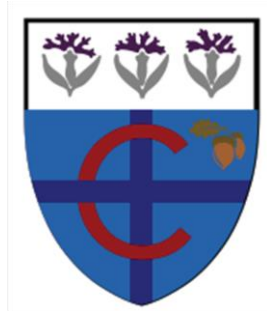




Deputy Headteacher



Bishop Chavasse Primary School

Candidate Information Pack

Salary: L7- L11

Contract: Permanent

Start Date: January 2026

Applications close: 30th September 2025

Welcome

From Becks Hood, Headteacher

Dear applicant,

Thank you for your interest in the post of Deputy Headteacher at Bishop Chavasse Church of England Primary School. I am really excited to appoint a Deputy who will partner with me in leading this school. I am looking for someone who loves education, has a real passion for driving high standards for all pupils, and can challenge and develop our staff to deliver excellent teaching on a daily basis. I hope you are aspirational as a leader.

As a school within the Tenax Schools Trust, we are fully committed to investing in your professional development and will support you in gaining NPQs or other related qualifications. You will also be supported through the Trust induction programme for senior leaders.

Our school is at the heart of our local community, where all pupils are taught a mastery curriculum which enables them to develop the knowledge and skills they need to achieve their full educational and personal potential. Together with the Tenax Schools Trust, we are a school where embedding the most effective and up to date evidence-informed approaches to teaching and learning is prioritised to help every child flourish.

Through our inspirational, knowledge-rich curriculum, we enthuse and challenge, allowing every child's potential to be realised. Our work is rooted in our school vision and values of wisdom, compassion and honesty. You do not have to be a practicing Christian to apply; the successful candidate will be aligned with our theologically rooted Christian vision and values and use them to anchor and guide their work.

Please visit our [website](#) to gain further insight into our school. If you share our commitment to providing excellence in education, inspiring young people and helping them reach their full potential I would love to hear from you. If you would like to arrange a visit or telephone call ahead of submitting your application, please contact the school office on 01732 676040 or email recruitment@bishopchavasseschool.org.uk.

Application forms will need to be submitted by **3pm on 30th September 2025**. Candidates will be invited to **interviews in the week beginning 6th October 2025**.

Kind regards,



Becks Hood
Headteacher

Vision and values of Bishop Chavassee Church of England Primary School

‘Fulfilling our potential, achieving excellence together.’

At Bishop Chavassee School (BCS) we are dedicated to ensuring every child’s and every adult’s potential is fulfilled, so we may achieve excellence together. Our passion is to build inspiring foundations to support the development of the whole person in a safe, happy, Christian family. This is the key to how we live our lives at Bishop Chavassee.



School vision

At the theological root of Bishop Chavassee Church of England School’s Christian vision is the parable of ‘The Wise and the Foolish Builder.’

“The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock.” (Matthew 7:25)

As a church school we believe that, like the wise man in the parable, those who are guided by the word of God in the Bible and trust in Him can become wise, compassionate and honest; be empowered to weather all storms, help one another flourish and make a difference in the world.

We aim to inspire all in our school community to fulfil their potential through our high expectations and a broad, creative and inspirational curriculum; rich in opportunity to develop cultural capital, have fun and partake in adventures. Everyone will develop an everlasting love of learning.

School core values

Our dedicated, passionate staff, supported by parents, governors and the Tenax Schools Trust are committed to nurturing our community to achieve excellence together in an environment where everyone is wise, compassionate and trustworthy. We hope that pupils will be guided by our vision and supported in life through understanding the power of our values as they seek to make a positive difference to the world:

Wisdom

Compassion

Honesty



About Tenax Schools Trust

Excellence together; transformative education for every child.

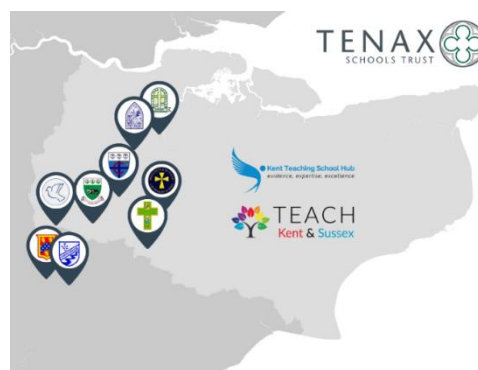
All Tenax schools have their own unique character and ethos, which is underpinned by our shared Trust vision: to achieve excellence by working together so that all may feel loved and liberated to serve a thriving society.

