

Role	Deputy Headteacher- Teaching and Learning (Whole School) To view this Job Description in BSL click here
Pay scale	L15-L19
Location	North London: Departments at Highgate and Muswell Hill

Role purpose

Blanche Nevile is a unique provision for deaf children, aged 3-16, with Primary and Secondary departments, situated in the heart of north London and co-located with two excellent mainstream schools. We are a bi-lingual school where British Sign Language is taught and used alongside spoken and written English.

Blanche Nevile is currently undergoing an exciting period of transformation following the recent appointment of Co-Headteachers, marking a shift from a single Headteacher model. This transition includes the redevelopment of the school's vision and values to align with the strategic direction and vision set by the Co-Headteachers.

The school is seeking an exemplary practitioner and visionary, inspirational Deputy Headteacher to support the Co-Headteachers in establishing their vision for the school. The post holder will have a passion for deaf and special education and be committed to providing the best education to the school's pupils.

The post holder will work with the Co-Headteachers to provide strategic leadership to ensure the highest standards of teaching and learning across Primary and Secondary. The post holder will play a key role in driving school improvement, raising pupil outcomes, and developing staff through high-quality professional learning. The post holder will also model excellent teaching through a reduced teaching commitment, ensuring effective balance between classroom practice and senior leadership duties.

Key responsibilities

Teaching and Learning

- Lead and monitor high-quality teaching and learning across the school, Primary and Secondary.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Develop and embed effective assessment practices and systems that support progress for all pupils.
- Use data effectively to identify strengths, address gaps, and improve outcomes.
- Promote inclusive teaching practices that meet the needs of all learners, including SEND, disadvantaged pupils, and high attainers.
- Monitor the effective implementation of the curriculum across the primary and secondary phases.

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- Take an active role in planning and developing whole-school CPD, including INSETs and specific training requirements, and work alongside senior leaders and middle leaders to drive improvement.

Strategic leadership

- Promote a culture of inclusion within the school community, where all views are valued and taken into account.
- As a member of SLT, provide strategic leadership to the school by:
 - Reviewing and feeding into decisions in the School Development Plan (SDP) using your expertise as an education professional and leader.
 - Contributing to the school's self-evaluation (SEF) and improvement planning process.
 - Taking responsibility for implementing and evaluating the impact of delegated actions in the SDP and SEF.
 - Bringing the school's vision to life through engaging, inspiring and empowering staff and partners.
 - Always acting as an ambassador for the school and its vision, through regular and appropriate communication with staff, parents, children, partners and other stakeholders.
 - Contributing to policy and practice development, continually evaluating effectiveness and driving improvement.
 - Providing meaningful contributions in leadership discussions, giving both support and challenge to colleagues; doing so with respect and the education, safety and happiness of pupils in mind.
- Lead on specific designated areas of responsibility e.g. pupil premium grants, parent engagement) across the whole school. Responsibilities will be agreed between the Co-Headteachers and Senior Leaders. Responsibilities may change over time.
- Lead on the day-to-day organisation and management of the departments to ensure a purposeful, engaging and safe learning environment.
- In the absence of the Co-Headteacher(s), take overall responsibility for all aspects of the school.

School culture and behaviour

- Work alongside SLT and other staff members to create a culture where pupils and staff experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage, and model high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school.
- Uphold the bilingual philosophy of the school and model it in daily practice.
- Value and recognise the importance of Deaf culture and community.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

Leadership and management of staff

- Line manage a nominated team of staff, including leading on performance management and appraisal processes.
- Participate in the selection and recruitment of teaching and non-teaching staff.

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- Planning teachers' meetings across both schools in line with school priorities.
- Provide support for new staff members. For example, Early Careers Teachers (ECTs).
- Organise and provide training, mentoring and coaching to staff in support of their continuous professional development.
- Participate in regular training and other learning activities, and in supervision, appraisal development as required by the school's policies and procedures.
- Promoting equality and inclusion, ensuring that reasonable adjustments are made and barriers are removed for all.
- Lead the implementation of change, bringing people with you.

Management of quality, standards and safeguarding

- Promote and maintain high quality specialist provision for pupils, in line with the school's commitments to offering tailored pathways to individual pupils.
- Contribute to, and in the absence of the Co-Headteachers, chair multi-disciplinary annual review meetings as required, ensuring all statutory duties under the SEND code of practice are met.
- Monitoring and assuring the quality of education across the school.
- Provide relevant and timely information and reports to the Co-Headteachers and Governing Body on all areas of responsibility, including attending Governing Body meetings as required.
- Assist the Co-Headteachers in leading on the curriculum development for the school.
- Promote and monitor statutory safeguarding responsibilities, recognising in the school's context that safeguarding is vitally important.

Managing external relationships

- Work in partnership with parents and care givers to achieve the best possible outcomes for all pupils academically, socially and with regard to their happiness and wellbeing.
- Ensure that parents and care givers are well informed about the school vision, curriculum, targets, their child's progress and attainment, and their part in their child's development and the development of the school.
- Coordinate new pupil consultations across both departments, arranging assessment and transition visits as required, and working closely with the co-headteachers and SEND lead to support informed decision-making.
- Liaise with leaders and other relevant staff at our partner schools, in order to further develop the partnership agreement, inclusion and practice, under the direction of the Co-Headteachers.
- Liaise with other professionals, including therapists and social workers to ensure all pupils receive their identified entitlement and appropriate levels of support.

The responsibilities listed are not intended to be exhaustive. The post holder will be required to undertake any other duties as required to ensure the smooth running of the school, compliance with legislation and regulation and to safeguard staff and children.

