



Slade Primary School

Deputy Headteacher Job Specification

Qualifications and Professional Status

Essential

- Qualified Teacher Status (QTS)
- Evidence of sustained professional development relevant to school leadership
- National Professional Qualification (NPQSL/NPQH) or willingness to work towards a relevant leadership qualification

Desirable

- Postgraduate qualification in education or leadership

Experience

Essential

- Substantial and successful leadership experience at senior level, including experience at least equivalent to Assistant Headteacher
- Proven track record of leading and securing improvements in teaching and learning across a school
- Experience of teaching across the full primary age range, including Early Years, Key Stage 1 and Key Stage 2
- Experience of leading curriculum development and driving improvements in the Quality of Education
- Experience of line managing middle leaders (e.g. Phase Leaders, Subject Leaders), teachers, and support staff, and holding all staff to account for impact
- Experience of promoting staff wellbeing, building morale, and creating a positive working environment
- Experience of using assessment and performance data to inform whole-school improvement
- Experience of working with pupils with SEND and promoting inclusive practice
- Experience of contributing to whole-school self-evaluation and development planning

- Experience of working effectively with parents, governors and external agencies

Desirable

- Experience of leading safeguarding or inclusion at whole-school level
 - Experience of successful school improvement in more than one setting
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Knowledge and Understanding

Essential

- Deep understanding of effective pedagogy and evidence-informed practice
 - Strong knowledge of curriculum design, sequencing and progression across the primary phase
 - Secure understanding of assessment systems and their role in improving outcomes
 - Knowledge of statutory requirements, including safeguarding, SEND and equality legislation
 - Understanding of effective behaviour systems and the development of positive school culture
 - Awareness of current educational developments and national priorities
 - Understanding of strategies to support staff wellbeing, engagement, and professional growth
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Leadership and Professional Skills

Essential

- Ability to articulate and implement a clear vision for excellence in teaching and learning
- Strategic thinking and the ability to translate vision into practical action
- Strong interpersonal and communication skills
- Ability to inspire, motivate and develop staff at all levels, including teaching and support staff
- Ability to challenge constructively and hold others to account
- High levels of organisation, resilience and professional integrity
- Commitment to inclusion, equality, high expectations for all pupils, and staff wellbeing

Personal Qualities

The successful candidate will:

- Demonstrate unwavering commitment to improving outcomes for every child
- Lead with integrity, empathy and moral purpose
- Model professionalism and high expectations
- Build positive and respectful relationships across the school community, supporting both teaching and support staff
- Prioritise staff wellbeing and foster a collaborative, inclusive working culture
- Be reflective, open to feedback and committed to continuous improvement