

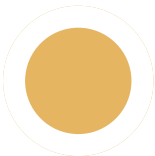
Deputy Headteacher Recruitment

April 2026

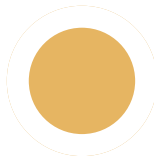


Saltaire Primary School

- ENJOY ACHIEVE THRIVE -



01274 584093



office@saltaireps.co.uk



Our Vision

Our children will receive a nurturing and ambitious primary experience, rooted in creative, engaging contexts for learning and our unique local heritage. Our school will offer a broad, rich and inclusive curriculum. In partnership with families, every child will enjoy, achieve and thrive – preparing them for bright futures in the global community.

Our learning journey will ensure that all children:

- Develop a lifelong enthusiasm for learning;
- Are able to overcome disadvantage and barriers to learning;
- Become resilient learners and active citizens;
- Understand how to keep themselves and others safe in the real and virtual world;
- Have the confidence to speak out and challenge inequality;
- Feel physically and mentally strong - well prepared for every stage of their lives.

We are seeking a dedicated, proactive leader who is committed to developing the inclusive and nurturing ethos of Saltaire Primary School and values the unique nature of the school and its community.

We are seeking a Deputy Headteacher who is committed to demonstrating the qualities and skills we expect of our children:

Respect
Responsibility
Reflection
Enjoy
Achieve
Thrive



About our School

Saltaire Primary School is a two-form entry, local authority-maintained community primary school in the UNESCO World Heritage village of Saltaire, near Bradford in West Yorkshire. Saltaire is easily accessible by road and public transport from Bradford, Leeds, and Skipton. Although close to busy urban centres, Saltaire also benefits from easy access to surrounding parks, woodland, and canals, and the Yorkshire Dales and Bronte Country are within easy driving distance.

We serve a diverse community and currently have 417 children on roll. We strive to provide a rich, challenging, and inspiring curriculum and maintain high expectations for all our children. In addition to quality first teaching we provide specific support for children with additional needs through our dedicated inclusion team, of which our school dog Inca is an important member. Our curriculum is enriched by a range of opportunities for learning outside the classroom, making the most of the historic location of our school and providing a diverse range of opportunities for children to develop, including: Crew, our structured personal development programme, our enrichment curriculum SPS Champions University, and a range of day and residential trips.

We are fortunate to benefit from an engaged community of parents and carers that support their children's learning and the wider development of the school. The Friends of Saltaire Primary School (FOSPS) organises a range of exciting, well-attended events throughout the year including discos, fun runs, and a summer fair that provide vital fundraising opportunities that enable us to further invest in the school for the benefit of the children. Our team of dedicated teaching, support, and administrative staff share a commitment to providing positive experiences for our children every day and we seek to ensure that their professional development and wellbeing are attended to in order that we can maintain the nurturing, inclusive, and educationally rich environment that makes Saltaire Primary School so special.

In recent years the team has received recognition for the range and quality of opportunities the school provides:





Advert

**Deputy Headteacher
Salary L10-L14**

Required for April 2026

The Governing Body at Saltair Primary School are seeking to appoint an inspiring, inclusive, and proactive Deputy Headteacher who is able to work in partnership with the newly appointed Headteacher to maintain the well-established areas of success and distinctive ethos of the school.

About You:

You will be a resilient leader with a passion and appreciation for the different stages of early years and primary education. You will be collegial, communicate effectively, and influence positive change through an understanding of the needs of a diverse school community. You will be dedicated to building positive relationships with pupils, parents and carers, governors, and the wider community of Saltair Primary School.

In return, we offer:

- An established, supportive, professional team who work well together.
- A commitment to your continuous professional development.
- A well-informed, conscientious, and responsive Governing Body committed to providing support on all matters.
- A happy and friendly school, with children who respect each other and have a thirst for learning.
- A culture which allows all staff to thrive and develop.

A tour of the school is strongly encouraged. Please contact the school office on 01274 584093 to arrange a tour.

For further details and to apply, go to www.prospectsonline.co.uk

Please note that CVs are not accepted.

Closing Date: 12 noon, Friday 23 January 2026

Shortlisting Date: Week Commencing 26 January 2026

Selection Interviews: Thursday 29 January 2026

Start Date: To be negotiated for after the Easter Break

The school prides itself on being an equal opportunities employer and abides by Safer Recruitment Practices. We are committed to safeguarding and promoting the welfare of children. An online search will be carried out at shortlisting. All other Pre-employment checks including a DBS check, will be completed during the recruitment process.

Deputy Headteacher Job Description

Salary: L10 - L14

Hours: Full time

Contract type: Permanent

Reports to: The Headteacher

Responsible for: All staff and pupils within the School



This Job Description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role.

Role Summary

The Deputy Headteacher occupies an influential position and is expected to use this influence to support the agenda for achieving standards within the school. The job holder is a lead professional and significant role model within the school and the local community they serve. They will lead by personal example in demonstrating a full and professional commitment to excellence in primary education.