Behaviours

At Blanche Nevile, we have identified the professional behaviours we need from all our staff. These are:

1. Leadership
2. Driving excellence
3. Respectful communication and driving improvement
4. Working at pace
5. Collaborative working
6. Reflection and growth

At application, interview and reference stage – together with assessment of your ability to meet the qualifications, experience, knowledge and skills criteria – we will assess you against these behaviours (listed in priority order for this role).

The behaviours and how we expect a Deputy Headteacher (as an SLT level member of staff) to demonstrate them, are covered below.

Leadership

Show pride and passion for special and deaf education. Create and engage others in delivering a shared vision for the school. Value difference, diversity and inclusion, ensuring fairness and opportunity for all. Continually reflecting on practice and role-modelling personal growth.

Examples of the behaviour being met at SLT level are:

Promote inclusion, respect differences and experiences. Welcome and respond to views and challenges from others despite any conflicting pressures to ignore or give into them. Stand by, promote and defend own and SLT's actions and decisions where needed. Balance empowering staff to deliver excellent outcomes for pupils and develop the school withholding them to high standards. Reflect on leadership approach and adapt.

Driving excellence

Demonstrate and promote professional excellence, expertise and efficiency, taking account of diverse needs of staff, pupils, parents and other stakeholders.

Use evidence and knowledge to support accurate, expert decisions and advice. Carefully consider alternative options, implications and risks of decisions.

Examples of the behaviour being met at SLT level:

Holding high standards and expectations when it comes to the education of our pupils and recognising the complexity and diversity of their needs. Recognise the needs and expectations of parents and care givers. Efficiently and effectively contribute meaningfully to the implementation of the SDP.

Utilise benchmarking data and networks with other schools (especially specialist and deaf education providers) and best practice to assess the departments current practices and performance and, with the SLT and colleagues, address standards and performance gaps.

Ensure you have understood and/or clarified the expectations of the wider school

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leadership (ie the Governing Body and SLT colleagues) before making decisions. Ensure decision making happens at the right level, reducing bureaucracy and enabling staff to focus on the education of pupils. Take an evidence-based approach and interpret data and statutory documentation such as EHCPs to improve individual student outcomes.

Respectful communication and driving improvement

Communicate with respect, integrity and enthusiasm. Respect the needs, responses and opinions of others.

Seek out opportunities to influence improvement in the education of children and review ways of working, including seeking and providing feedback.

Examples of this behaviour being met at SLT level:

Communicate with others in a clear, honest and enthusiastic way in order to build trust. Explain complex issues in a way that is easy to understand. Take into account people's individual needs. Deliver difficult messages with clarity and sensitivity, being persuasive when required. Consider the impact of the language used. Monitor the effectiveness of the department and take action to improve where necessary.

Encourage, recognise and share innovative ideas on improving the school's education provision and happiness of pupils. Give people the space to do the same. Praise creativity. Create an environment where people feel safe to call out what's not working and give their ideas to improve situations. Identify the early signs that things are going wrong and respond promptly.

Collaborative working

Form effective partnerships and relationships with staff, parents and other partners, sharing information, resources and support to provide the best possible education for the pupils.

Examples of the behaviour being met at SLT level:

Actively build and maintain effective working relationships with colleagues in the service of the pupils. Challenge assumptions while being willing to compromise if beneficial to progressing the development of the school. Build strong interpersonal relationships and show genuine care for colleagues. Ensure consideration and support for the wellbeing of yourself and individuals in the department and wider school. Understand the varying needs of those working to you, to ensure they are supported, developed and their experience is utilised. Creating a work environment where bullying, harassment and discrimination are unacceptable – enforcing the school's zero tolerance policy. Remain available and approachable to all colleagues and be receptive to new ideas.

Working at pace

Take responsibility for delivering timely and quality results with focus and drive.

Examples of the behaviour being met at SLT level:

Managing a full workload and competing priorities effectively. Ensuring everyone clearly understands and performs their duties. Give honest, clear and enthusiastic messages about priorities, objectives and expectations. Comply with legislative and safeguarding

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requirements in the day-to-day management of the department and broader school. Maintain own levels of performance in challenging circumstances and under pressure, and encourage others to do the same.

Reflection and growth

Always be learning - focus on continuous learning and development for self, others and the organisation as a whole. This means keeping up-to-date with developments in education, and deaf education reflecting on one's own practice (as a professional and/or as a leader) and supporting the school to be at the leading edge of education.

Examples of the behaviour being met at SLT level:

Prioritise and role-model continuous self-learning and development in pedagogy, SEND, deaf education and leadership. Identify areas staff need to develop in order to achieve their targets and objectives as part of the performance management process. Support colleagues to take responsibility for their own CPD. Supporting delivery of INSET days and other learning opportunities. Reflect on own practice and performance and constantly seek to improve as a professional and leader.

Values and professional practice

At Blanche Nevile, we expect our staff to:

- Meet the national [teaching standards](#).
- Play their part in ensuring the [SEND Code of Practice](#) and [school policies](#) are followed.
- Act in line with the [school's ethos and values](#).
- Act in line with the [Principles of Public Life](#).

We expect the Deputy Headteacher to understand they are part of the SLT and accordingly have an additional role of supporting the Co-Headteachers meet the [Headteachers' standards](#), recognising as a senior leader that they should be striving to meet these standards too.

The school's SLT and Governing Body also hold the following as important values in our school context and where it is on its development journey:

- At all times, to behave and act in a way that promotes and contributes to the overall vision, mission, commitments, values and ethos of the school.
- Recognise the importance of being a united leadership team – once decisions are made, we support one another to implement them successfully.
- Commit to the highest possible standards of teaching – having high expectations of self and others.
- Be determined in expecting the best for deaf children and lead the staff in high expectations and challenge for all pupils.