

Application Pack

Deputy Head

Application closing date:

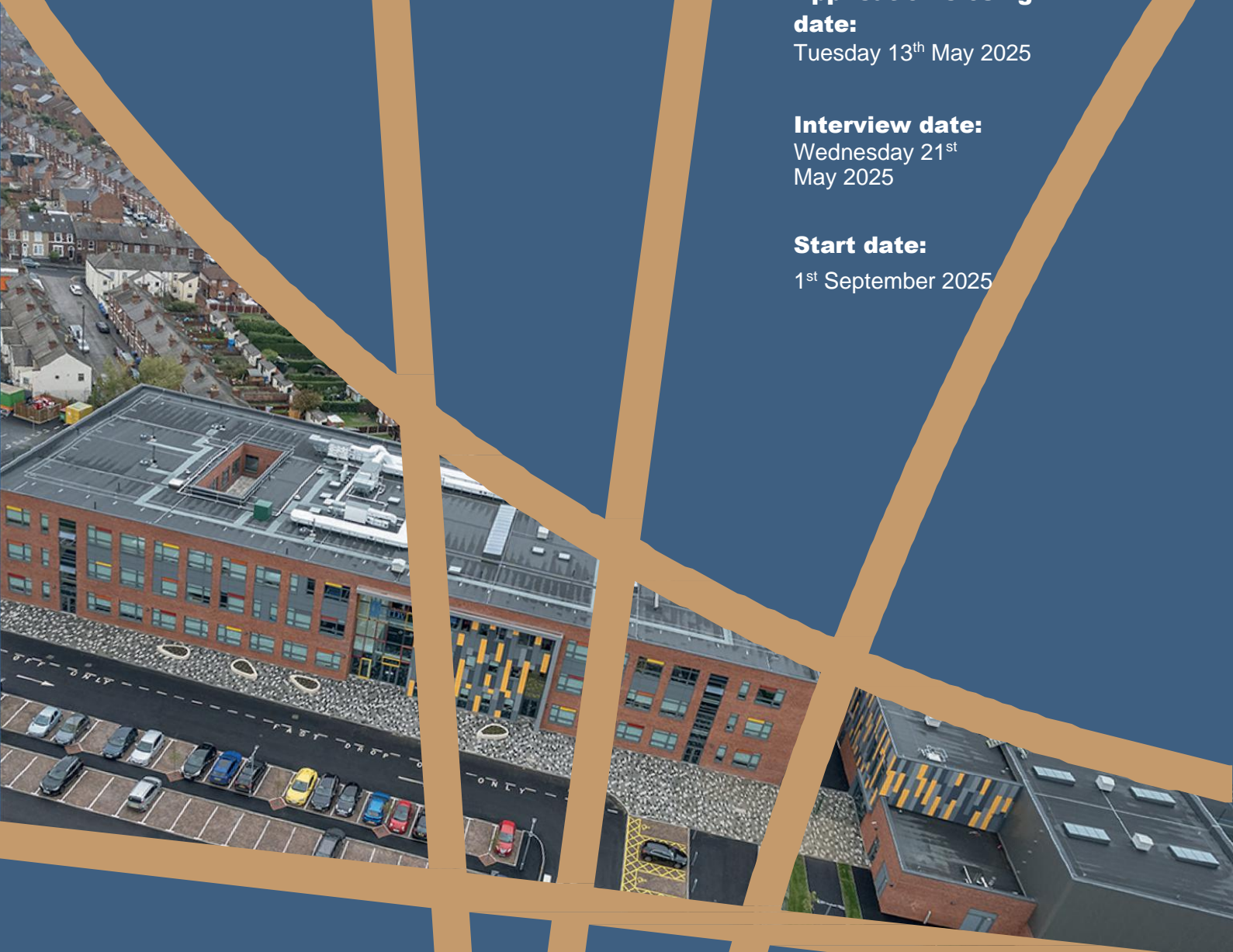
Tuesday 13th May 2025

Interview date:

Wednesday 21st
May 2025

Start date:

1st September 2025



Welcome from our CEO

Dear applicant,

Thank you for showing an interest in working for DDAT.

