



DEPUTY HEADTEACHER RECRUITMENT INFORMATION PACK



Compiled: January 2025

Welcome to Lionel Walden Primary School

ABOUT OUR SCHOOL



At Lionel Walden Primary School, we are proud to provide a vibrant, inclusive, and nurturing environment where every child feels valued, supported and inspired to achieve their full potential. Our committed team of staff and governors work closely with parents and carers to ensure our pupils receive an outstanding education and remain safe and happy.

Relationships between home and school are central to the success of our children, both academically and emotionally. Our motto, "Putting children first; progress through partnerships," encapsulates the essence of our ethos and the shared vision of our community.

Lionel Walden Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be subject to an enhanced DBS check.

Location

The school is situated in the charming Fenland village of Doddington, Cambridgeshire. Built in 1877, it has undergone substantial development over the years to expand and accommodate the growing need for places. Lionel Walden Primary School enjoys a picturesque and community-focused setting. The larger towns of March and Chatteris are just five miles away, with pupils primarily transitioning to Cromwell Community College in Chatteris or Neale Wade Academy in March.



Organisation

Lionel Walden is a Local Authority maintained school. We are a one-form entry primary school with approximately 30 children per class, providing a close-knit and supportive learning environment. Currently we have 209 children on role. The on-site Pre-School offers a seamless transition into Reception, ensuring that our youngest learners are already familiar with the school and its dedicated staff.

Staffing

The school is led by a passionate Headteacher and a supportive Deputy Headteacher. Our teaching team includes a mix of full-time and part-time Qualified Teachers, complemented by experienced Teaching Assistants deployed across the school. A Higher-Level Teaching Assistant (HLTA) coordinates support staff and contributes to PPA cover, while our skilled SENCO ensures that every child's learning needs are met.

Our School Community

Lionel Walden Primary School thrives on the support and enthusiasm of our community. From workshop mornings and class assemblies to our Summer Fairs and Bingo evenings, school events are always well attended. Our active School Association works tirelessly to fundraise for enhancements that enrich the school experience for our children.



OUR VALUES AND VISION

At Lionel Walden Primary School, our core values of being **READY, RESPECTFUL, AND SAFE** underpin everything we do. These principles guide our teaching, interactions, and approach to developing well-rounded, confident learners who are equipped to thrive in an ever-changing world.

Ready: We empower children to be confident and enthusiastic learners, prepared to face challenges with curiosity and resilience. Through our focus on developing strong foundations in literacy, numeracy and oracy, we ensure that every child is equipped with the skills and knowledge needed to succeed in the classroom and beyond. We embrace a culture of high expectations, encouraging children to be inquisitive, independent and ready to take ownership of their learning journey.

Respectful: Respect is at the heart of everything we do. We cultivate an environment where all members of our school community are treated with kindness, understanding and dignity. Our diverse and inclusive curriculum encourages children to appreciate different perspectives and celebrate the uniqueness of others. We believe that by promoting respectful relationships, children develop empathy, teamwork and the ability to contribute positively to the world around them.

Safe: We prioritise the safety and well-being of our children, both online and offline. Our commitment to creating a secure and supportive learning environment means that every child can feel safe to express themselves, take risks and explore new ideas. We teach children the importance of staying safe in all aspects of life, from their physical environment to their digital presence, preparing them to be responsible citizens in an ever-evolving world.

Together, we ensure that every child is supported to achieve their full potential and to develop the character and confidence to succeed.



OUR CURRICULUM

The curriculum at Lionel Walden Primary School is at the heart of the school. It is the vehicle we use to nurture, guide and develop our children to become eager lifelong learners. We want our children to understand that being knowledgeable and curious about the world around them will open their minds to possibilities and doors to avenues that can enrich their lives now and in the future. We do this by thinking hard about what we skills want our children to leave Lionel Walden Primary School with.

Through our curriculum, we intend to provide a challenging and engaging educational experience for all children that promotes a love of learning and prepares them for success in the 21st century. We aim to instil in our children a strong sense of curiosity, creativity and critical thinking, and to equip them with the knowledge, skills and values necessary to succeed in a rapidly changing world.



To achieve this, we will:

- Provide a broad and balanced curriculum that encompasses all core subjects as well as a focus on our local curriculum and extracurricular activities.
- Provide opportunities for all children to develop their skills in problem-solving, communication, collaboration and creativity.
- Incorporate technology and digital literacy across the curriculum, to ensure that children are prepared for the digital age.
- Foster a culture of respect, kindness and inclusivity in which all children feel safe and valued.
- Encourage a growth mindset and promote a culture of learning from mistakes.
- Provide a range of support and resources, to ensure that all children are able to reach their full potential.