As a Church of England Trust (which includes church and community schools) we are legally and spiritually one body and one family of schools in which all are known, valued and loved. This commits us to providing a transformative education where we work together to ensure every child has the opportunity to excel inside and outside the classroom. We are ambitious for all and work collaboratively to consistently open doors of opportunity.

All are invited to be part of our school communities through a warmth of hospitality and a humility that respects the innate dignity of all. You can find out more about our Tenax values and vision on our [website](#).

Our schools and hubs

We are a growing family of seven primary schools, one secondary school, [Kent Teaching School Hub](#) and an initial teacher training provider, [Teach Kent & Sussex](#). Our Trust includes Church of England and community schools, which are united by a shared ambition for our pupils. We welcome pupils and families from all backgrounds and from all faiths and none.



The Trust's secondary school, Bennett Memorial Diocesan School, is a Department for Education designated teaching school hub working with more than 500 schools across Kent and neighbouring areas. This allows us to provide high quality professional development to support teachers and school leaders.

In partnership with Ambition Institute, our teaching school hub provides the Early Career Teacher Entitlement and the full suite of National Professional Qualifications (NPQs) for hundreds of teachers in the region. We also have our own initial teacher training provider, Teach Kent & Sussex, which trains teachers in partnership with primary and secondary schools both within the trust and beyond.

How we develop our staff

As a Trust we are passionate about people development. Our staff are our best resource and as a result our ambition for our pupils requires a genuine commitment to professional development. Consequently, we prioritise investing and developing all staff so that we can keep on getting better.

Our Trust professional development offer includes:

- Access to a range of professional networks, including our Leadership, Maths, History, Geography, Safeguarding, Writing, Y6 and Inclusion Networks;
- Access to leadership induction across the Trust;
- Weekly structured professional development and coaching;
- Opportunities to lead aspects of work across the Trust; and
- Opportunities to contribute to the work of the hubs, including ITT, ECF and NPQ delivery.



Deputy Headteacher Job Description and Person Specification

Key leadership areas for this role: Curriculum, Teaching and Learning, Professional Development, Assessment and Standards, Appraisal

The main purpose of this role is to support the Headteacher in providing strong leadership and management of the school and to provide a secure foundation from which high standards in all areas of the school's work can be achieved. If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Trust. The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

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

- Formulate the aims and objectives of the school.
- Establish policies for achieving these aims and objectives.
- Promote excellence, equality and high expectations of all pupils, ensuring pupils achieve well across the curriculum.
- Manage staff and resources efficiently to achieve the school's aims.
- Monitor progress towards the achievement of the school's aims and objectives.
- Effectively lead teaching and learning, and the curriculum.
- Evaluate school performance and identify priorities for improvement.
- Further strengthen existing relationships with the wider community.
- Create a safe, happy and productive learning environment which is engaging and fulfilling for all pupils.

In addition, as Deputy Headteacher you will have delegated school wide responsibilities:

- Work with the Headteacher and Senior Leadership Team to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context.
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism.
- Take a senior role in our Trust leadership networks, providing school to school support when required.
- Support the Senior Leadership Team's overall leadership, development and management of the teaching and learning of all pupils.
- To be able to teach in both key stages and demonstrate an ability to promote effective teaching practices, raise standards, to take a leading role in the monitoring and evaluation of standards across the school.
- Work in partnership with the Headteacher, governors and staff to ensure positive relationships and continuous improvement of the school.
- Fulfil the statutory role of Deputy DSL, taking responsibility for safeguarding and child protection across the school.
- Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.
- The Deputy Headteacher will support and monitor the Phase Leaders and Subject Leaders to support their professional development by contributing to our school led CPD program and leading on our trust wide Instructional Coaching approach to professional development throughout the school.

