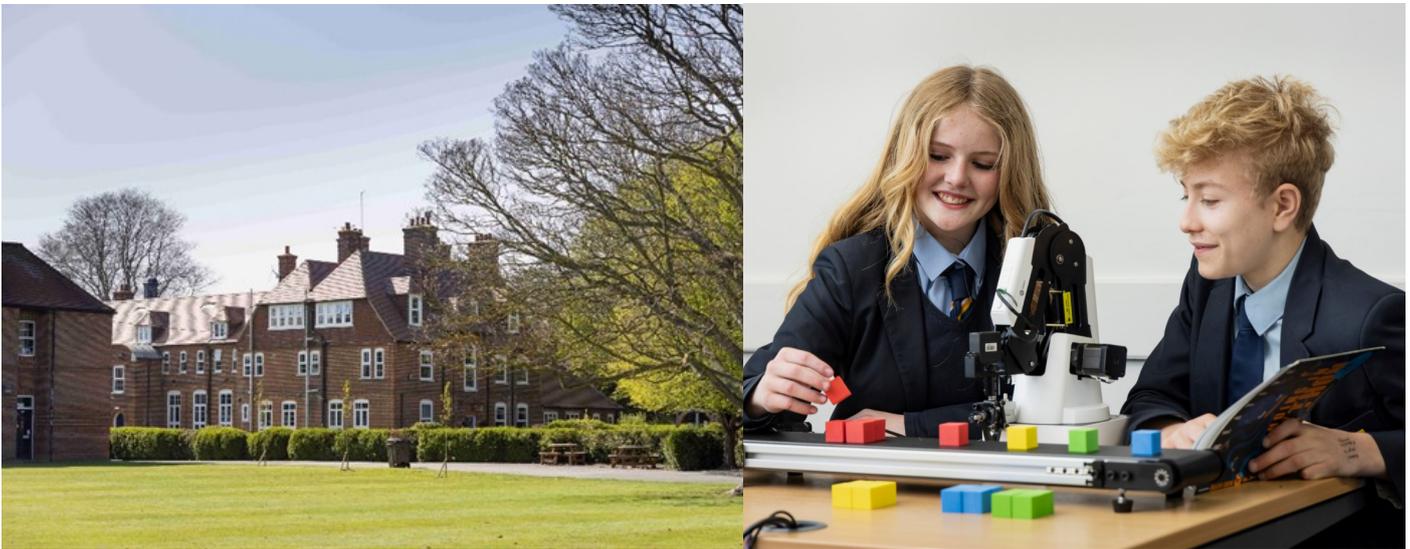




Deputy Headteacher, L20-L25

Sir Roger Manwood's Grammar School



A friendly and dynamic mixed grammar school in Kent where staff and students thrive.



Welcome

SRMS is a great place to work and teach – it is a friendly, dynamic school where both staff and students thrive because they are highly valued.

We are recruiting for a Deputy Headteacher, who will be the sole deputy at the school. This is a rare and exciting opportunity for an experienced senior leader to join a successful school that combines management freedom for effective leaders with secure central support that encourages collaboration for success. We are looking for an exceptionally talented leader who will use their energy and vision to make a real impact; to support the achievement of outstanding outcomes for our students and staff, as well as ensuring that the school continues to develop its current standards and achievements – both academically and pastorally. The successful candidate will receive encouragement, support and guidance to develop their own career within the School. This is a career-defining opportunity and we are looking forward to hearing from senior leaders who are ready for the next step.



Our students are bright, able and eager to learn, and due to our environment of excellent behaviour, teachers are able to teach their subjects to a high level. We are preparing to embark on a new strategic development plan for the school, which values a rounded education that not only delivers outstanding academic outcomes but also encourages participation in the wider life of the school and development of skills or life, including leadership, collaboration and independence.





Role summary

We are seeking to appoint a committed and hard-working Deputy Headteacher to join our leadership team from September 2025. In addition to the Conditions of Employment for Headteachers laid down in the most recent version of the School Teachers' Pay and Conditions Document this role will be responsible for:

- Working with the Senior Leadership Team and Governors to provide strategic leadership and hold overall accountability for direction, standards achieved and quality of education within SRMS;
- Providing leadership and management which enables the school to give every student high quality education, and which promotes the highest possible standards of achievement and well-being;
- Securing the long-term success of the school by maximising the skills and resources across SRMS;
- Contributing to system-wide leadership capacity at all levels.

You will be someone who feels an affinity with our values and our vision seeking a core purpose of delivering for our students and community.

You will have an impressive track record of school improvement with superb leadership skills, likely to have been developed across a number of schools including selective schools, and the credibility to motivate and empower others.

You will have a clear vision for rapid and sustainable school improvement and the ability to lead supportively alongside having the knowledge to facilitate success for both pupils and staff. Other skills, knowledge and experience we look for include:

- Qualified Teacher Status;
- Degree or equivalent qualification;
- National Professional Qualification of Headship (welcomed but not essential).

To apply:

If you have any queries about this role, please contact headsec@srms.kent.sch.uk





Job Description

Sir Roger Manwood's is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Qualities

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.

