



## POST OF DEPUTY PRINCIPAL – JOB DESCRIPTION

<b>Job Title</b>	DEPUTY PRINCIPAL
<b>Grade</b>	L6 – L15
<b>Posted</b>	1 <sup>ST</sup> OCTOBER 2025
<b>Closing Date</b>	15 <sup>TH</sup> OCTOBER 2025, 4:00PM
<b>Assessment/Interview</b>	WEDNESDAY 22ND OCTOBER 2025

**JOB PURPOSE:** Working with the Principal to provide leadership for the school, which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement.

**RESPONSIBLE TO:** The Principal of the school.

**RESPONSIBLE FOR:** Ensuring high quality teaching and learning including the use of new technologies. The leading and management of an outstanding curriculum both in core and foundation subjects, ensuring effective assessment leading to sustained pupil progress, implementation of relevant policies and procedures.

**ACCOUNTABILITIES:** To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers.

**Our School and all its personnel are committed to safeguarding and promoting the welfare of the children. This post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service. In line with Keeping Children Safe in Education (KCSIE), an online search will be carried out as part of our due diligence on shortlisted candidates.**

Principal: Mrs. Z. Patel

The Olive Tree Primary School, Adelaide House, Adelaide Street, Bolton. BL3 3NY  
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Trust

Peace

Fairness

Respect

Equality

Compassion

## **Shaping the Future**

*Working with the Principal to:*

- Create and communicate a shared vision, ethos and strategic plan that inspire and motivate all stakeholders and reflect the needs of the school and its community as part of Bolton and the wider context.
- Translate the vision into clear objectives that promote, sustain and move the school forward, creating improvement and benefits for all pupils and the wider community.
- Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.
- Ensure that the well being of all our children is of paramount importance

## **Learning and Teaching**

*Working with the Principal to:*

- Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Facilitate outstanding learning and teaching opportunities within the school.
- Ensure a school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Establish creative, collaborative and effective approaches to learning and teaching, responsive to the needs of the pupils through assessment for learning
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

## **Developing Self and Others**

*Working with the Principal to:*

- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities and partnerships.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff.
- Set high expectations for all, implementing performance management systems that ensure high quality education provision and challenge appropriately and address underperformance.
- Act as a role model for the highest professional standards within the framework of the schools expectations.

- Regularly self evaluate, set personal targets and take responsibility for your own personal professional development.

## **Managing the Organisation**

*Working with the Principal to:*

- Ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately across the school.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- To deputise for the Principal as necessary.
- Undertake any professional duties of the Principal, as delegated, or in the event of their absence from school.

## **Securing Accountability**

- Effective fulfilment of all roles and responsibilities outlined in this document.
- Provide information, advice and support to the Principal and Trustees to enable them to meet their responsibilities for securing:
  - Effective teaching and learning
  - High standards of achievement
  - Efficiency and good value for money

and enabling them to present full, clear and accurate accounts of school performance to a range of audiences including Ofsted, the local community and others.

- To assist the Principal in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school.
- To assist the Principal in ensuring all parents are well informed about:
  - Curriculum, attainment and progress
  - Realistic and challenging targets for improvement

and to make a fully informed contribution to achieving them.

## **Strengthening Community**

*Working with the Principal to:*

- Co-operate and work with relevant agencies and partners to ensure the safeguarding and well being of children.
- Ensure learning experiences for pupils are linked and integrated within the wider community, locally, nationally and globally.
- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Manage effective relationships with all stakeholders and partners.
- Stay abreast of educational research.
- Support the school's application for Apple Distinguished School status and Regional Training Centre.

## **Specific responsibilities**

*Working with the Principal to:*

### **Curriculum Responsibilities**

- Become responsible for an area of curriculum development, which could include the use of new technologies including Artificial Intelligence in Education, Assessment, or other designated curriculum area.
- Take responsibility alongside the Senior Leadership Team (SLT) and middle leaders for planning, development, monitoring and assessment of outstanding whole school curriculum provision.
- Lead a team of staff through the component parts of planning, development and delivery of curriculum ensuring outstanding learning opportunities for all pupils.
- Develop distinctive features of the curriculum including extra curricular activities
- Develop and monitor assessment practice.
- Maintain a central pupil performance database and report to class teachers on pupil performance, contributing to pupil progress reviews where necessary.
- Challenge under performance robustly, following policy and procedure.
- Assist in formulating a system of performance management for all staff to include both staff and curriculum development.

- Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress.
- To ensure that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them.

### **Pastoral Responsibilities (Deputy Principal)**

- Line manages teaching staff, learning support assistants and supports middle leaders in fulfilling their subject leader roles.
- Ensure subject leaders meet their responsibilities in line with national standards.
- Responsible for staff development, oversight of pastoral provision, promotion of an inclusive strategic provision for pupils.
- To plan, implement and monitor a staff development programme including induction, mentoring, training and performance management.
- To co-ordinate and evaluate pastoral provision.
- To liaise with other providers to secure best opportunities for pupils.
- To develop and implement strategies to ensure pupil progress; to monitor, evaluate and review those strategies and pupil progress, and develop extension and out of school hours activities working with partners in education.
- Contribute to the provision of a safe, secure learning environment.
- To liaise with appropriate staff regarding child protection issues.
- Assist the Principal in raising academic standards and raising attainment for both the expected and higher standard, particularly in the areas of English, Mathematics, Science, Foundation Subjects, new technologies and other basic skills.