- Line manage assigned class teachers and actively lead on their appraisal process.
- Be responsible for EYFS supervision.
- To provide teaching cover facilitating PPA/Subject leader release/ECT/instructional coaching release etc.
- The post holder will be responsible for administrative and managerial duties in collaboration with the Headteacher, as designated.

Leadership and management

- Work with the Headteacher and Tenax Schools Trust to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the school and trust are required to publish.
- Contribute to the school improvement plan and whole school policy.
- Line manage assigned class teachers and subject leads.
- Identify training needs for staff and how to meet these needs.
- Share procedural information, such as Statutory Assessment schedules.
- Promote an ethos and culture that supports the school's Christian ethos, SEND and Pupil Premium policy and promotes aspirational outcomes for pupils with SEND or are vulnerable, including those in receipt of Pupil Premium.

Standards and Quality Assurance

- To support the aims, ethos and policies of the school.
- To work as part of a team to raise standards and progress and ensure that the education we provide is of the highest quality.
- To know the current legal requirements, national and school policies and guidance on the safeguarding and promotion of well-being of children.
- Promote fair and consistent discipline in line with the school policy.
- To keep up to date with the philosophy, teaching methods, changes and developments in the structure of the curriculum.
- To review own teaching and impact on learners' progress, attainment and wellbeing, refining approaches where necessary and being committed to coaching and mentoring support.
- To participate in staff meetings and be a positive role model to others.
- To be punctual and professionally dressed.
- To respect the confidentiality of records and information regarding pupils, parents and other stakeholders.
- To liaise with outside agencies, attend relevant courses and actively seek ways of benefiting from collaboration.

Teaching and Learning

- Together with the Headteacher, take a lead in developing teaching and learning throughout the school to promote high expectations, consistency in use of the most effective teaching methods and high standards across the curriculum. Deliver high quality and research informed professional development for staff and ensure that follow up actions around professional development are consistently implemented.
- With the Headteacher take responsibility for improving the quality of teaching, and the standards all pupils achieve.

- To work with the Headteacher and other key members of staff in monitoring and evaluating key aspects of school provision to secure an accurate view of the school's strengths and identify areas for development.
- To provide overall leadership of the school's broad, structured and coherent creative curriculum and ensure that it provides enjoyment and relevance for children as well as meeting the requirements of the National Curriculum 2014.
- To establish effective curricular leadership, developing subject leaders and phase leads with high levels of relevant expertise with access to professional networks and communities.
- To provide line management to subject leaders, ensuring that they are effective in developing teaching and learning in their subject area.
- To be part of the performance management process as required and the use the process to develop personal and professional effectiveness.
- To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Be the assessment lead, ensuring effective use is made of summative and formative assessment to raise standards for all pupils.
- Write and implement an effective timetable which meets the needs of pupils and supports staff workload, including taking responsibility for cover for planned absences and rotas that contribute to the effective running of the school on a daily basis.

Assessment

- To provide leadership of assessment across the school, developing policies and practice that reflect the school's commitment to raising standards and achievement.
- To effectively use and evaluate data, monitoring the progress and attainment of groups of pupils and facilitating Pupil Progress Meetings.
- To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- To support the induction and development of new staff, including early career teachers, leading on mentoring and access to relevant professional development.
- To coordinate work experience and volunteers across the school; delivering relevant and effective safeguarding training and carefully implementing strategic placements for these individuals to ensure most impactful outcomes for pupils.

Theological rooted Christian vision:

- Work with the Headteacher and Governors to help ensure that all aspects of the school's work are underpinned and guided by the school's theologically rooted Christian vision.
- Role model the school vision and values.
- Take responsibility for the curriculum including the promotion of spirituality across all subjects and ensure RE is taught well and consistent with the [Church of England statement for entitlement](#) for Religious Education in church schools.

Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.

- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

DDSL

- The DDSL will support the lead DSL in safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children where required. They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management

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

Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.

- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership

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

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Extra-Curricular Responsibilities

- To take part in the wider life of the school, including extending learning through out of school contexts, the running of a subject specialist club, attending some PTA events, or by exploiting an area of personal interest. This may be seasonal or for the duration of one term.
- Liaise with colleagues and other stakeholders in a flexible and professional manner.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This job description may be amended at any time after discussion with you to reflect and anticipate needs in the school, the professional development of staff and changes in the post commensurate with salary.

