

Candidate Information Pack

Deputy Headteacher



**Alderman
Knight
School**

Closing date - 9th March 2025
Start date - September 2025 / TBC

A Message from our Headteacher



We are delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

Alderman Knight is a remarkable school with a very strong school community. Working together we have achieved outstanding judgements in our last four Ofsted inspections, the last of these being in April 2024. Please [click](#) to read our latest inspection report.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 13 years the school has undergone a complete new build for all phases. Currently we have 242 pupils on roll and 106 staff and we have a truly exceptional learning environment.

Please review the school website as this provides a wealth of information about the school including the Post 16 provision.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

Please do not feel that you need to have special school experience to be a member of our team at Alderman Knight School – we want someone with great leadership skills and huge passion, knowledge, skills and experience that will enable them to work with a committed and talented team to provide an exceptional learning experience for all our young people. We believe this is an excellent opportunity for those senior staff who are aspiring to headship.

Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Headteacher





Closing Date: 9th March 2025

Interview dates: 24th & 25th March 2025

Start date: September 2025 / TBC

Salary: Leadership Scale 18-22

Contract: Full time and permanent

Deputy Headteacher

The Governors are looking to appoint a dynamic, inspirational and aspirational Deputy Headteacher with a passion for improving outcomes for all our pupils and students. This is an excellent opportunity for those senior staff who are aspiring to headship.

The school spans four key stages and there are currently 242 pupils and students on roll and 106 staff. The school requires a new Deputy Headteacher to work alongside the Headteacher to lead and manage our committed and talented staff team including, 4 senior assistant headteachers, 8 middle manager, 21 teachers and 53 teaching support staff. We believe this is a really exciting opportunity for a forward thinking, dynamic senior leader to join the staff team and work with us all to ensure what we offer our young people is truly the best it can be.

This is a key role and you will play a significant part in delivering the school's offer while ensuring, through focused and strategic whole school planning, the school continues to evolve and adapt to an ever changing landscape. We need the strengths of our new Deputy Headteacher to complement those of other team members and allow them to become a highly effective and integral part of our senior leadership team.

The role will include:

- Leading on aspects of whole school self-evaluation
- Leading on significant sections of the school improvement plan
- Playing a lead role in building school-wide teams to improve provision and outcomes for all pupils and students. This will focus especially on the leadership and management of the T+L teams and the pastoral teams.

It is vitally important that you have a deep understanding of how to develop an effective progressive curriculum across the phases that can support our young people for whom academic learning is always going to be hard, but also our learners where the biggest barriers for them is anxiety and self-belief. Being an outstanding teacher who can lead and inspire staff to achieve the best for all pupils, no matter their barriers to learning, is a given.

In addition to your teaching and learning knowledge and skills, it is also of course, extremely important that you have a proven track record of school improvement and leading and managing change in an educational setting. You must be competent and confident to take plans forward from conception to completion with a range of stakeholders.

It is imperative that you are confident you can fulfil all the duties and responsibilities as highlighted within the job description which of course, is wide ranging. As a senior leader, you will already have many transferable skills that will support you in this role. However, it is very important that you have experience and evidence to share with us. We will need you to clearly demonstrate you have the depth of knowledge and track record to support your work alongside the existing leadership team, to help us ensure our offer continues to achieve great outcomes for all our young people.

Our leadership team is extremely visible and is active in supporting the day to day operational management as

well as working strategically, to secure school improvement. There are always ideas we have and things we want to do to help further improve outcomes for our young people. We want someone who will be fully committed to Alderman Knight and who has passion, determination, and energy to help us continue to enable our pupils achieve their best.

Finally, a Deputy Headteacher must also be able to confidently and effectively deputise for the Headteacher at any time and to cover any part of their role and responsibilities. Therefore, we need you to be excited about this opportunity and be able to instill confidence in all stakeholders.

Additional Perks:

- Membership in the Teachers' Pension Scheme.
- Health and wellbeing support including access to an Employee Assistance Programme.
- Convenient Location: Situated next to the M5 on the edge of the Cotswolds, the school is easily accessible and close to excellent shopping facilities and local amenities.
- On-site parking.
- Cycle-to-work scheme
- Additional non-contact days – 6 per year

One of the great things about the school is that staff and governors are never content to just 'sit still' and together with the local community and the Local Authority we are continuing to look at ways we can further develop the school to ensure we always provide the very highest quality of support for all our young people and their families.