General duties

- Teaching and undertaking all relevant duties of a class teacher while acting in that capacity.
- Taking a leading role in the day-to-day management of the school.
- Implementing, enforcing and exhibiting model adherence to all school policies and procedures.
- Attending and contributing to all meetings of the staff cohort and the SLT.
- Planning and chairing meetings where necessary.
- Cultivating and sustaining effective positive relationships with all staff, pupils, parents, governors and stakeholders.

Strategic direction and school development:

- Contributing to the development of the school's vision, ethos, values and strategic direction.
- Contributing to the formulation, monitoring and implementation of the SIP.
- Supporting staff members to understand and adhere to the school's strategic direction.
- Keeping fully up to date with Education policy, including relevant legislation, statutory guidance and good practice recommendations within the sector.
- Contributing to decisions on all aspects of policy in the school.
- Providing advice and support to the governing board to aid it in conducting its strategic responsibility.
- Contributing to annual budget planning and monitoring.
- Overseeing appeals and being the school's presenting officer, representing the school on the IYFA panel and district collaboration for hard to place students.
- Overseeing the development of relationships with local primary schools.



Leadership and Management:

Supporting the Headteacher:

- Assisting and supporting the Headteacher in all functions of their role.
- Deputising for the Headteacher in their absence.
- Undertaking duties as delegated by the Headteacher.
- Working with the Headteacher to ensure and uphold a clear system of task delegation and devolution of responsibilities for all staff.

School performance:

- Working with the Headteacher to set targets, aims and objectives.
- Supporting staff to understand and meet the school's targets, aims and objectives.
- Evaluating the school's performance in relation to its targets, aims and objectives and working with the Headteacher to adjust the school's practice in line with findings.

Staff management:

- Line managing staff as identified by the Headteacher, including the team of Heads of Department.
- Participating in the recruitment process for new staff members.
- Motivating staff in their roles and supporting them in aspects of their roles as necessary.
- Overseeing the performance management process of staff as necessary, including evaluating performance and challenging underperformance.
- Ensuring staff access CPD opportunities and supporting staff to access such opportunities.
- Conducting audits of staff skills and training needs.
- Working with the governing board and Headteacher to secure and provide effective training for staff members, e.g. through INSET days.



Teaching, Learning, Curriculum and Assessment:

- Monitoring standards of teaching and learning in the school to ensure the highest quality of education for all pupils.
- Developing, monitoring and reviewing a broad, coherent, exciting and ambitious curriculum
- Ensuring reliable processes are in place when assessing pupils' knowledge and understanding of the curriculum.
- Ensuring that resources are managed and appropriately allocated across the school to support effective teaching and learning.
- Contributing to creating a culture of high attainment and performance where high standards are held for all pupils from all backgrounds, abilities and needs.
- Working with the Assistant Head Pastoral and SENCO to ensure that the curriculum effectively supports all pupils with SEND to thrive academically.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Working with the Assistant Headteacher Student Progress to implement systems for recording pupils' progress.
- Contributing to the establishment and monitoring of systems to keep parents informed about the curriculum and their children's performance.

Pupil wellbeing and safeguarding:

- Taking a lead role in managing pupil behaviour across the school. Taking responsibility for promoting and safeguarding the welfare of pupils and supporting the DSL and Deputy DSLs in conducting their duties.
- Contributing to a school culture which prioritises pupil wellbeing and mental and physical health.
- Being an approachable and professional authority figure for pupils to come to with any issues they may have.
- Contributing to the creation of an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff in the school.
- Overseeing student leadership in school, including the School Council.

Training and professional development:

- Actively engaging in CPD to ensure professional skills are up to date.
- Undergoing training as necessary to ensure that all aspects of the role can be effectively conducted.



Person Specification

Qualifications (Essential)

- Qualified Teacher Status, completed Degree or equivalent qualification.
- Evidence of continuing professional development.

Desirable

- National Professional Qualification of Headship.

Experiences, skills and Knowledge

- Significant experience as an Assistant Headteacher or Deputy Headteacher with a sustained record of driving standards;
- Experience of developing partnership and learning between departments;
- Experience of the effective management of budgets and resources;
- Evidence of successfully leading and sustaining educational initiatives;
- Evidence of effective appointment and people management;
- Knowledge of statutory education frameworks, including governance;
- Knowledge of ways to build, communicate and implement a shared vision ;
- Knowledge of leading change, creativity and innovation;
- Knowledge of new technologies, their use and creative impact;
- Knowledge of strategies for communication, both within and beyond the school;
- Knowledge of models of teaching and learning/ pedagogical practice;
- Knowledge of models of attendance and behaviour management;

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- Knowledge of strategies for ensuring inclusion, diversity and access
- Knowledge of child protection and safeguarding procedures;
- Knowledge of curriculum design and management;
- Knowledge of the self-evaluation process and its role in driving continuous improvement;
- Knowledge of strategies to promote individual, team and organisational development;
- Knowledge of building and sustaining a learning community within a school;
- Knowledge of the impact of change on organisation and individuals;
- Knowledge of strategic financial planning, budgetary management and principles of best value;
- Knowledge of the use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance;
- Knowledge of the work of other agencies and opportunities for collaboration.

Leadership skills

- Ability to develop and maintain a clear vision and lead others to plan and deliver it;
- Ability to articulate this vision to diverse audiences;
- Ability to establish successful relationships at all levels and have good communication skills both verbal and written;
- Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the school;
- Ability to cultivate a team ethic;
- Ability to lead, coordinate and delegate .



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