

Deputy Headteacher & DSL



We are Humber Education Trust.



We are Humber Education Trust.



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.

Adelaide Primary School

Our vision is for Adelaide Primary School to be a nurturing, inspiring, innovative and person-centred place of learning where pupils are happy and safe and their achievement is celebrated.

We aspire to provide all of our children with a body of knowledge, skills and vocabulary alongside the development of an exceptional character so that they thrive and succeed in all that they do!

Being a Teacher at Adelaide gives you the opportunity to teach delightful pupils who are keen to work hard and display exemplary attitudes to learning. Our children deserve the very best and the Adelaide curriculum experience gives them the opportunities, knowledge, skills and vocabulary alongside the personal attributes and attitudes to inspire them to be the best that they can be.



Salary Range: Leadership Scale L12 – L16
Hours of work: Full-time
Contract: Permanent
Start date: September 2026

Are you a committed, ambitious leader/TLR holder with a proven track record of sustained school improvement?

If you are innovative, creative, forward thinking, and have a passion for working with staff and communities to ensure children get the education they deserve, this is your opportunity to make a real difference.

The right candidate will 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
- A track record of and commitment to personalisation and working with pupils with a range of complex and additional needs
- An unwavering commitment to inclusion and securing provision which meets the needs of the most vulnerable pupils
- High expectations of everyone within the school community
- Been involved in developing robust and accurate systems of self-evaluation which have led to improved outcomes
- Implemented rigorous procedures for the management of performance
- Offered support and challenge to staff which have led to improved teaching and outcomes for pupils
- Been involved in developing a curriculum which inspires children to learn and engages them in all aspects of school life
- Developed positive relationships with parents, carers and the wider community
- A firm commitment to school improvement through a collaborative approach, including working with other schools in Humber Education Trust.



Visits to the school are welcomed, encouraged and can be arranged via Paulina Kobus, HR Administrator, Tel: 01482 223753. Further information about the school can be found on our school website: <https://adelaideprimary.org.uk/>

HOW TO APPLY:

Please visit our [Eteach careers page](#) to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application. Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications:

8am, Thursday 9 April 2026

Interview date: Friday 24 April 2026

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.

As part of Humber Education Trust's recruitment processes, in accordance with statutory Keeping Children Safe in Education guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or]

information that would make them unsuitable to work with children.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the KCSiE, 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.

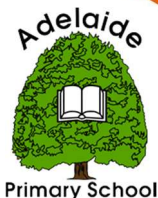
We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

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



Kirsten Bradley
Headteacher

Adelaide Primary School



Deputy Headteacher

Job Title: Deputy Headteacher
Location: Adelaide Primary School
Salary range: Leadership Spine
Responsible to: Headteacher, Adelaide 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.
- Be responsible for Child Protection taking on the DSL role.

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:

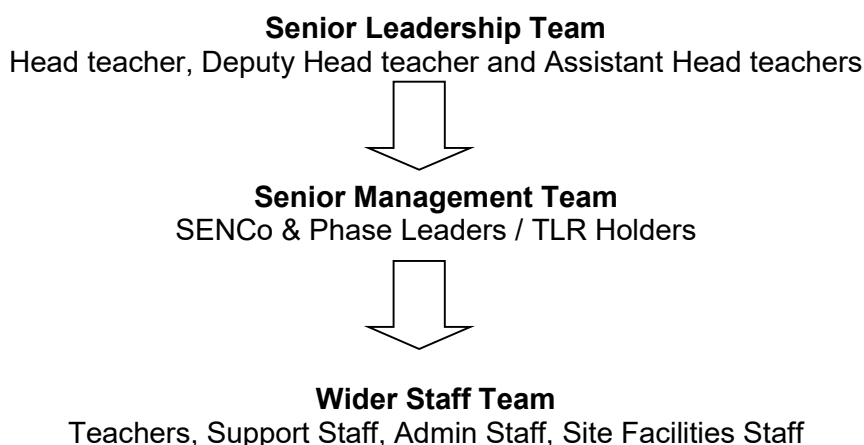
The school and LA have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual student needs and aspirations.

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.			✓			



Deputy Safeguarding Lead

The Designated Safeguarding Lead” (DSL) is the person accountable for overseeing the safety and wellbeing of the children in the care of their setting. The role of the DSL should be fulfilled by a member of the school’s senior leadership team to ensure that they have appropriate authority and status to provide advice and support to other staff on child welfare and child protection matters. Additionally, the DSL will require time, funding, training and resources to fulfil the role adequately.

Main Duties and Expectations of the DSL

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This job description is not exhaustive, and the Lead Officer can expect to carry out duties in the interest of keeping children safe outside of this description where required. This document is to be read in line with all statutory guidance in particular: Keeping Children Safe in Education and Working Together to Safeguard Children 2018.