Our curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values. We understand the importance of getting the basics right first as these are the foundations in which further knowledge and skills are built upon. We know that giving children knowledge allows them to think in richer more creative ways, pulling on prior knowledge to create links and using this to think deeper. Having a thirst for wanting to understand more is what we are aiming for so that our children can become lifelong learners.

We know that some children experience barriers to their learning. This might be in terms of communication, interaction, anxiety or low self-esteem. Some may find it trickier than others to consolidate learning longer term and hence find making connections to new learning harder. It is our goal to think carefully about how curriculum lessons are planned and delivered, so as to tackle these potential learning barriers, allowing all to progress and flourish.

Promoting positive values is important to us as this encourages children to take responsibility for themselves and their actions, are respectful in their way and develop resilience to help tackle life's ups and down.

Our community involvement is also an essential part of our curriculum as we celebrate local traditions such as the Doddington Carnival and our Christmas Carol Service at St. Mary's Church. Children learn invaluable skills taking part in such events and helps them feel part of the community that they live in.

At Lionel Walden, we use the National Curriculum as the basis of our curriculum but very much add to this, ensuring that the needs of our school and community are taken into account.

Watching our children move on to their Secondary education with confidence and eagerness is what we strive for and what encourages us all to do the very best we can for them whilst they are at Lionel Walden Primary School

OUR SCHOOL CONTEXT

Lionel Walden Primary School serves a diverse and dynamic community. We have 209 children on role, with an additional 30 children in our Pre-School. Approximately three-quarters of children come from within catchment and live in Doddington. The remaining come from the neighbouring villages of Wimblington and Benwick, and some from a little further afield (March and Chatteris)

- 16% of pupils receive Pupil Premium funding
- 14% are eligible for Free School Meals
- 13% are on the SEND register
- A number of pupils are from service families
- A very small number of children are EAL (2%)

We are dedicated to breaking down barriers to learning and providing tailored support so that every child can flourish.

STANDARDS

We are very proud of our track record of high standards throughout the school and work hard to ensure that we balance breadth and depth of learning with a thorough grounding in the basics.

KS2 End of Year 6 Results

	2022	2023	2024	2024 Nat Avg
% of pupils working at expected standard in reading	87%	93%	81%	74%
% of pupils working at the expected standard in writing	60%	82%	75%	71%
% of pupils working at the expected standard in maths	93%	89%	78%	73%
% of pupils working at the expected standard in reading, writing and maths	60%	82%	72%	62%
Reading progress measure	+1.5	+3.93	+0.2	
Writing progress measure	-2.6	+0.88	+0.1	
Maths progress measure	+2.6	+3.76	+2.3	

2024 KS1 Phonics - 90% of children passed the Phonics check
2024 EYFS Good Level of Development - 76% gained a GLD in EYFS

WHAT DO OUR PARENTS SAY?

In a survey conducted during November 2024 Parents' Evenings, we asked parents their views on the school. 121 people filled in the survey. Here are the results:

- My child is happy at Lionel Walden - 97.5%
- My child feels safe at Lionel Walden - 97.5%
- The school has high expectations for my child - 86%
- My child is making good progress - 93%
- The school encourages the values of Ready, Respectful and Safe - 96%
- The school ensures that children understand how to behave well and encourages this - 95%
- I would recommend the school to another parent 98%

WHY JOIN US?

As Deputy Headteacher, you will play a pivotal role in shaping the future of Lionel Walden Primary School. You will work alongside a passionate and dedicated team, supported by a welcoming community that values education and strives for excellence.

Together, we will continue to:

- Put children at the heart of every decision.
- Build strong partnerships with families and the wider community.
- Deliver an innovative, high-quality education that inspires a love of learning.

We look forward to welcoming a new leader who shares our vision and commitment to making a difference.

ABOUT THE ROLE

Post: Deputy Headteacher

Salary: L6 – L10 (dependent on experience)

Start Date: September 2025

Contract Type: Permanent

As Deputy Headteacher at Lionel Walden Primary School, you will be an integral member of the Senior Leadership Team, working closely with the Headteacher to lead, inspire, and drive the continued success of our school. The post includes dedicated leadership time with some teaching commitments. This is a unique opportunity for a committed and dynamic leader to make a significant impact on the lives of our pupils, staff, and community.

