



Nexus School

Deputy Headteacher (Standards and Effectiveness)

Job Description

Post Title: Deputy Headteacher – Standards and Effectiveness

Salary Scale: L21-L26 depending on experience.

Responsible to: Headteacher

Responsible for: Strategic leadership of standards, effectiveness, teaching and learning, curriculum development, self-evaluation, improvement planning, assessment, and staff leadership.

Working with: Senior Leadership Team, Governors, Local Authority, external agencies, parents and carers, and the wider community.

Core Purpose

The Deputy Headteacher will work in partnership with the Headteacher to provide strong, effective leadership and to secure outstanding outcomes for all pupils. With responsibility for standards and effectiveness, the Deputy Headteacher will lead the school's approach to self-evaluation and improvement planning, ensuring the School Improvement Plan (SIP) and Self-Evaluation Form (SEF) are rigorous, evidence-based, and demonstrably improving pupil achievement, teaching quality, and overall school performance.

The role carries strategic oversight of assessment, data, interventions, behaviour, and family support, ensuring that evidence-driven practice underpins all decision-making and development.

Key Responsibilities

Strategic Leadership and School Improvement

- Lead the continuous cycle of self-evaluation and school improvement planning, ensuring the SIP and SEF are robust, aligned with the Ofsted framework, and accurately reflect the school's performance, strengths, and areas for development.
- Write, review, and monitor the SIP, embedding its objectives into staff performance management, CPD, and departmental action plans.
- Ensure the SEF is regularly updated, evidence-rich, and supported by measurable outcomes.
- Provide governors, SLT, and external stakeholders with clear analysis and reports on SIP progress and self-evaluation judgements.
- Coordinate evidence collection across all phases to inform judgements and priorities.
- Foster a whole-school culture of continuous improvement, evaluation, and accountability.

Data, Assessment, and Progress

- Lead on the collection, analysis, and interpretation of whole-school data to inform decision-making, CPD priorities, and targeted interventions.
- Oversee the school's assessment processes, ensuring consistency, accuracy, and alignment with statutory requirements and school systems.
- Ensure assessment practices are coherent across all phases, from EYFS through to Post-16, enabling accurate tracking of progress, robust target setting, and effective curriculum planning.
- Produce regular reports for SLT, governors, and external agencies, identifying trends, strengths, and areas requiring improvement.
- Ensure that the school website is kept up to date with the most recent published outcomes and statutory assessment data, working alongside administrative staff to maintain compliance and accuracy.

Teaching, Learning, and Curriculum

- Monitor and evaluate the quality of teaching and learning, ensuring consistently high standards across all pathways and key stages.
- Use assessment and progress data to drive curriculum development and intervention planning.
- Support staff in using assessment data to inform lesson planning, personalised targets, and differentiated provision for pupils with SEND.
- Lead professional dialogue and CPD around pedagogy, assessment for learning, and curriculum intent and impact.

Interventions and Inclusion

- Oversee the Pupil Intervention Team (PIT), ensuring interventions are well-targeted, evidence-based, and evaluated for impact.
- Ensure interventions address academic progress, social and emotional needs, behaviour, and communication.
- Monitor and report on the effectiveness of interventions, ensuring resources are allocated to deliver maximum impact.
- Promote inclusive practice, ensuring pupils with complex needs are fully supported to make sustained progress.

Behaviour, Safeguarding, and Family Support

- Analyse and present whole-school behaviour data to SLT and governors, identifying trends and ensuring responsive strategies are in place.
- Support the development of behaviour strategies that promote a positive and safe learning environment.
- Line manage the Assistant Headteacher with responsibility for student and family support, ensuring effective pastoral systems, family engagement, and safeguarding practices.

- Ensure that pastoral and family support is well-coordinated with teaching, assessment, and intervention strategies.
- Contribute to safeguarding leadership, ensuring compliance and best practice across all areas of the school.

Leadership and Management

- Line manage designated leaders and teams, holding them accountable for standards within their areas of responsibility.
- Lead the performance management process, ensuring that staff objectives align with school priorities and contribute to raising standards.
- Use whole-school data analysis to identify CPD needs and design a coherent professional development programme.
- Support the professional growth of staff at all levels, building leadership capacity across the school.
- Contribute to succession planning and recruitment to sustain high-quality provision across all areas.

External Accountability and Partnerships

- Lead preparation for Ofsted and other external scrutiny, ensuring evidence of standards and effectiveness is accurate, comprehensive, and accessible.
- Provide timely, accurate, and detailed reports to governors and the Local Authority, ensuring accountability for standards.
- Work with parents, carers, and the wider community to strengthen engagement, communication, and partnership working.
- Collaborate with other schools, external agencies, and professional networks to share best practice and raise standards.