Our trust was established in 2014 for schools choosing to become an academy as well as for those who found themselves in need of a sponsor.

DDAT's vision is to build a better future for all within our academies who in turn will positively impact their communities.

The DDAT family of schools consists of both Church and non-Church schools who all work together to achieve the aims of the Trust as follows:

- Provide children with excellent educational provision
- Rapidly improve underperforming schools
- Develop effective school-to-school support
- Build strong relationships and promote work with external partners
- Raise aspirations and tackle disadvantage so that no pupil is failed by their school.

DDAT academies demonstrate their distinctiveness by providing an inspirational and holistic education that enables all children and staff to develop and achieve their full potential. Church schools within DDAT are not faith schools for the faithful, but Church schools for the community.

We want our children and young people to be able to 'experience life in all its fullness' and although this phrase is rooted in a Christian narrative (taken from John 10:10), irrespective of a faith perspective, that is what all of us want for our pupils. This has been borne out by the number of community schools that have chosen to join DDAT, signing up to the vision and values that have children at their core.

I very much hope you are encouraged to apply for the position and if successful, I look forward to meeting you in the near future.

Yours faithfully,

Sarah Clark (Chief Executive Officer – Derby Diocesan Academy Trust)

Dear Applicant,

Thank you for expressing an interest in a vacancy at Derby Cathedral School.
On behalf of the whole school community, I extend you a very warm welcome.

Derby Cathedral School is the first ever Church of England Secondary School in the Derbyshire Diocese. The 11-19 secondary school was established jointly by the Derby Diocesan Academy Trust (DDAT) and Derby Cathedral. The principle aim of the school was to help meet the need for additional high-quality secondary places in the Derby area.

The school has now reached capacity in terms of the age range of the school from Years 7 through to Year 13.

Our aim is to be an outstanding school for our community with high aspirations for all of our students both academically and socially no matter what their starting point. As a school based on Christian values, we celebrate the diversity in our city and welcome students of all faiths and none. Our FAITH (fellowship, aspiration, integrity, tenacity and humility) values are a thread that runs through all aspects of school life.

Derby Diocesan Academy Trust (DDAT) are committed to Safer Recruitment practices and use a variety of methods throughout the selection process to ensure we are satisfied with candidate's suitability working with children within our schools. Upon offer of employment, we will apply to the Disclosure and Barring Service (DBS) for an enhanced disclosure which will give details of a person's criminal record.

Please also note that if you have lived anywhere outside of the UK since the age of 18, you will require a certificate of good conduct from all the countries of residence.

Please do take some time to read the key information below about our vision for the school and this post. Further, more detailed information can be found on our school website.

The next few years will be a very exciting time as we grow and develop together, and we are looking for staff with a flexible approach and a desire to be part of an excellent new educational provision.

Headteacher

School Vision



Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** - We demonstrate fairness, equality and honesty.
- **Tenacity** - We are determined and resilient when faced with challenges.
- **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness' **(John 10:10)**

Job Description

Job Details

Job title: Deputy Headteacher

Reports to: Headteacher

Hours of work: Full time

Salary: Leadership scale points 23 to L27 £85,529 to £94,332

Job purpose: To work with the Headteacher and other Senior Leaders to ensure the very best education for the students, through achieving the organisation's aims and objectives.

Providing support to the Headteacher in relation to strategic leadership for the school and ensuring that the Trusts' vision for Derby Cathedral School as a secondary school is embedded.
Fulfilling the responsibilities of the Headteacher in their absence.

Lead by example and embed the ethos of the school as a Church of England school with an inclusive and supportive Christian ethos which welcomes, values and nurtures all students regardless of background and of faith/no faith.