KEY RESPONSIBILITIES:

- **Strategic Leadership:** Support the Headteacher in shaping and delivering the school's vision, values, and strategic priorities.
- **Curriculum and Teaching Excellence:** Lead the development and implementation of an engaging, inclusive, and high-quality curriculum that meets the needs of all pupils.
- **Teaching:** The post will include some classroom teaching alongside dedicated leadership time.
- **Pupil Outcomes:** Monitor and analyse pupil progress and outcomes, implementing strategies to close gaps and raise achievement.
- **Staff Development:** Inspire and support colleagues to achieve excellence through effective performance management, professional development, and collaborative working.
- **Safeguarding and Well-being:** Act as a member of the Safeguarding Team, ensuring the safety and welfare of every pupil.
- **Community Engagement:** Build strong relationships with parents, carers, governors, and the wider community to support the school's aims and ethos.
- **Operational Management:** Oversee day-to-day operations, including behaviour management, resource and staff allocation, and the organisation of key events and activities.

WHAT WE ARE LOOKING FOR:

We are seeking a leader who is passionate about education, committed to inclusion, and motivated to make a real difference. The successful candidate will demonstrate:

- A proven track record of successful leadership and teaching experience.
- The ability to inspire and motivate pupils and staff to achieve their best.
- A commitment to fostering a nurturing and inclusive school culture.

- Strong interpersonal and communication skills, with the ability to build positive relationships with all stakeholders.
- A forward-thinking approach to teaching, learning, and curriculum development.
- High expectations for pupil achievement and behaviour.

Lionel Walden Primary School is committed to safeguarding and promoting the welfare of children. The offer of employment is subject to satisfactory pre-employment clearances including the right to work in the UK, social media profile review, Disclosure and Barring Service (DBS), medical checks and two satisfactory references.

WHAT WE OFFER:

- The opportunity to join a school with a strong sense of community and a commitment to excellence.
- A supportive Headteacher, governors, and staff team dedicated to your professional growth.
- Access to high-quality professional development opportunities.
- A welcoming and inclusive environment where every voice is valued.
- A commitment to the health and wellbeing of all stakeholders.
- Strong relationships with surrounding schools and organisations enabling us to work together to provide opportunities the children of Fenland.

EQUALITY STATEMENT

Lionel Walden Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

age (for employees not for service provision); disability; race; sex (including issues of transgender); gender reassignment; maternity and pregnancy; religion and belief; sexual orientation; marriage and Civil Partnership (for employees)

Thank you for reading about our school and all that we have to offer. We very much invite you to visit to see our school in action and determine whether our vision and ethos is something that resonates with you.

Kind regards,

Mr Steve Abey

Mrs Jo Dale

Headteacher

Chair of Governor

DEPUTY HEADTEACHER - JOB DESCRIPTION



JOB TITLE: Deputy Headteacher

GRADE/SALARY SCALE: L6-10

STATUS OF POST

This is a senior post within the school's staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Headteacher. As Deputy Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.

JOB PURPOSE

To support the Headteacher's overall leadership, development and management of the teaching and learning of all pupils; to have a shared class teacher responsibility and be able to teach across Key Stages, to take a leading role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school. To take full responsibility for the school in the absence of the Headteacher. The post will require you to work in partnership with the Headteacher, Governors and staff to ensure the continuous improvement of the school.

REPORTING TO

The post holder is responsible and accountable to the Headteacher in all matters. The post holder is also expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the school's vision and values.

MAIN EXPECTATIONS OF THE ROLE

SHAPING THE FUTURE

- Support the Headteacher and Governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership;
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility;
- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day to day working knowledge of the school's policies and practices;
- Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues;
- Develop and enhance a culture of team work, in which views of members of the school community are valued and taken into account;
- Contribute to the self-evaluation of the school.

LEADING LEARNING AND TEACHING

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the school aspires;
- To lead, develop and monitor whole school assessment in conjunction with the Headteacher;
- With the Headteacher, lead the process involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality;

- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted;
- Coach and develop staff to maximise impact on effective teaching and learning;
- Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities for children;
- Actively include pupils to further enhance their learning opportunities and personal development;
- Support the target setting process; including statutory procedures and targets for individuals and groups throughout the school;
- Implement strategies to promote high standards of behaviour;
- Seek to develop and enhance a broad and rich curriculum which meets the needs of the range of pupils in the school;
- Monitor and evaluate outcomes achieved from classroom practice.