Professional Qualities and Attributes

The Deputy Headteacher will:

- Be a highly effective leader with a proven record of school improvement and raising standards.
- Demonstrate expertise in the use of assessment and data to drive school development.
- Possess a deep understanding of SEND pedagogy and curriculum design across the full age range (EYFS–Post 16).
- Be analytical, evidence-driven, and solution-focused, with the ability to identify priorities and measure impact effectively.
- Lead with integrity, high expectations, and resilience, modelling the professional standards expected of others.
- Be an excellent communicator, able to inspire, motivate, and influence staff, pupils, families, and external partners.
- Demonstrate strong organisational and problem-solving skills, balancing strategic vision with operational demands.

This job description outlines the core duties and expectations of the Deputy Headteacher – Standards and Effectiveness. It is not exhaustive and may be amended in line with school priorities and the evolving needs of the school community. The postholder will undertake any reasonable additional responsibilities as directed by the Headteacher.

Deputy Headteacher (Standards and Effectiveness)

Person Specification

Qualifications and Training

Essential

- Qualified Teacher Status (QTS).
- Graduate degree or equivalent professional qualification.
- Evidence of significant, relevant, and ongoing professional development.
- Leadership experience at senior or middle leadership level in a special school setting.

Desirable

- National Professional Qualification (NPQH, NPQSL or equivalent).
- Further qualifications in SEND, leadership, or educational research.
- Evidence of postgraduate study or contribution to professional publications/research.

Experience

Desirable

- Successful leadership experience at senior or middle leadership level, demonstrating measurable impact on school improvement.
- Proven track record of raising standards and improving outcomes for pupils, including those with SEND.
- Experience of leading, writing, and monitoring a School Improvement Plan (SIP) and contributing to the Self-Evaluation Form (SEF).
- Experience of leading and analysing whole-school data to inform priorities, CPD, and interventions.
- Experience of leading assessment systems across multiple phases, ideally from EYFS through to Post-16.
- Experience of line managing senior or middle leaders, holding others to account and supporting their development.
- Experience of presenting information and reports to governors, inspectors, or external partners.
- Experience of leading on professional development and supporting succession planning within a school.
- Experience of working closely with external agencies, local authorities, and multi-agency teams to improve outcomes for pupils and families.
- Experience of preparing for and contributing to Ofsted inspections with positive outcomes.

Knowledge and Understanding

Essential

- A thorough understanding of the Ofsted Education Inspection Framework and its application in a special school context.
- Strong knowledge of SEND pedagogy, curriculum design, and assessment frameworks.

- In-depth understanding of data analysis and its use in improving standards and informing strategic decision-making.
- Knowledge of effective assessment systems and their application across early years, primary, secondary, and post-16 phases.
- Understanding of interventions and their evaluation, including the role of multidisciplinary teams such as the Pupil Intervention Team (PIT).
- Awareness of safeguarding, child protection, and statutory responsibilities relating to vulnerable learners.
- Knowledge of strategies to support behaviour, attendance, and pupil wellbeing, underpinned by accurate behaviour data analysis.
- Understanding of statutory requirements for reporting school outcomes and ensuring compliance, including accurate and up-to-date publication on the school website.

Desirable

- Knowledge of local and national SEND developments, policy frameworks, and funding systems.
- Understanding of effective partnership working with families and the wider community.
- Awareness of current research into effective school improvement, leadership, and SEND practice.

Skills and Abilities

Essential

- Ability to write and monitor improvement plans and self-evaluation documents to a high standard, demonstrating clear impact.
- Excellent skills in analysing and interpreting complex sets of data, and communicating findings clearly to a wide audience (staff, governors, parents, LA, Ofsted).
- Ability to use data to inform professional development priorities and tailor CPD to whole-school and individual staff needs.
- Strong leadership skills, including the ability to line manage, coach, and develop senior and middle leaders.
- Ability to oversee assessment systems across multiple phases and ensure consistency and accuracy in data collection and reporting.
- Competence in presenting complex information with clarity, both orally and in writing, to different stakeholders.
- Ability to lead the school effectively in the absence of the Headteacher.
- Strong organisational skills with the capacity to balance strategic priorities with operational demands.
- Proficiency with ICT systems for data management, reporting, and school communication.

Desirable

- Ability to build leadership capacity through distributed leadership and mentoring.
- Experience in curriculum innovation and embedding thematic or pathway-based approaches.
- Competence in leading CPD for external partners, networks, or within collaborative groups of schools.

Personal Qualities

Essential

- High levels of personal integrity, resilience, and commitment to inclusive education.
- High expectations for self, colleagues, and pupils.
- Ability to inspire confidence, trust, and respect from colleagues, pupils, families, and governors.
- Reflective and evidence-informed, with a commitment to continuous professional growth.
- Flexible, adaptable, and solution-focused, able to respond effectively to changing priorities.
- Skilled communicator with warmth, empathy, and authority.
- Commitment to safeguarding and promoting the welfare of children and young people.

Desirable

- A visible and approachable leadership style, promoting collaboration across the school.
- Enthusiasm for developing the wider life of the school, including enrichment and community engagement.
- Ambition to progress further in leadership, contributing to the long-term success of the school.