

Deputy Headteacher



We are Humber Education Trust.



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Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination

to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

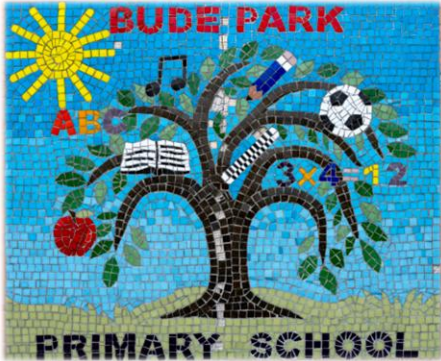
*(based on KS2 outcomes and Trusts with more than 10 schools)



Rachel Wilkes OBE
Chief Executive Officer



We are **Humber Education Trust**.



Bude Park Primary School is a small school in the north of Hull with places for 306 pupils ages 3-11.

We are an Ofsted rated 'Good' school and pride ourselves on providing a safe, caring environment where every child is given the confidence to achieve their full potential.

We strive to create a happy, welcoming, caring and safe environment where expectations are high and where learners are encouraged, challenged and supported to be the best they can be.

Bude Park respects the individual needs of our children. We foster a caring and creative environment, emphasising the social, emotional, physical and intellectual development of each child.

We are committed to giving all of our children every opportunity to achieve the highest of standards.



DEPUTY HEADTEACHER

Salary Range:	Leadership Scale L8 – L12 (£61,534 - £67,897)
Hours of work:	Full-time
Contract:	Permanent
Start date:	1 September 2026
Responsible to:	Headteacher

Following the transition of our Executive Headteacher to the Central Team and the appointment of a new Headteacher, Bude Park Primary School is delighted to invite applications for a committed and ambitious Deputy Headteacher. This presents an excellent opportunity for an individual with a strong track record of leading school improvement to join our newly established leadership team and play a key role in shaping the school's future direction.

In particular, you should have:

- A belief that all children are capable of great things and that learning should be fun
- A relentless focus on improving the quality of teaching and improving outcomes for children
- An ability to teach across the age ranges with outstanding classroom practice.
- A track record of, and commitment to, closing the gap between the most disadvantaged pupils and others
- An unwavering commitment to inclusion and securing provision which meets the needs of the most vulnerable pupils
- A desire that everyone has the opportunity to reach their full potential and aspire to achieve excellence in everything
- Developed robust and accurate systems of self-evaluation which have led to improved outcomes
- Offered high levels of support and challenge to staff which have led to improved teaching and outcomes for pupils
- Developed a curriculum which inspires children to learn and engages them in all aspects of school life
- An ability to value everyone who works in the school and be able to work as a team
- To recognise and strongly value the partnership between home, school and community
- A firm commitment to school improvement through a collaborative approach, including working with other schools in Humber Education Trust

If you are innovative, creative, forward thinking, and have a passion for working with staff and communities



to ensure children with additional needs get the education they deserve, this is your opportunity to make a real difference.

Visits to the school are welcomed, encouraged and can be arranged via the school office on Tel: 01482 825316. Further information about the school can be found on our school website <https://budeparkprimary.org.uk/>

Further information about our Trust is available from our website <https://www.humbereducationtrust.co.uk/>

All applicants will be expected to teach in their own school as part of the interview process.

HOW TO APPLY:

Please visit our Eteach career page to complete an application <https://www.eteach.com/schools/humber-education-trust-52382/>

Candidates are advised to refer to the job description and person specification before making an application.

Closing date for completed applications:

8am, Monday 15 June 2026

Interview date: w/c 22 June 2026

You will be interviewed by Trust and school leaders and local governors from the school.

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks. Shortlisted candidates will be

subject to an online search and required to complete a self-declaration of their criminal record.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Keeping Children Safe in Education, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach.

Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

If you believe you are the right person for our role then we would love to hear from you.



Daniel Mackinder
Headteacher Designate
Bude Park Primary School

Job Title: Deputy Headteacher
Location: Bude Park Primary School
Salary range: Leadership Spine 8 - 12
Responsible to: Headteacher, Bude Park Primary School

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Council's Equal Opportunities in Employment Policy.

