

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title: Deputy Headteacher

Location: New Regent's College

Grade/Salary: Leadership Scale L16–L20

Hours: Full-time

Responsible to: Headteacher

Purpose of the Role:

The Deputy Headteacher will work closely with the Headteacher and leadership team to ensure outstanding educational provision for all students, many of whom will have experienced exclusion, trauma, or disadvantage.

They will lead on key areas such as curriculum development and assessment.

Please note the exact responsibilities within this role will be finalised based on the skills, experience, and interests of the successful candidate, in alignment with the needs of the school.

Key Responsibilities:

Strategic Leadership

- Support the Headteacher in setting the vision, ethos, and strategic direction of the PRU.
- Contribute to the development and implementation of the school improvement plan, with a focus on curriculum and assessment.
- Act as a positive role model, promoting the highest standards of professional conduct, teaching, learning, and leadership.

Curriculum and Teaching & Learning

- Lead the strategic development and implementation of a broad, balanced, and inclusive curriculum that meets the needs of all learners.
- Lead on the development of an inclusive curriculum that recognises the diversity of the student body and fosters cultural literacy.
- Ensure curriculum planning supports high-quality teaching, progression, and improved outcomes across all key stages.
- Monitor, evaluate, and review the impact of the curriculum on pupil achievement and well-being.
- Oversee the development and maintenance of the whole school timetable, ensuring efficient deployment of staff and curriculum coverage.
- Ensure the curriculum is compliant with national requirements and reflects the values and priorities of the school (e.g. diversity, SMSC, careers education).
- Support middle leaders and subject coordinators in developing coherent and well-sequenced schemes of work.
- Promote innovation in curriculum design, including alternative qualifications, vocational pathways, and enrichment opportunities.



- Lead on curriculum adaptations for pupils with SEND, EAL, or those at risk of underachievement.
- Analyse internal and external data to inform curriculum planning and identify areas for intervention.
- Report to the Headteacher, governors, and other stakeholders on curriculum effectiveness and impact.
- Lead on the development and implementation of effective whole-school assessment and feedback policies.

Assessment

- Lead on the development and implementation of effective whole-school assessment and feedback policies.
- Ensure assessment practices are consistent, purposeful, and used to inform teaching and learning across all subjects.
- Oversee the collection, analysis, and reporting of assessment data to track pupil progress and identify underachievement.
- Support middle leaders in using assessment data to drive curriculum planning, intervention, and quality assurance.
- Ensure robust systems are in place for internal and external assessments, including mocks and statutory tests.
- Coordinate and quality assure reporting to parents, governors, and external bodies on pupil performance and progress.

Careers, Work-Related Learning, Gatsby Benchmarks & Progression

- Lead and strategically develop the school's careers education, information, advice and guidance (CEIAG) provision in line with statutory requirements and the Gatsby Benchmarks.
- Ensure all students have access to high-quality, impartial careers advice and meaningful employer encounters throughout their time at school.
- Embed work-related learning and enterprise education across the curriculum, linking learning to real-world contexts and career pathways.
- Oversee the implementation and tracking of the Gatsby Benchmarks, using tools such as the Compass+ evaluation framework.
- Build and maintain strong partnerships with local employers, further education providers, apprenticeship programmes, and training organisations.
- Liaise with external careers providers and ensure the school meets the requirements of the Baker Clause.
- Provide reports to senior leaders and governors on the impact of careers and progression initiatives.

Organisation / Operational Leadership

- Support the Headteacher in the day-to-day running of the school, ensuring smooth and effective operations across all key areas.



- Take a lead role in daily staff briefing, cover arrangements, and school routines to ensure continuity and consistency.
- Lead on facilities management (FM), including oversight of cleaning, catering, security, maintenance, and site health and safety compliance.
- Ensure all school policies related to premises and operations are up to date and compliant with health and safety legislation.
- Contribute to the strategic planning of resources and premises to support curriculum and pastoral priorities.
- Deputise for the Headteacher as required, including leading meetings, and external representations.

Person Specification – Deputy Headteacher

Criteria	Essential	Desirable
Qualifications & Training		
Qualified Teacher Status (QTS)	x	
Degree or equivalent qualification	x	
Evidence of recent and relevant professional development in leadership or curriculum	x	
NPQH or similar leadership qualification		x
DSL or safeguarding leadership training		x
Experience		
Successful leadership experience at senior or middle leadership level	x	
Proven experience of leading whole-school curriculum development and/or assessment strategy	x	
Experience working with students who have experienced exclusion, trauma, or disadvantage	x	
Experience of working in or alongside a PRU, AP, or similar inclusive setting		x
Experience of leading staff and managing change	x	
Experience of using data to drive improvement and raise achievement	x	
Experience of managing operational aspects of school life (e.g. facilities, timetabling, contracts)		x
Experience of leading on CEIAG and implementing Gatsby Benchmarks		x
Knowledge and Understanding		
Strong knowledge of national curriculum requirements and assessment systems	x	
Understanding of curriculum innovation, inclusive practice, and trauma-informed approaches	x	
Knowledge of safeguarding, SEND, and statutory guidance related to vulnerable learners	x	
Awareness of key issues affecting young people at risk of exclusion	x	
Understanding of careers education frameworks (e.g. Gatsby Benchmarks)		x
Knowledge of school operations and compliance (health & safety, contracts, timetabling)		x
Skills and Abilities		
Ability to lead and inspire staff and students with clarity, compassion, and high expectations	x	
Strong strategic planning, problem-solving, and organisational skills	x	



Excellent communication, interpersonal, and partnership-building skills	x	
Ability to analyse data, draw insights, and lead informed decision-making	x	
Competence in managing competing priorities in a complex school setting	x	
Confident in representing the school with a range of stakeholders	x	
Personal Attributes		
Committed to inclusion, equity, and improving life chances for vulnerable learners	x	
Resilient, reflective, and solution-focused	x	
Able to work flexibly and collaboratively within a dynamic leadership team	x	
A calm and consistent presence with a passion for making a difference	x	