If you would like to have an informal discussion about the post, Clare Steel, Headteacher would be delighted to talk with you. This can be either via a video call or telephone. We hope that this opportunity will enable you to gain a real insight to what this post will involve, and what it is like working at Alderman Knight School.

Obviously, a visit to our school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. If you would like a visit to school, please contact Liz Quinn directly via hr@aldermanknight.gloucs.sch.uk

If you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter.

Within the application form you are asked to complete a Supporting Statement. Please ensure your statement addresses all the areas requested and gives clear examples of the impact you have had as a senior leader in your educational career. Please refer to the job description and person specification when writing your statement. This is your opportunity to make it clear to us that you could be the Deputy Headteacher we are looking for!

Your choice of referees should include your present or most recent Headteacher /employer. However, if you have not been in your current post for at least two years please, provide a third referee as well. If you are selected for interview, we will request references prior to the interview. This could be both verbal and/ or written.

Please note Alderman Knight is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All posts will be subject to an Enhanced DBS check. It is now also a requirement for the school to carry out social media checks on any person short listed for interview. Copies of our Safeguarding and Safer Recruitment Policies

To ask about an informal discussion or visit, please email
hr@aldermanknight.gloucs.sch.uk

Alternatively, please call to speak to Liz Quinn or Hannah Shaw on 01684 295639

School Profile

Pupil and staff number - Alderman Knight School is a maintained special school and currently the only special school in Gloucestershire and the local area, that offers a mainstream model at KS3 and KS4 and a curriculum offer that includes two pathways at KS4, including a more academic pathway that offers a wider range of GCSEs taught by specialist teachers in specialist rooms.

Our staff

The staff at Alderman Knight School are dedicated professionals who strive to provide our pupils with a safe and caring environment to encourage and assist them in reaching their full potential.

We currently have 106 staff:

- 36 Teaching Staff (inc. senior team and middle leaders)
- 53 Teaching Support Staff (inc. Senior TA's)
- 17 Office and Additional Support Staff

Our Senior Leadership Team is made up of:

- Headteacher
- Deputy Headteacher – TBA
- Assistant Headteachers x 4
- Senior Teaching Assistants x2
- Senior Admissions and Tribunal Manager

Middle leaders include:

- Post-16 Operational Manager
- Subject Leaders
- Lead teachers

Our Pupils

| Phase | Total | Number of Tutor groups |
|-------------|-------|------------------------|
| Primary | 31 | 3 |
| KS3 | 122 | 11 |
| KS4 | 62 | 6 |
| Post 16 | 27 | 3 |
| Grand Total | 242 | 23 |

A few highlights from 2024 Year 11 and Post 16 leavers.

- As a school, we offer over 30 different accreditations across KS4 and KS5. Our Post 16 provision was first introduced in 2016. This is a bespoke, Local Authority provision and not all AKS Year 11 pupils will move into AKS Post 16.
- In all in 2024 we had 13 subjects and courses studied by Y11 pupils and 14 different subjects studied by Post 16 students! All the Year 11 pupils achieved a fantastic range of accreditations and that will help them take that next step successfully, either into our Post 16, college or another special school setting such.
- Some pupils achieved a significant number of GCSE results ranging from Grade 2 to Grade 8. All achieved a wide range of Entry Level and Level 1 qualifications.

All our Y11 and Post 16 leavers have moved on to Alderman Knight Post 16 or college as shown below.

| |
|--|
| Local Provider destinations from Year 11 |
| Gloscol, Stroud College, Pershore College and Hartpury |
| AKS Post 16 |
| Specialist FE. |
| Apprenticeship |
| Local Provider destinations from Post 16 |
| Further education Gloucestershire College |
| Stroud College Green Steps |
| Works for Me |



Job Description

Post title: Deputy Headteacher
Responsible to: Headteacher
Salary: Leadership Scale 18-22

Main purpose

The role will include:

- Leading on aspects of whole school self-evaluation.
- Leading on significant sections of the school improvement plan.
- Playing a lead role in building school-wide teams to improve provision and outcomes for all pupils and students. This will focus especially on the leadership and management of the T+L teams, subject leaders and the pastoral teams.

