



WIXAMS
ACADEMY

DEPUTY HEADTEACHER

:BEHAVIOUR AND
STANDARDS

CANDIDATE PACK



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Welcome to Wixams Academy

Dear Candidate

Our vision, “Excellence for All,” embodies our commitment to providing every student, regardless of their background or prior achievements, with the opportunity to excel academically and personally. At Wixams Academy, we firmly believe that with outstanding teaching and robust pastoral support, every student can reach their full potential.

Our curriculum is carefully crafted to inspire and challenge students at every step of their educational journey. We offer a broad range of academic subjects designed to ignite curiosity and cultivate a love of learning. Through a supportive learning environment, we empower our students to expand their knowledge, cultivate essential learning skills, and master the content of their subjects.

At Wixams Academy, we are dedicated to nurturing the holistic development of our students. Beyond academic excellence, we prioritise personal growth, resilience, and fostering a sense of community. Through a diverse array of extracurricular activities, enrichment opportunities, and pastoral care initiatives, we aim to equip our students with the skills and confidence needed to thrive in an ever-changing world.

Join us at Wixams Academy, where every student is encouraged to aspire, achieve, and succeed. Together, we will journey towards excellence for all.

Nathaniel Wilson – Headteacher,
Wixams Academy



Academy Mission

Our mission is to transform Wixams Academy into a high-performing school where a focus on a knowledge-rich education is dovetailed with a broad and balanced curriculum to serve the needs of the local community. From September 2024 we have aligned the core values and key characteristics of the school to harmonise with WLFS: Hard Work, Kindness and High Standards.

Our Ethos

We teach a rigorous knowledge-rich education, to all pupils, irrespective of background. This curriculum introduces pupils to the best and most important work in the humanities and sciences. Our aim is to prepare children to fully participate in conversations and debates about contemporary issues, as well as the universal questions that have been troubling humankind throughout history. We want pupils to leave our school with the confidence that comes from possessing a treasure trove of essential knowledge, as well as a deep and lasting respect for reason, evidence, civility, honesty, kindness and the value of hard work and self-discipline.

Core Values

Our core values, which we share with pupils at every opportunity, are:

Kindness,
Hard Work,
High Standards





| Job Description

Post: Deputy Headteacher: Behaviour & Standards **Responsible to:** Headteacher
Responsible for: Assistant Headteachers, Head of Department **Pay Scale:** L18-L22

Part 1: Job Purpose

- Uphold and champion the school vision, values and ethos to promote student progress
- Lead on the implementation, monitoring and evaluation of the Behaviour curriculum, including personal development provision, supporting the students to develop in many diverse aspects of life.
- Lead on the Positive Action for learning Behaviour system, other whole school behavior systems and the school's Behaviour Curriculum to ensure that the school creates and maintains a safe, calm, orderly and positive environment which allows students to make good progress and achieve positive outcomes
- Lead team around the learner meeting
- Lead on, and further develop, the Alternative Provision both internally and externally, including reasonable adjustments / part time timetables
- Lead on strategic oversight of school attendance, ensuring the highest levels of attendance for all pupils
- Lead on pupil premium progress
- Lead on student celebrations / rewards
- Be named member of staff for LAC/PLAC
- Attend after school and community events to act as a representative of the school
- Attend local governing body / trustee meetings as required by the Headteacher
- Effectively line manage curriculum areas as directed by the Headteacher
- Ensure effective provision for SEND Students and the line management of the SENDCo
- Transition Lead / Admissions
- Act as a key member of the safeguarding team and as one of the schools Deputy Designated Safeguarding Leads

Part 2: General Duties and Responsibilities of Senior Leadership team

All members of the Senior Leadership Team share a responsibility to formulate and promote a clear vision for learning; to give unequivocal support to school policies and procedures that allow that vision to be realised; and to promote, develop and maintain the School's positive ethos and reputation.

It is expected that the Deputy Headteacher (Behaviour and Standards) will:

- undertake the professional duties of the Headteacher in the event of his/her absence from the school
- Comply with the range of duties and responsibilities of teachers as set out in the current Teachers' Standards document.
- Attend all weekly Senior Leadership Team meetings and development days.
- Foster good relations between all staff and with pupils, parents, governors and the wider community.
- Attend meetings of the Local Governing Body and Board of Trustee meetings, and their committees, as required.
- Organise and support whole school events.
- Contribute to the smooth day to day running of the school.
- Support the vision, ethos and policies of the school.
- Play a central part in the strategic leadership of the school.
- Contribute to the formulation of the SIP, developing and maintaining school policies and the school process of self-evaluation.
- Be responsible for the management of staff and resources as delegated by the Headteacher.
- Share general aspects of whole school management and leadership (e.g. staff appointment, performance management, staff development, organising events).
- Promote and safeguard the safety and welfare of young people and children.

