROTECTION

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the School's Data Protection Policy. Nothing shall prevent you from disclosing information which you are entitled to disclose under the Public Interest Disclosure Act 1998, provided the disclosure is made in accordance with the provisions of that Act.

## 12. EQUALITY AND DIVERSITY

Colmers School & Sixth Form College is committed to equality and values diversity. As such the School is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. The Duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

## 13. TRAINING AND DEVELOPMENT

Colmers School & Sixth Form College has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

## 14. MOBILITY

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the school they may be required, in accordance with legitimate operational requirements and / or facilitating the avoidance of staffing reductions.



# PERSON SPECIFICATION: DEPUTY HEADTEACHER

Last Updated: March 2025

Key Criteria	Essential	Desirable	Evidenced
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• 2:1 or above Degree</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Post-graduate qualification, e.g. master's degree</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications check/references</li> <li>• Application</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A track record as an outstanding classroom practitioner with excellent behaviour management skills</li> <li>• Successful senior leadership and management experience within a secondary school at least at Assistant Headteacher level or equivalent</li> <li>• Demonstrable track record of improving student outcomes in the last three years</li> <li>• Experience of developing, implementing and improving school policies and practices</li> <li>• Experience of effective coaching, mentoring and working alongside colleagues</li> <li>• Experience in child protection and safeguarding procedures</li> <li>• Demonstrable evidence of contribution to the wider school and its community.</li> <li>• Successful management of a demanding workload and associated prioritisation of work.</li> <li>• Demonstrable experience of line managing staff and holding staff to account for performance</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience at Deputy Head level</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview process</li> <li>• References</li> </ul>

Key Criteria	Essential	Desirable	Evidenced
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• The ability to inspire, develop and motivate staff and students</li> <li>• The ability to share high expectations underpinned by the belief in the potential of all students to succeed and achieve regardless of starting point or circumstance</li> <li>• The ability to communicate effectively in both written and verbal mediums</li> <li>• The ability to develop and deliver a coherent, inclusive and high-quality curriculum</li> <li>• An understanding of what constitutes outstanding practice and the ability to enthuse others on a journey of continuous improvement</li> <li>• The ability to use data to monitor student progress, inform planning and secure buy-in</li> <li>• An understanding of effective quality assurance and the ability to use it to secure improvement</li> <li>• The ability to put in place effective intervention for underachieving students</li> <li>• Excellent organisational skills</li> <li>• An understanding of the qualities of an effective improvement plan</li> <li>• The ability to develop high performing teams</li> <li>• An understanding of current developments in education and how these can be translated into a specific context</li> <li>• The ability to work sensitively and effectively with colleagues to help them improve their everyday classroom practice.</li> <li>• Highly detailed knowledge of the national curriculum, exam specifications, and Ofsted frameworks</li> <li>• Track record of delivering and sustaining effective curriculum provision (to include enrichment) to support student achievement.</li> <li>• Strong knowledge of the CEIAG curriculum to include Gatsby benchmarks and the link to curriculum provision impact</li> <li>• Evidence of leadership involvement in implementing whole-school strategies with success and impact</li> <li>• Excellent current knowledge and understanding of research-led teaching and learning approaches designed to accelerate student engagement and progress.</li> <li>• Knowledge and understanding of the use of data and key performance indicators in assessing the effectiveness of educational provision</li> <li>• Understanding of equality, diversity and inclusion demonstrated by application in practice</li> <li>• Experience of thinking and planning strategically for the future</li> <li>• An understanding of how to engage parents and carers effectively to support students</li> </ul>		<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview process</li> <li>• References</li> </ul>

Key Criteria	Essential	Desirable	Evidenced
<b>Personal and professional development</b>	<ul style="list-style-type: none"> <li>• High levels of drive, energy and integrity</li> <li>• The ability to lead and contribute to the work of the Senior Leadership Team</li> <li>• Vision, energy and a commitment to excellence</li> <li>• A commitment to inclusion</li> <li>• Evidence of willingness/involvement in relevant professional development</li> <li>• The ability to identify own training and development needs and participate in activities to address them</li> <li>• The ability and willingness to support the professional development of colleagues</li> <li>• The ability to form good working relationships with colleagues and pupils</li> <li>• The ability to prioritise and meet deadlines</li> <li>• Confidence in leadership roles</li> <li>• A commitment to continued professional development</li> <li>• A desire and commitment to contribute to the wider school and its community</li> <li>• A clear philosophy on education</li> <li>• A commitment to protecting the welfare of young people</li> <li>• A willingness to participate in and help organise trips and other enrichment activities</li> </ul>		<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview process</li> </ul>
<b>Other Information</b>	<ul style="list-style-type: none"> <li>• Passionate about tackling underachievement</li> <li>• Commitment to inclusive education</li> <li>• Commitment to high standards for all</li> <li>• Commitment to equality of opportunity and child protection</li> </ul>		<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview process</li> <li>• References</li> </ul>

# HOW TO APPLY

## School Visits

You are welcome to join an informal visit to Colmers. This will give you an opportunity to find out more about the context of the school and the challenges ahead.

Please book on to one of the visits by contacting Emma Powell, Human Resources Administrator, on [recruitment@colmers.school](mailto:recruitment@colmers.school) or 0121 453 1778.

### Visits will take place at the following times:

Friday 28th March	9.00 a.m. to 10.30 a.m.
Tuesday 1st April	9.00 a.m. to 10.30 a.m.
Tuesday 1st April	4.30 p.m. to 6.00 p.m.
Friday 4th April	9.00 a.m. to 10.00 a.m.

## How to Apply

Please note that your application will be photocopied for distribution to the Selection Panel, which will include members of the Governing Body. Clarity is, therefore, of the essence.

### The application process requires you to complete the following two tasks:

1. Complete the application form, ensuring that all boxes are completed.
2. With reference to the person specification, write an accompanying letter addressed to the Headteacher. Your letter should demonstrate where, how and why you consider you meet the person specification criteria. You should draw on relevant evidence of how your recent experience has prepared you to be Deputy Headteacher responsible for Curriculum and Standards at Colmers School and Sixth Form College.

Your letter should be typed in Arial 12 point and be no more than 2 sides of A4 in length. It should not repeat information included on the application form. Please also note, you are not expected to respond to every aspect mentioned in the person specification.

By completing the application process as requested, you will assist the Selection Panel in shortlisting, so they can clearly determine whether you meet their requirements. Governors are absolutely committed to ensuring this recruitment process is fair and transparent. Please note CVs and other forms are not acceptable.

We are committed to diversity, equity and inclusion and are keen to ensure our leadership team reflects the diversity of our school and local population: candidates from Black, Asian and Minoritised Ethnic backgrounds are encouraged to apply.

Colmers School and Sixth Form College is totally committed to safeguarding children. All shortlisted candidates will have online searches completed prior to interview and the successful candidates will undergo an enhanced DBS check and prudent checks will be made of references and employment history.

**Your completed Application Form and letter should be returned to Mrs E Powell, Human Resources Administrator, via the email address [recruitment@colmers.school](mailto:recruitment@colmers.school) no later than Monday 7th April at midday.** All applications will be acknowledged on receipt.

**Interviews will take place on Wednesday 30th April and Thursday 1st May, 2025.**