Bishop Chavasse Primary School Deputy Headteacher: Person Specification

Applications for the above post will be shortlisted on the basis of the following criteria and should show, with relevant examples where appropriate, how they meet the requirements detailed:

Education:

Essential/Desirable

1	QTS	E
2	Good honours degree	E
3	Have or be committed to working towards completion of NPQ and/or Master's degree or evidence of other further study related to education	E

Experience:

4	Exceptional teaching skill with a track record of raising progress and attainment of all pupils	E
5	Adaptive teaching that challenges and supports all pupils	E
6	Devising additional effective provision to accelerate the progress of pupils	E
7	Demonstrate a track record of raising achievement for vulnerable pupils	E
8	Leading colleagues, including support staff, to bring out their best	E
9	Working collaboratively with colleagues to improve outcomes for pupils	E
10	Experience of leading Instructional coaching or evidence driven pedagogical approaches	D

Knowledge:

11	Characteristics of evidence informed, effective and inclusive teaching	E
12	Intelligently sequenced curriculum planning and design	E
13	Understanding of how to use data and evidence to analyse outcomes, identify issues and inform actions	E
14	Understanding of how effective professional cultures lead to high standards and school improvement	E
15	Commitment to the safeguarding and pastoral care of all pupils	E
16	Excellent interpersonal skills with pupils, parents, colleagues and other stakeholders	E
17	Well-developed ICT skills	E
18	Simplify complex issues and communicate with clarity	E

Character, behaviours and attitudes:

19	Vision and values driven	E
20	Genuine motivation to continually improve standards of teaching	E
21	Passionate desire to make a difference and to close the achievement gap	E
22	Drive to make things happen	E
23	A good sense of humour, energy and enthusiasm	E
24	Commitment to, and modelling of, high professional standards of work and conduct	E
25	Commitment to sharing knowledge and expertise to help develop others	E
26	Commitment to equality and diversity	E
27	Welcome positive feedback and commitment to continuous improvement	E
28	Ambitious for career development	E



Guidance Notes for Applicants

Applications

Application **forms will need to be submitted** by 3pm on **30th September 2025**. Candidates will be invited to **interviews in the week beginning 6th October 2025**.

We encourage you to attend a visit of our school before you apply. Any applicants who would appreciate an informal discussion with the Headteacher, Becks Hood, should email to book a mutually convenient time for a school tour or conversation. Please contact recruitment@bishopchavassschool.org.uk or telephone 01732 676040.

Start date

January 2026, or as soon as possible thereafter.

Application Form

It is imperative that the application form is completed in full and where possible, electronically signed. As you will be submitting your application form electronically, you will also be asked to sign the form should you be invited to interview. Submission of an electronic application, whether signed or unsigned, will be considered to be a declaration that the form is complete and accurate.

Supporting Statement

The application form asks for a statement in support of your application. The selection panel will look to see how well you have focused your application on the school and the trust's overarching vision and we would strongly encourage you to share with us what drives and motivates you as an individual, particularly in respect of your own teaching experience, and how you would apply this in the context of our school.

In addition, it will be important to relate your skills and knowledge to the person specification with supporting evidence that demonstrates how you meet the range of criteria.

Commitment to equality of opportunity

The Tenax Schools Trust and its schools want to ensure that we recruit the best talent to achieve our vision of achieving excellence together and providing a transformative education for every child. As a vision and values led organisation we are committed to creating an inclusive environment where there is equality of opportunity to allow everyone to thrive. So, whatever your background if you think you meet the essential criteria for one of our roles, we would love to hear from you! Fairness in how we recruit and select our employees plays a significant part in creating an equitable environment. Our aim is that every applicant for a position within our schools/trust is considered against criteria which relates only to the requirements of the job. To that end, we are committed to providing equality and fairness for all.

Guided by our vision we want everyone who works for us to have the same sense of belonging and human connection irrespective of their background. We know that when all in our communities feel



Excellence together; transformative education for every child.

valued and known they feel empowered and more able to give of their best. We are therefore committed to creating inclusive teams that represent a breadth of backgrounds, perspectives, and skills, and that can provide role models to all pupils in our communities.