Main duties/responsibilities

Accountable to the Headteacher for:	<ul style="list-style-type: none">• Sustaining the aims and objectives of the School, and establishing the policies through which they will be achieved; managing staff and resources to that end; and monitoring progress towards their achievement• Working to maximise students' progress towards their full potential• Liaising with the stakeholders to support school improvement
Leadership	<ul style="list-style-type: none">• Ensure the maintenance of high standards across the school• Ensure that the ethos and values of the school underpin and shapes all strategic leadership responsibilities• Strive to achieve all school targets as set in the school development plan• Ensure that the school is a self-evaluating institution with a robust system of quality assurance• Undertake any professional duties delegated by the Headteacher• Deputise for the Headteacher in the event of their absence from the school.• Ensure up-to-date knowledge of child protection and wellbeing, pedagogy, classroom management, research/inspection findings and their effectson this post.• To lead on a portfolio of responsibilities under the direction of the Headteacher.• Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.• Hold staff to account in accordance with the Staff Code of conduct and Teaching Standards.• In conjunction with the Headteacher and other members of SLT, develop a creative, responsive and effective learning environment which sets high expectations and challenging targets to ensure a continuous and consistent academy-wide focus on progress and achievement.• To promote a school ethos and management culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.• Supporting the Headteacher to lead the school leadership team in contributing to the Trust's 3 year Improvement Plan; supporting the development of the annual School Review and lead the School Development Plan process which identifies appropriate priorities and targets for ensuring that pupils are kept safe, well cared-for, make good progress and excel at learning.

Management

- Implement the school performance management process, to ensure:
 - the annual performance management of all relevant staff as per the line leadership tree
 - consistently high levels of performance and commitment from all relevant members of staff
 - appropriate opportunities for professional development for all staff
- Challenge underperformance at all levels with effective corrective action.
- Ensure staff are aware of their roles, responsibilities and accountabilities and that these are clearly defined.
- Build and maintain excellent relationships with all stakeholders.
- Manage the school involvement in relevant networks.
- Ensure all aspects of work and responsibilities are frequently quality assured.
- Lead, manage and support staff as assigned.
- Distribute leadership throughout the school and manage resources accordingly and as required.
- Take responsibility for the day to day running of the school as appropriate.
- Work alongside SLT colleagues to monitor, evaluate and review classroom practice to embed improvement strategies and consistently and systematically raise the quality of teaching.
- To support the Headteacher and other members of SLT with Ofsted and SIAMS inspections and the preparation beforehand.
- Support the management of other school functions such as Finance and Operations.
- Support the recruitment and retention of staff at Derby Cathedral school alongside the Headteacher and other members of SLT.
- Fulfil the Designated Teacher role for LAC children, including PLAC and IAPLAC.
- Participate in meetings with staff members, parents, carers and any other relevant stakeholders as required.
- Attend CPD training and contribute to whole school improvement
- Develop networks and external links to support the provision for students.
- Oversee all external alternative provision including the quality assurance of providers.
- To comply with any reasonable request from the Headteacher, and in their absence the CEO/Deputy CEO to undertake work of a similar level not specified in this job description.
- Be aware of and adhere to applicable rules, regulations, legislation and procedures within the trust e.g. Equal Opportunities Policy/Code of Conduct and national legislation (Health and Safety, Data Protection).