The Deputy Headteacher will be expected to undertake any professional duties of a Headteacher reasonably delegated by the Headteacher. Where the Headteacher is absent from the school the Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the Governing Body.

They will carry out the duties of a Deputy Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education.

Core Purpose

- Work with and support the Headteacher in providing professional leadership and management for our school
- Develop and sustain the school's ethos and strategic direction together with the Headteacher and governing board and through consultation with the school community
- Support the development of and oversee systems, processes and policies so the school can operate effectively
- Promote the wellbeing and safety of all stakeholders as a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- With the Headteacher, ensure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Demonstrate financial astuteness when allocating resources appropriately, efficiently and effectively
- Abide by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles)

Deputy Headteacher Job Description



School Culture

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Inspire and motivate pupils, staff and members of the school community to excellent standards of achievement
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment

Teaching, Curriculum and Assessment

- Develop and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Continuously support the development of teaching a broad, structured and coherent curriculum
- Support curriculum leadership, including subject leaders with relevant expertise
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Behaviour

- Promote a culture where pupils 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
- Support and promote a culture of staff professionalism
- Encourage 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
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Additional and Special Educational Needs (SEN) and Disabilities

- Promote culture and practice that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Model and promote working effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Support the leadership to ensure the school fulfils statutory duties regarding the SEND Code of Practice

Deputy Headteacher Job Description



Managing the School

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- With the Headteacher, allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Continuous School Improvement

- Work with the Headteacher to make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Support the development of appropriate evidence-informed strategies for improvement as part of well-targeted plans
- Support and promote careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Accountably and Working in Partnership

- Support the Headteacher to ensure that staff understand their professional responsibilities and are held to account
- Support the Headteacher to ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Professional Development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own development needs

Deputy Headteacher Person Specification

- A Application Stage**
- P Pre-employment check stage (inc. References)**
- I Interview and Assessment Stage**
- E Essential**
- D Desirable**

Qualifications and Training

- Holds a degree level qualification or equivalent. E, A, P
- Qualified Teacher Status (QTS) or other recognised teaching qualification. E, A, P
- Holds a Professional Qualification or working towards gaining a NPQL. D, A, P
- Evidence of recent appropriate leadership development training. D, A, P
- DSL Training. D, A, P

Experience

- Successful Senior Leadership of a primary school setting (age range 5 to 11 years). E, A, I
- Experience of raising attainment, setting high expectations and continually raising standards of teaching and learning. E, A, I
- Able to implement a climate of learning which enables the best outcomes for all pupils. E, A, I
- Experience of successfully delivering high quality continuous professional development which leads to improved practice. E, A, I
- Experience in evaluating and using a range of data to improve pupil outcomes. E, A, I
- Experience of effectively managing pupils with challenging needs. D, A, I

Deputy Headteacher Person Specification

- A Application Stage**
- P Pre-employment check stage (inc. References)**
- I Interview and Assessment Stage**
- E Essential**
- D Desirable**

Leadership Qualities

- Abides by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles). E, A, I
- Ability to model and promote the school's ethos and strategic direction in partnership with the Headteacher. E, A, I
- Ability to champion a culture which is inclusive, supportive, and promotes diversity and equality, with ambitious expectations for all pupils. E, A, I
- Support and promote a culture where SEND and Pupil Premium pupils experience a positive and enriching school life regardless of age, ability, aptitude or SEND across all phase groups. E, A, I
- Be a visible role model with a professional approach that demands excellence, confidence, trust and respect through inspiring and empowering colleagues to succeed. E, A, I
- Support rigorous approaches to identifying, managing and mitigating risk. E, A, I
- Able to model and promote a vision to a wide range of audiences and inspire others. E, A, I
- Committed to safeguarding, inclusion and promoting the welfare of all stakeholders. E, A, I
- Able to build good relationships with parents and the local community. E, A, I

Knowledge and Skills

- Up to date knowledge and understanding of the National Curriculum and experience of curriculum design at the relevant age range (5 to 11 years). E, A, I
- Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils. E, A, I
- Operates with financial astuteness, within a clear set of principles centered on the school's vision. E, A, I
- Ability to analyse and interpret comparative data. E, A, I
- Ability to use performance management processes to drive improvement across the school. E, A, I
- Ability to cooperate with other schools and learn from their practice. E, A, I
- Commitment and ability to continue to develop the exciting curriculum which is a core feature and strength of our school. E, A, I



Equal Opportunities Information

Equality

Saltaire Primary School welcomes pupils and staff from a wide range of backgrounds. We believe that their different cultures, talents and life experiences bring richness and vibrancy to school life and help to create an environment that supports us all in learning from each other.

We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds. This duty is set out in the Equality Act of 2010, which covers sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.





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