## POST OF DEPUTY PRINCIPAL – PERSON SPECIFICATION/PROFILE

Qualification and Experience Requirements E - Essential D - Desirable	
<ul style="list-style-type: none"> <li>• QTS (Qualified Teacher Status) (E)</li> <li>• Recognition as an outstanding practitioner (E)</li> <li>• Evidence of regular and appropriate professional development (E)</li> <li>• A minimum of five years teaching experience (E)</li> <li>• Teaching across more than one Key Stage (E)</li> <li>• Evidence of recent management development (E)</li> <li>• Evidence of raising standards of learning and teaching (E)</li> <li>• Evidence of outstanding teaching (E)</li> <li>• Evidence of implementation of curriculum initiatives which have had significant impact (E)</li> <li>• Evidence of recent senior management experience demonstrating a substantial contribution to:               <ul style="list-style-type: none"> <li>- Developing and implementing a school ethos (E)</li> <li>- Planning, developing, monitoring and assessing the whole school curriculum (E)</li> <li>- Raising standards through systematic target setting and monitoring, including within the processes of OFSTED (E)</li> <li>- Developing community involvement (D)</li> </ul> </li> <li>• Experience of leading CPD (D)</li> <li>• Experience of implementing school improvement initiatives (E)</li> <li>• Apple Distinguished Educator (ADE) (D)</li> <li>• Apple Regional Training Centre Manager (D)</li> </ul>	<p><b>Application Form, References, Assessment Activities, Interview</b></p>
<p><b>Deputy Principals should be able to demonstrate their ability in:</b></p> <ul style="list-style-type: none"> <li>• Collaborative and flexible leadership in close partnership covering (E)               <ul style="list-style-type: none"> <li>- Planning, development and monitoring whole school curriculum provision (E)</li> <li>- Planning strategically and operationally (E)</li> </ul> </li> <li>• Effective management, decision making and organisational skills, including:               <ul style="list-style-type: none"> <li>- Communication skills (oral and written) (E)</li> <li>- Consultation and negotiation skills (E)</li> <li>- Ability to delegate (E)</li> <li>- Ability to motivate staff and pupils (E)</li> </ul> </li> <li>• Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the school community and partners (E)</li> </ul>	<p><b>Application Form, References, Assessment Activities, Interview</b></p>

<ul style="list-style-type: none"> <li>• Active and effective internal school liaison work, including the promotion and development of team working and coaching (E)</li> <li>• To plan and make decisions that take full account of equal opportunities (E)</li> <li>• Performance review: a sharp focus on school self evaluation, with particular regard to assessment and pupil progress (E)</li> </ul>	
<p><b>Deputy Principals should be able to demonstrate their knowledge, experience and understanding of:</b></p> <p><b>Shaping the future</b></p> <ul style="list-style-type: none"> <li>• Local, national and global trends in education (E)</li> <li>• Communication strategies both within and beyond the school (E)</li> <li>• New technologies, their use and impact (E)</li> </ul>	<p><b>Application Form, References, Assessment Activities, Interview</b></p>
<p><b>Leading teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Provision of outstanding opportunities for learning and teaching in their own practice (E)</li> <li>• Development of an outstanding curriculum based on assessment for learning resulting in significant impact on pupil outcomes (E)</li> <li>• Strategies to raise achievement and achieve excellence (E)</li> <li>• Strategies to ensure inclusion, diversity and access (E)</li> <li>• Strategies to develop effective teachers (E)</li> <li>• Effective models of learning and teaching (E)</li> <li>• Principles of effective teaching and assessment for learning (E)</li> <li>• Models of behaviour and attendance management (E)</li> <li>• Coaching of skilled staff to further develop teaching and learning across the school (E)</li> <li>• Stay abreast with educational research and innovative practice driving school improvement inline with the school's Apple Distinguished School status and Apple Regional Training Centre status. (E)</li> </ul>	<p><b>Application Form, References, Assessment Activities, Interview</b></p>
<p><b>Developing self and others</b></p> <ul style="list-style-type: none"> <li>• Strategies to promote self and team development (E)</li> <li>• Strategies of peer coaching and mentoring (E)</li> <li>• Ability to lead and inspire talented staff (E)</li> <li>• Ability to challenge skilled practitioners (E)</li> <li>• Ability to tackle under performance (E)</li> </ul>	<p><b>Application Form, References, Assessment Activities, Interview</b></p>

<p><b>Securing accountability</b></p> <ul style="list-style-type: none"> <li>• Relevant education legislation (E)</li> <li>• Principles and practice of quality assurance systems, including school review, self evaluation and performance management (E)</li> <li>• Data collection and analysis tools (E)</li> <li>• Performance monitoring and evaluation techniques (E)</li> <li>• Statutory educational frameworks, including governance (E)</li> <li>• Public service policy and accountability frameworks, including self evaluation and multi-agency working (E)</li> <li>• Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life (E)</li> </ul>	<p><b>Application Form, References, Assessment Activities, Interview</b></p>
<p><b>Safeguarding and promoting the welfare of children</b></p> <p>Awareness, understanding and successful experience of:</p> <ul style="list-style-type: none"> <li>• An up to date knowledge and understanding of national and local safeguarding guidance and ensuring best practice in safeguarding and child protection (E)</li> <li>• Developing and ensuring a safe and supportive school culture (E)</li> <li>• Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting (E)</li> </ul>	<p><b>Application Form, References, Assessment Activities, Interview</b></p>