**Behaviour
&
Attitudes**

- Communicate a clear strategic vision for all with parents, staff and students.
- Build professional relationships with parents, carers and the wider school community.
- Develop relationships with other schools and organisations to continue with the creation of an outward-facing school in a climate of change to ensure learning opportunities are integrated into the wider community.
- Lead and manage academic, pastoral and support function reports as directed by the headteacher.
- Co-ordinate the behaviour and attendance data so that it is sharply focussed and lead the school improvement agenda for all key stages.
- Support the Head of Year 7 and other relevant staff with the transition of pupils into Year 7.
- Work with the relevant pastoral and administrative staff to coordinate in-year student admissions and ensure high levels of student attendance and reduce persistent absenteeism.
- Ensure effective liaison with external agencies or internally appointed support workers to ensure optimum value for money and positive impact on our students.
- Ensure exclusions and statutory requirements for behaviour, integration and fair access are abided to.
- Work with staff to ensure the school's policies are implemented consistently and tracked and monitored effectively.
- Coordinate the daily programme of collective worship, ensuring it supports the Christian distinctiveness of the school, the personal development of students and the wider curriculum.
- Develop wider links to ensure students have a range of quality provisions to best support any behaviour needs.
- Work with the wider senior leadership team to ensure high levels of student attitude to learning.

Safeguarding

- Line lead responsible staff as directed by the Headteacher.
- Oversee the school's safeguarding team and ensure all policies and procedures are fully up-to-date.
- Coordinate child protection procedures, ensuring effective record keeping and communication systems are in place. Liaising as required.
- Keep abreast of relevant local, national and global developments and how these impact on the school.
- Oversee the annual safeguarding audit and ensure any action points are implemented and monitored.
- Complete all relevant core and additional safeguarding training including training for DSL.

Person Specification

	Measurements: A = Application I = Interview R = Reference	
Qualifications	<ul style="list-style-type: none"> DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status Evidence of recent relevant Continuing Professional Development. A relevant graduate qualification A relevant postgraduate qualification if appropriate 	A A,I A A
Experience	<ul style="list-style-type: none"> Significant recent and relevant experience as a Deputy/Assistant Headteacher or equivalent A recent senior leadership post for at least 3 years A proven track record of successful leadership Successful experience of raising achievement Working with and engaging the involvement of external partners and the local community Successful teaching of pupils in Secondary phase Planning, determining and organising major areas of responsibility 	A,I,R A,I A,I,R I,R A, I A, R A, I
Knowledge and Understanding of current issues and best practice including:	<ul style="list-style-type: none"> Safeguarding children and young people What constitutes an excellent school on both Ofsted and SIAMS frameworks The process of strategic planning and school self-evaluation Ways to communicate and translate a shared vision into practice Application of new technologies to teaching, learning and management Comparative data and performance indicators to establish benchmarks and set targets for improvements National policy framework and current educational legislation and initiatives Principles of effective teaching and behaviour management Roles and responsibilities of the Local Academy Committee and of the requirements for accountability Strategies for fostering school improvement, including attendance and behaviour for learning Equal opportunities and commitment to their pursuit Legal issues relating to school management 	A,I I A,I A,I I I A,I I I I I I

Personal and Professional Qualities

<ul style="list-style-type: none"> • Commitment to the welfare and safeguarding of young people 	I
<ul style="list-style-type: none"> • Strong personal motivation and drive 	I,R
<ul style="list-style-type: none"> • A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community 	I
<ul style="list-style-type: none"> • The ability to inspire, motivate staff, students and the wider community and engage their active commitment to your vision 	I,R
<ul style="list-style-type: none"> • Commitment to ensuring inclusion, addressing diversity and access 	A, I
<ul style="list-style-type: none"> • Commitment to own personal and professional development and that of all staff 	A,I
<ul style="list-style-type: none"> • High order analytical and problem-solving skills and the ability to make informed judgements 	I
<ul style="list-style-type: none"> • Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community 	A,I
<ul style="list-style-type: none"> • The ability to project the school in a positive way and establish the school at the heart of the community 	I
<ul style="list-style-type: none"> • The ability to engage parents and carers in supporting children's learning 	I,R
<ul style="list-style-type: none"> • The ability to fill the role of lead professional in classroom practice 	R
<ul style="list-style-type: none"> • Commitment to an open, collaborative style of management 	I
<ul style="list-style-type: none"> • Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community 	A,I
<ul style="list-style-type: none"> • The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed 	I
<ul style="list-style-type: none"> • The ability to form and maintain appropriate relationships and personal boundaries with young people 	I,R

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.