PURPOSE: To provide professional leadership and management of the school that will provide a secure foundation from which to achieve high standards in all areas of school work in line with the School Teachers' Pay and Conditions Document and the Teachers' Standards.

To achieve success, the Deputy Headteacher will support the Headteacher to:

- Provide vision, leadership and direction to staff, pupils and other stakeholders
- Effectively manage learning and teaching; implementing appropriate and agreed changes
- Ensure the best outcomes for pupils both in terms of attainment and progress
- Promote excellence, equality and high expectations for all
- Deploy all resources, including staff and finance, to achieve the school's aims and provide regular reports to the governors on the performance of the school
- Evaluate school performance and identify priorities for continuous improvement
- Secure effective day to day management, organisation and administration
- Maintain very strong relationships with the community and all stakeholders
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils
- Sustain and develop further a professional community that enables others to achieve, sharing best practice and managing performance and professional development effectively

ETHICS AND PROFESSIONAL CONDUCT:

As senior leaders in the Trust, Deputy Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They should always uphold and demonstrate The Principles of Public Life (The Nolan Principles).

Deputy Headteachers are responsible for upholding public trust in the teaching profession and should maintain high standards of ethics and behavior. As a leader in the Trust and the profession, Deputy Headteachers should serve in the best interests of the Trust's pupils, conducting themselves in a manner compatible with their influential position in society. The first line of accountability is to the CEO.

The duties and responsibilities of a Deputy Headteacher are also governed by the School Teachers' Pay and Conditions Document and Guidance on School Teachers' Pay and Conditions which include specifically the following principal accountabilities: -

PRINCIPAL ACCOUNTABILITIES:

1. **Creating the future / Responsibility for Customers & Clients:**
 - Work with the Headteacher to build on the school's vision ensuring it is fully embraced, clearly articulated, and acted upon effectively by all.
 - Embody the vision and values of the school.

- Motivate and work with others to create a shared culture and positive climate.
- Support the Headteacher to ensure that strategic planning takes account and responds to the diversity, values wider local and national agendas and experience of the school community at large.
- Ensure that the needs of every child is considered and met and that no child is left behind.

2. **Leading Learning and Teaching**

- Secure delivery of the highest possible standards of teaching and learning throughout the school
- Play a key role in developing a culture and ethos of challenge, high expectations and support where all pupils can achieve success and become engaged in their own learning.
- Develop and maintain a focus on achievement, maximising the potential and academic performance of pupils against national and individual targets and aspirations.
- Maintain effective assessment, recording and reporting systems of pupil progress and ensure these are used to challenge underperformance and drive improvement
- Build effective partnerships between school and parents to support learning
- Contribute to the implementation of strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement the curriculum.
- Monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement.
- Embed data and benchmarking systems to monitor progress in every child's learning, raise standards and ensure a continuous and consistent school-wide focus on pupils' achievements which engages the support of parents/carers and the assistance of other stakeholders
- Be responsible for the co-ordination and development of a significant area of learning and teaching throughout the school.
- Will be required to teach, according to the requirements of the school.
- Be outward facing, taking a strategic role in the development of new technologies to enhance and extend the learning experience of pupils and the pedagogical skills of all staff
- Monitor and evaluate the quality of teaching and standards of learning and achievement of pupils across the school and implement and promote strategies to raise standards
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs
- Ensure that the educational provision and achievement for vulnerable pupils are maximised through an appropriate mix of quality first teaching and other support and provision
- Build a collaborative learning culture and, with other schools and agencies, continue to build effective learning communities to promote excellence in teaching and learning

3. **Developing self and working with others**

- Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture.
- lead, motivate and inspire all staff to build and maintain their trust and commitment and generate effective working relationships at all levels
- Share strategic leadership, build strong teams and work co-operatively within and outside the school to achieve school goals and objectives.
- Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge and celebrate the responsibilities and achievements of individuals and teams.

- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory by challenging and addressing underperformance.
- Regularly review own practice, set personal targets and take responsibility for personal development.
- Manage own workload and that of others within the school to ensure a work/life balance.
- Be a team leader responsible for conducting and monitoring performance management.