This job description applies to the Designated Safeguarding Lead within each school who will ensure that they have in place an appropriate number of deputy officers who are sufficiently trained and are able to provide adequate cover.

Deputy Designated Safeguarding Lead	<ul style="list-style-type: none"> • Schools to have one or more deputy designated safeguarding leads. • Any deputies should be trained to the same standard as the DSL • Role should be explicit in their job description. • Ultimate lead responsibility for child protection remains with the DSL and should not be delegated.
Availability	<ul style="list-style-type: none"> • During school hours, the DSL/Deputy DSL should always be available for staff to discuss any safeguarding concerns. • Schools and DSLs should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
Managing Referrals	<p>The DSL is expected to refer cases:</p> <ul style="list-style-type: none"> • of suspected abuse and neglect to the LAC’s social care • to the Channel programme where there is a radicalisation concern • where a person is dismissed or left due to risk/harm to a child to the DBS • where a crime may have been committed to the Police as required. <p>NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.</p> <p>The DSL is expected to support staff who make the referrals.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working with Others</p>	<p>The designated safeguarding lead is expected to:</p> <ul style="list-style-type: none"> • act as a source of support, advice and expertise for all staff • act as a point of contact with the safeguarding partners • inform the headteacher of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further statutory guidance available at - PACE Code C 2019. • liaise with the “case manager” (KCSiE pt4) and the LA designated officer (LADO) for child protection concerns in cases which concern a staff member • liaise with staff on matters of safety, safeguarding and welfare when deciding whether to make a referral, liaising with relevant agencies, considering children’s needs holistically • liaise with the senior mental health lead where safeguarding concerns are linked to mental health • promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including families facing challenging circumstances • work with the headteacher and strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing/have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Information Sharing and Managing the Child Protection File</p>	<p>The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.</p> <p>Records should include:</p> <ul style="list-style-type: none"> • a clear and comprehensive summary of the concern • details of how the concern was followed up and resolved • a note of any action taken, decisions reached and the outcome. <p>They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.</p> <p>Where children leave the school, the DSL should ensure their child protection file is transferred to the new school within 5 days (in-year transfer) or within the first 5 days of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCO’s are aware.</p> <p>The DSL should consider appropriateness of sharing additional information with new school in advance of a child leaving to aid support being in place in time for their new start</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Raising Awareness</p>	<p>The designated safeguarding lead should:</p> <ul style="list-style-type: none"> • ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff • ensure the school’s child protection policy is: <ul style="list-style-type: none"> ○ reviewed annually and the procedures and implementation are updated and reviewed regularly ○ available publicly and parents know that referrals about suspected abuse/neglect may be made and the school’s role in this • link with the safeguarding partner to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements • help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have/have had a social worker are experiencing with teachers and school leadership staff.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Training, Knowledge and Skills</p>	<p>The Designated Safeguarding Lead (and any deputies) should undergo training at least every two years to provide them with the knowledge and skills required to carry out the role. The training should train how to identify, understand and respond to specific needs that can increase the vulnerability of children, specific harms that can put children at risk, and processes/procedures/responsibilities of other agencies, so they:</p> <ul style="list-style-type: none"> • understand the assessment process for providing early help and statutory intervention • have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively • understand the importance of the role the DSL has in providing information and support to LAC social care • understand the lasting impact that adversity and trauma can have and what is needed in responding to this in promoting educational outcomes • are alert to the specific needs of children in need, those with SEND, those with relevant health conditions and young carers • understand the importance of information sharing, both within the school and with safeguarding partners, other agencies, organisations and practitioners • understand and support the school with Prevent duty and be able to provide advice/support to staff on protecting children from the risk of radicalisation • are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school • can recognise the additional risks that children with SEND face online and are confident they have the capability to support children with SEND to stay safe online • obtain access to resources and attend any relevant or refresher training courses • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. <p>The DSL (and any deputies) should undertake Prevent awareness training. The DSL’s knowledge/skills should be refreshed at least annually, to allow them to understand and keep up with any developments relevant to their role.</p>

Designated Safeguarding Lead

Providing Support to Staff	<p>Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:</p> <ul style="list-style-type: none"> • ensure that staff are supported during the referrals processes, and • support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
Understanding the Views of Children	<p>It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:</p> <ul style="list-style-type: none"> • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and, • understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
Holding and Sharing Information	<p>The designated safeguarding lead should be equipped to:</p> <ul style="list-style-type: none"> • understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners • understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and • be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

I have read and accept the role of Designated Safeguarding Lead.

Name:

Signed:

Date:

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	✓		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	✓		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 the primary phase	✓		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 curriculum development and leadership		✓	AF/I
	Understanding of schools in areas of social deprivation		✓	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
	Is able to challenge, influence and motivate others to attain high goals	✓		I/R

PERSON SPECIFICATION

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		Essential	Desirable	How identified
	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 primary school age range 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

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	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 Adelaide Primary 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 & DSL.

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