In addition, the role will include working under the direction of the Headteacher to:

- Work closely with the subject leaders and their teams to ensure the quality of education across the whole school is outstanding.
- Work with and support the Pastoral Assistant Headteachers to ensure the quality of provision including PSD, Behaviour and attitudes, across the whole school is outstanding.
- As a member of the senior leadership team play a major role in the overall direction of the school, including contributing to decision-making regarding the future direction of the school, formulating aims and objectives and establishing policies.
- Work with the senior leadership team to monitor progress towards the achievement of the school's aims and objectives.
- In the absence of the Headteacher, deputise as directed by the Headteacher or the Governors.

Please note the Deputy Headteacher will be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Duties and responsibilities

Qualities and knowledge

Under the direction of the Headteacher:

- Support the school's ethos which strives to enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community, showing positive attitudes to them.
- Meet and liaise with parents and outside agencies as needed and attend parents/community group activities or meetings as appropriate.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.
- Work with political and financial astuteness, translating policy into the school's context.
- Seek training and continuing professional development to meet own needs.
- Liaise and report to the Headteacher on a regular basis.
- Attend Governors' meetings to provide information on the quality of education for relevant areas of responsibility.

Pupils and staff

Under the direction of the Headteacher:

- Support with the day-to-day operational management of the school.
- Ensure an active presence around the school and out of school activities and meetings to support the senior team.
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Support the Pastoral team with transitions for pupils joining the school, into either KS2 or 3 as well as ensuring transitions for existing AKS pupils from Y6 to Y7, Y9 to Y10 and to Post 16 provision.
- Support with new pupil consultations and decisions re placements at AKS.
- Work with the middle leaders to support all teaching staff and ensure the quality of teaching and learning is outstanding.
- Promote and encourage a culture of 'open classrooms' as a basis for sharing best practice – lead by example.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Provide professional advice to teaching and support staff whenever appropriate.
- Be responsible for ensuring teaching support staff are competent in supporting high quality teaching and learning.
- Lead and manage processes to support induction of new staff and performance management.
- Work with the middle leaders to plan relevant CPD for staff linked to the school improvement plan and to support their professional development.
- Plan and implement effective CPD / INSET to support all staff within the school to develop their knowledge skills and understanding to promote best practice for our pupils.
- Identify emerging talents, coaching current and aspiring leaders.
- Hold all staff to account for their professional conduct and practice and advise/ support the Headteacher regarding any competency, capability or grievance issues.
- Take a lead on mentoring and supporting early career and trainee teachers and to assist in the interview and appointment and induction of new staff.
- Develop a highly effective working relationship with other members of the senior team and actively contribute to senior leadership team meetings.
- Work closely with the senior staff and lead teachers to ensure effective pastoral support in place to create a culture where the well-being of pupils and staff is paramount leading to effective teaching and promotion of behaviours for learning.

Systems and processes

Under the direction of the Headteacher:

- Continually review processes and procedures followed in school and work to develop practice and ensure systems are manageable, effective and provide the necessary information to support improvement
- Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution of leadership throughout the school.
- Lead projects and represent the school as required and be a positive ambassador for the school internally and externally.
- Contribute to timetable design across the school ensuring that the curriculum is broad, balanced and relevant, is well planned and effectively delivered for the relevant phases and meets the diversity of needs, abilities and interests.
- Work collaboratively with all relevant staff to ensure all aspects of assessment, recording and reporting in all key stages are completed in accordance with school policies.
- Make data available to staff in all key stages as appropriate and provide them with the knowledge and skills to use it effectively to improve the quality of their teaching and better learning opportunities for pupils.
- Work with parents to understand the curriculum followed by their child and provide information in an accessible way so they can support their child's learning and understand the progress they are making.
- Develop effective processes for interventions to support academic and personal development of identified pupils.
- Provide strategic monitoring and development of processes to track and promote outstanding progress of specific groups of pupils including Pupil Premium.

Developing the School

Under the direction of the Headteacher:

- Work to create an outward-facing school promoting and encouraging work with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model new and innovative approaches to school improvement and leadership.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Other areas of responsibility

The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this 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, as directed by the Headteacher. There will be a teaching commitment of approx. 0.2