4. **Managing the Organisation**

- Contribute to the development, implementation and assessment of school policies
- Support in the recruitment and deployment of staff appropriately and manage their workload to achieve the vision and goals of the school
- Implement successful performance management processes with all staff
- Assist in the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations
- Use and integrate a range of technologies effectively and efficiently to assist in the management of the school
- Be a member of and support other members of the Senior Leadership team
- Contribute to the management of continuous development for all staff
- Assist the Headteacher in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Headteacher to provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement
- Work with the Headteacher, Business Manager and governors to ensure funding is allocated appropriately to support the curriculum and that spending is monitored and managed effectively to secure value for money and to comply with statutory requirements
- Plan, manage and monitor the curriculum and all policies, procedures and initiatives within the agreed budgets, setting priorities for expenditure, allocating funds/resources and securing effective administration and control.
- Hold all staff to account for their professional conduct and practice
- Have a strategic overview of Child Protection

5. **Strengthening Community Involvement**

- Help the Headteacher to build a school culture and curriculum which takes account of the richness and diversity of the school's community.
- Ensure learning experiences for students are linked into and integrated with the wider community which celebrates cultural diversity.
- Further develop community-based learning experiences.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

6. **Inclusion, Equity and Entitlement**

- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.

7. To promote and safeguard the welfare of children and young persons in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 (section 175)

GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the school.
4. To promote the School's Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the School's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.
6. Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

CONTEXT:

The school and LA have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual student needs and aspirations.

The school's contribution to pupils and community development will be pivotal in achieving LA and Council's ambitious objectives in increasing Social Inclusion within the City.

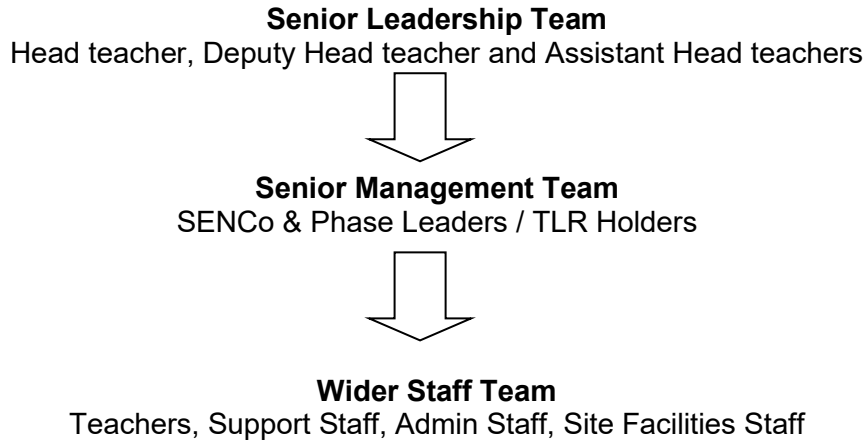
DIMENSIONS:

1. **Responsibility for Staff:**
 - To provide leadership and support for colleagues (teachers and teaching assistants) with regard to teaching and learning and the curriculum.
 - To support in the implementation of the school's performance management policy, to secure school improvement and individual professional development.
 - To participate in recruitment and selection, as agreed with the Headteacher.
2. **Responsibility for Customers/Clients:**
 - The job impacts on all pupils, parents and the community, in relation to all of the principal accountabilities.
 - To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
3. **Responsibility for Budgets:**
 - To assist the Headteacher and governors in annual budget planning and monitoring.

4. Responsibility for Physical Resources:

- To advise on the school's resource needs and help to co-ordinate these resources

ORGANISATION CHART:



	Not applicable	Low	Moderate	High	Very High	Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		✓				
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓				
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			✓			