In summary, please apply if you meet the job specification, regardless of any other factor.

Where possible, we seek to facilitate flexible working opportunities.

We want to support you to submit the best application you can. If you require a reasonable adjustment made to the application process, please contact us. We wish all potential applicants to be able to participate fully and with equal access to the selection process.

Why work for Tenax Schools Trust?

- **Competitive Pension Scheme.** All employees can be part of either the Teacher's Pension Scheme or a Local Government Average Salary (LGPS) pension scheme - benefits include life cover, lower tax, survivor benefits, and ill health cover. Typically, these pension schemes have an employer contribution of 25%, meaning that your entire salary package is usually 25% higher than annual salary. For example, for a £35k per annum role the total package value is around £43,750 per annum.
- **Flexible & Family-Friendly:** We are committed to supporting flexible working and requests will be considered on an individual basis, including options such as part time, term-time, home working, and other options that work for both the employee and the Trust.
- **Professional Development:** Access diverse CPD and training opportunities to grow your skills. You will become part of Tenax school trust networks to further build your expertise.
- **Our Trust secondary school, Bennett Memorial Diocesan School, is a Department for Education designated Teaching School Hub** working with more than five hundred schools across Kent and neighbouring areas. This allows us to provide high quality professional development and helps to secure talent pipelines from the very start of a teacher's career. In partnership with Ambition Institute, our Teaching School Hub provides the Early Career Framework and the full suite of National Professional Qualifications (NPQs), for hundreds of teachers in the region. We also have our own initial teacher training provider, Teach Kent & Sussex, which trains teachers in partnership with primary and secondary schools both within the Trust and beyond.

Tenax Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to vetting checks and a satisfactory enhanced Disclosure and Barring Service check.

Referees

As part of our commitment to Safer Recruitment practices we will take up references on shortlisted candidates. Please give your current or most recent employer as one of your referees.

We ask that you do not include photocopies of open testimonials. We will always write to your current or previous employer for a professional judgement of your suitability for the post, and will always ask employers to comment on an applicant's suitability to work with children. If you have

been employed in your present school for less than three years, the governing body may wish to seek further supporting information from your previous employer(s).

Qualifications

If you are invited to interview you will be asked to bring documentary evidence of your Qualified Teacher Status (QTS) and other relevant qualifications.

The selection panel will ask to see the original certificate, and copies will be taken for your application. If you have achieved any other professional qualifications e.g. SEN qualifications, please bring copies of these certificates to the interview.

Medical Information and Disclosure and Barring Service (DBS) Disclosure

Prior to appointment, you will need to complete a health statement that will be assessed by Tenax Schools Trust's Occupational Health Team.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure issued with the trust as the employer. This disclosure will need to be approved by Tenax Schools Trust before we can fully confirm your appointment. Please note that having a criminal record does not automatically mean that an offer of appointment will be withdrawn.

Childcare Disqualification Regulations 2009

Teachers working regularly with pupils in Year R are covered by the Childcare Disqualification Regulations 2009. The school will need to ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. Accordingly, the successful candidate may be required to demonstrate to the school, by completing a self-declaration form as part of the pre-employment checks process, that they have not been disqualified under the 2009 Regulations.

If the preferred candidate is found to be disqualified under the 2009 Regulations, the offer of employment may be subject to the application by the preferred candidate to Ofsted for a waiver and the receipt of a waiver from Ofsted. Full guidance from the Department for Education about the Childcare Disqualification Regulations, the posts to which the regulations apply, and the criteria for disqualification can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

Eligibility to Work in the UK

In line with Safer Recruitment guidance issued by the DfE and other employment related legislation, you will be required to provide evidence of your identity and eligibility to work in the UK. The evidence required is one of the following documents:

- A full British passport (current or expired) or national identity card issued by a state which is party to the Europe Economic Agreement or other passport stating your eligibility to work in the UK.
- A full birth certificate issued in the UK or Republic of Ireland AND an official document showing your National Insurance number, for example, P45, P60 or a document issued by HM Revenue & Customs or another government department. (A document showing a temporary NI number would not be satisfactory.)