DEVELOPING SELF AND MANAGING OTHERS

- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people of paramount;
- Make a distinctive contribution to the wider school team and continued development of Lionel Walden;
- Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the School Improvement Plan and Performance Management;
- Lead, manage and organise meetings as appropriate in support of the school's aims.
- Set high expectations for your own performance and that of others;
- Engage in relevant professional development activity as necessary.

MANAGING THE ORGANISATION

- Manage the day to day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner;
- Develop action plans in specified areas of responsibility, in order to bring about improvements;
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities;
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money;
- Ensure that equal opportunities for pupils and staff are effectively promoted.

SECURING ACCOUNTABILITY

- Work alongside the Headteacher to secure improvement through Performance Management; take responsibility for the Performance Management of identified staff;
- Support staff in understanding their own accountability and develop approaches to its review and evaluation;
- To work alongside the Headteacher to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan;
- Contribute to the reporting of the performance of the school to parents, carers, Governors and other key partners as necessary.

STRENGTHENING COMMUNITY

- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion;
- Respond to an understanding of the diversity of the school community;
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice;
- Evaluate and enhance the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community;
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.

DEPUTY HEADTEACHER - PERSON SPECIFICATION

In order to meet the high standards expected of a Deputy Headteacher in our friendly school, the Governing Body is seeking to employ a person with the following qualities, experience, skills and abilities. The criteria below will form the basis for the shortlisting and interview process and candidates are requested to respond accordingly. The panel will use the following assessment tools: application form (A); interview/assessment (I); reference and employment checks (R).



		Essential	Desirable	Assessment
Qualifications	Qualified Teacher Status	✓		A
	First degree or equivalent	✓		A
	Evidence of personal commitment to continuous professional development	✓		A
	Leadership course attendance within past three years		✓	A
Experience	Successful teaching experience for a minimum of five years	✓		A, I, R
	Understanding of how children learn	✓		A, I, R
	Responsibility for leading a core subject across the school	✓		A, I, R
	Building and sustaining effective working relationships with staff, governors and parents in the wider community	✓		A, I, R
	Member of Senior Leadership Team	✓		A, I, R
	Former responsibility at Key Stage level for raising standards	✓		A, I, R
	Experience of leading teams to achieve specific outcomes for children	✓		A, I, R
	Evidence of the development of policy or curriculum schemes of work		✓	A, I, R
	Successful teaching experience in more than one phase		✓	A, I, R
	Experience in carrying out performance reviews		✓	A, I, R
	Experience in leadership role across whole school		✓	A, I, R
Knowledge and Skills	Evidence of strong professional subject knowledge	✓		A, I
	Understanding of Ofsted framework	✓		A, I,
	Ability to plan lessons effectively for all pupils in a class, setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues	✓		A, I, R
	Knowledge and understanding of positive behaviour strategies	✓		A, I, R
	Ability to coach and mentor individuals to achieve specific outcomes	✓		A, I, R
	Ability to challenge and inspire colleagues	✓		A, I, R
	Strong IT skills	✓		A, I, R
	Clear understanding and commitment to safeguarding procedures	✓		A, I, R
	Ability to analyse data and pinpoint key issues in order to inform staff and future planning	✓		A, I, R

	An understanding of the skills and attributes involved in effective leadership		✓	A, I, R
	Evidenced experience of raising standards within whole school priorities		✓	A, I, R
	Evidence of understanding of strategic management		✓	A, I, R
Personal Qualities	To relish challenge and perform efficiently in this significant key role	✓		A, I, R
	Ability to take responsibility for others' performance	✓		A, I, R
	To be able to lead by example	✓		A, I, R
	Tenacity and commitment whole working under pressure	✓		A, I, R
	Ability to think strategically	✓		A, I, R
	Ability to organise, prioritise and delegate	✓		A, I, R
	The ability to synthesise information quickly and effectively whilst maintaining an intensive workload	✓		A, I, R
	Ability to work to manage time effectively and work to deadlines	✓		A, I, R
	Excellent team player	✓		A, I, R
	Ability to enthuse and motivate others	✓		A, I, R
	Good communication skills	✓		A, I, R
	A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos		✓	A, I, R
Other	Commitment to inclusive practice	✓		A, I, R
	Commitment to pupils	✓		A, I, R
	Excellent attendance and punctuality record	✓		A, I, R
	Governance experience/involvement with Governors		✓	A, I, R