PERSON SPECIFICATION

The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Key: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
1.	Qualifications:			
	Qualified to degree level	✓		AF/CQ
	Holds QTS (or equivalent)	✓		AF/CQ
	Further relevant professional development		✓	AF/I/CQ
2.	Relevant Experience:			
	Successful experience as a Deputy Head, Assistant Head or as a member of the senior leadership team in a special school	✓		AF/I
	Successful leadership of a core subject or a significant area of teaching and learning	✓		AF/I/R
	Experience of the role of DSL		✓	AF/I/R
	Excellent classroom practitioner with successful teaching across a range of phases	✓		AF/I/R
	Successful experience of leading, motivating, supporting, challenging and developing staff to secure improvement and raise standards	✓		AF/I/R
	Experience of school self-evaluation through involvement in school improvement planning, including its implementation, monitoring and evaluation	✓		AF/I
	Experience of working in more than one school		✓	AF
	Monitoring / coaching experience with staff	✓		AF/I
	Experience of innovative, adapted curriculum development and leadership		✓	AF/I
	Understanding of schools in areas of social deprivation		✓	AF/I
	Experience of leading and developing whole school SEND in relation to Engagement and/or SLCN	✓		AF/I
3.	Skills (including thinking challenge/mental demands):			
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF/I/R
	Is able to engage in dialogue with all groups in the school community to build partnership and community consensus on values and beliefs and shared responsibilities	✓		I/R
	Ability to inspire, challenge and empower others to carry forward the school's vision	✓		I/R
	Motivation to work with children and young people	✓		AF/I
	Ability to use data and pupil tracking information to identify areas for school improvement	✓		AF/I
	Ability to manage own workload and that of others to secure an appropriate work life balance	✓		AF/I
	Ability to examine the roles and responsibilities of all adults working in the school to enhance and develop potential including leading and developing teams		✓	AF/I
	Excellent ICT skills		✓	AF/I

PERSON SPECIFICATION

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	Is able to challenge, influence and motivate others to attain high goals	✓		I/R
	Is able to provide governors and Trust Leaders with the high-quality information that is needed to implement their role as critical friends	✓		I/R
4.	Knowledge:			
	A knowledge and commitment to safeguarding the promoting the welfare of children and young people	✓		AF/I
	Clear vision of what makes a successful school	✓		AF/I
	Understanding of the roles of Headteacher, Deputy Headteacher and governor roles across a multi-academy trust	✓		I
	Knowledge and understanding of current educational issues across the special school sector and its impact on school and their wider communities	✓		AF/I
	Knows how to set high expectations and to monitor progress in order to raise standards of teaching and learning	✓		AF/I
	Understands the importance of implementing the inclusion agenda continuously and consistently to meet the needs of all pupils	✓		AF/I
	Understanding of assessment at all relevant Key Stages including the Foundation Stage		✓	AF/ I
	Knowledge and experience in recruiting, organising, developing and motivating staff		✓	AF/I
	Knowledge and experience of staff performance management		✓	AF/I
	Knowledge of the OfSTED framework	✓		AF/I
	Knows how to develop self through: collaborating/networking with others, accepting & using feedback to improve own practice, accepting support from others, commitment to own continuing professional development, modelling & sustaining an appropriate work-life balance, delegating to others, planning and organising own time effectively	✓		I/R
	Knows how to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all children	✓		I/R
	Understands the importance of implementing the Inclusion agenda continuously and consistently including: learning and teaching for children with SEN, or who are able, gifted and talented, looked after children, travellers, and those living in deprivation and/or with English as an additional language, ensuring equal opportunities for all	✓		I/R
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners, colleagues and children.	✓		I/R
	Mentoring and coaching experience		✓	AF/I

PERSON SPECIFICATION				
The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>Key: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
	Ability to communicate effectively, both orally and in writing, to a wide range of people within the school community and with external agencies	✓		AF/I
	Be a strong team player	✓		I/R
	Ability to empathise with pupils across the age range and use a range of appropriate strategies to manage pupil behaviour	✓		AF/I
Written Skills				
	Good communication skills: Excellent written skills – production of reports and letters as well as other documentation associate with the role.	✓ ✓		AF AF
6.	Other:			
	Desire to work at this school in particular	✓		I
	Commitment to providing excellent service to the school, the local governing body and Humber Education Trust	✓		AF/I
7.	Additional Requirements:			
	Commitment and determination	✓		I
	Belief in the need for change	✓		I
	Ambitious for promotion	✓		I
	Willing to play leading role in all areas of the school	✓		I
8.	Disclosure of Criminal Record:			
	The post holder will require an enhanced DBS	✓		C

Notes:

This job description may be amended at any time in consultation with the postholder.

I have read and accept the role of Deputy Headteacher.

Signed Postholder _____ Date _____

Signed Headteacher _____ Date _____

We value our employees



The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students