February 2025

Person Specification Deputy Headteacher

Alderman Knight School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

| Criteria | |
|--|---|
| Essential Qualifications and training | <ul style="list-style-type: none"> • Qualified teacher status • Honours degree or equivalent • Relevant educational management or professional development in preparation for a leadership role • Other professional qualifications in SEND (Desirable) |
| Essential Experience | <ul style="list-style-type: none"> • At least three years of recent, successful senior leadership and management experience in a school, with a proven track record as a senior team member and significant responsibility in whole-school leadership and management. • Evidence of effective team management with the ability to role model school values. • Successful teaching experience of pupils with SEND. • Proven track record of outstanding teaching. • Experience of monitoring, evaluating and improving the quality of teaching and learning. • Experience at leadership level in leading aspects of school self-evaluation, development and improvement planning. • Line management experience including experience of carrying out performance management reviews. • Experience planning and delivering CPD/ INSET to groups of staff/ whole staff. • Experience of curriculum development and assessment. • Experience of developing and implementing effective programmes for the professional development of staff. • Experience of creating, and maintaining effective partnerships with parents, carers, and the wider community to enhance pupils' achievements. |
| Essential Professional knowledge and skills | <ul style="list-style-type: none"> • Ability to adapt leadership style to a range of scenarios across the phases and a school as a whole. • Ability to lead and manage change, ensuring staff are deployed and managed well with due attention to workload. • Ability to communicate vision with clarity ensuring staff are provided with necessary processes and information to put change into practice. • Knowledge of successful strategies and approaches for improving outcomes for pupils with SEND. • An excellent understanding of features of high-quality pedagogy and practice for children and young people with a range of SEND similar to those of pupils at AKS and the ability to model this for others and support others to improve. • Data analysis skills, and the ability to use data to plan for progression, set targets, identify weaknesses and drive school improvement. • Be an effective communicator with excellent interpersonal, communication and presentation skills, both written and oral. • An ability to provide clear educational vision and lead by example in order to maintain and build upon the school's successes. • Ability to build effective working relationships with all members of the school community. • Ability to demonstrate an excellent understanding of the current Ofsted Framework requirement with regards to how it translates into practice to our setting. • Skilled in strategies and approaches to support and encourage positive behaviours as well as the ability to manage challenging behaviours. • A clear understanding of the current legislation and its implementation with regard to Safeguarding, in order to support the school, meet its statutory responsibilities. • An ability to tackle challenging situations and make difficult decisions, communicating outcomes clearly and with sensitivity, ensure staff know and understand their professional responsibilities and are held to account. |

**Essential
Personal
qualities,
ethics and
abilities**

- An enthusiastic, inspirational, creative and motivational leader who is able to operate effectively and think clearly under pressure in a changing and evolving environment.
- Demonstrate self-motivation and proactivity, with a strong ability to work independently.
- Commitment, passion and enthusiasm and the drive to achieve excellence and the best possible outcomes for our young people.
- Demonstrate personal and professional integrity and be an exceptional role model to others and a loyal and trusted member of the senior team.
- Commitment to maintaining confidentiality at all times.
- Commitment to safeguarding and equality.
- An ability to communicate effectively with all members of the school community and create and maintain a culture which celebrates success and promote behaviours that illustrate respect and kindness leading to positive relationships.
- Ability to prioritise, plan and organise workload effectively, delegating appropriately and through effective management that actions are effectively completed to a high standard and deadlines met.
- Demonstrate a capacity for sustained hard work with energy and vigor, whilst retaining a good work/life balance.
- Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.
- Ability to focus on the positives and show resilience and determination to find a solution to every tricky situation!
- Ability to support all staff, promoting a collaborative team environment, knowing when to take the lead, when to listen, when to use humour and when to bring cake!
- Start each day afresh and with the same enthusiasm, joy and can-do attitude that you had on your first day!

Mission Statement:

“Learning and Achieving Together”

Vision Statement:

The school wishes to be recognised as a dynamic, vibrant, centre of excellence that is an integral part of the local community and county’s provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

The Aim of the school:

‘To provide a supportive learning community that enables all children to thrive’

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children’s learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.



Where you can find us

The school is located just off [Junction 9 of the M5](#). Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project, Knight View was completed ready for September 2021. The learning and working environments are second to none.



Contact Details

Alderman Knight School
Ashchurch Road
Tewkesbury
Gloucestershire
GL20 8JJ

Main Reception - **01684 295639**

Email - hr@aldermanknight.gloucs.sch.uk

Website - www.aldermanknight.gloucs.sch.uk

Applications can be submitted through Eteach using the following link:

<https://www.eteach.com/job/deputy-headteacher-1467000>

To contact Alderman Knight School to arrange a visit or for further information please email:

hr@aldermanknight.gloucs.sch.uk