Part 3: Leadership, Management and Development Planning

- Develop a high-quality ethos of learning, positive behaviour, commitment, contribution and enjoyment amongst students based on a shared vision.
- Communicate and uphold high expectations of behaviour, conduct and attitudes to learning.
- Represent the school at network meetings related to this role and to feedback to relevant colleagues.



Part 3: Leadership, Management and Development Planning - Continued

- Develop and maintain wider professional knowledge & understanding through collaboration with other professionals in trust wide, local and national networks.
- Update the school's behaviour, attendance, admissions and related policies
- Lead on the development, implementation, monitoring and evaluation of the whole school Behaviour system.
- Support the development, implementation, monitoring and evaluation of the extra- curricular provision for students.

Part 4: Duties Related to Teaching

- To be an outstanding classroom practitioner
- To have a secure and up to date knowledge and understanding of concepts and skills necessary to teach the specialist subject at Key Stages 3/4/5.
- To plan teaching to achieve progression in pupils' learning.
- To establish and maintain a purposeful working atmosphere which supports learning.
- To be able to deliver lessons that are engaging and allow all students, regardless of ability, to make the required progress.
- To assess, record and report on pupils' progress.
- Attend and contribute to departmental, faculty and staff meetings as appropriate
- To communicate and consult with parents of students as necessary.
- To exploit opportunities to improve basic literacy, numeracy and ICT skills.
- To follow school policies in relation to marking, setting of homework and behaviour.
- To participate in staff development opportunities and accept responsibility for own professional development.
- To prepare students for examinations and participate in examination arrangements.
- To cover classes whose teacher is not available as and when required.

The Conditions for Employment of Schoolteachers (schedule 3) specify the general professional duties of teachers. These duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the conditions of employment – it describes the way in which the post holder is expected and required to perform.



Person Description

Job Requirements	Essential	Desirable	Method of Assessment I/A*
Qualifications			
Qualified Teacher Status	■		A
Evidence of postgraduate study		■	A
Evidence of appropriate CPD	■		A
Experience			
Experience of managing safeguarding matters in school	■		I/A
Has previously held the Designated Safeguarding Lead, or Deputy Designated Safeguarding and / or trained to L3		■	A
Understanding of quality in teaching and learning, and how to achieve excellence	■		I/A
Understanding of strategies to raise pupil engagement in school (in particular with regard to attendance and pupil behaviour)	■		I/A
Experience of improving the quality of pupil behaviour and personal development across the school	■		I/A
Has a record of outstanding classroom practice	■		A
Experience of effective line management of colleagues	■		I/A
Experience in working with external agencies to support pupil welfare	■		I/A
Experience in leading effective quality assurance at a department/subject level	■		I/A
Experience of successful leadership at a senior leadership level	■		I/A
Experience of working with other schools to develop practise & share ideas		■	I/A
Understanding of strategies to support student welfare and safeguarding	■		I/A
Evidence of effective behaviour management strategies on a whole school level	■		I/A
Experience of leading on Year 6 to 7 transition	■		I/A

Person Description

Skills, Knowledge and Understanding	Essential	Desirable	Method of Assessment I/A*
A secure knowledge & understanding of effective teaching & learning	■		I/A
A secure knowledge of behaviour management research and practices that support positive attitudes to learning	■		I/A
A commitment to being engaged in current research surrounding behaviour management, safeguarding and personal development	■		I/A
Experience of using data to improve the outcomes for pupils, in particular, to track behaviour across the school and implement strategies that support positive behaviour	■		I/A
A firm understanding of and commitment to safeguarding	■		I/A
A firm understanding of and commitment to social inclusion	■		I/A
A strong commitment to equality	■		I/A
An understanding of barriers to learning and a variety of strategies to overcome them.	■		I/A
A secure understanding of IT to produce effective resources & to communicate with colleagues, students & parents	■		I/A
An understanding of current ECT /ITT training provision		■	I/A
Other requirements			
A proven excellent role model with excellent written and verbal communication skills.	■		I/A
A commitment to CPD appropriate to the duties of the post and own personal	■		I/A
An awareness of current national educational issues.	■		I
Experience of organizing and chairing meetings and, subsequently, holding others to account for the execution of action points.	■		I/A
Has additional qualifications (NPQH, NPQSL etc)		■	I/A



How to apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Alpha Parish at Academicis, our recruitment partner, on aparish@academicis.co.uk or by phone on 07436 971517/01223 907979

Closing date: Thursday 6th February 2025

Shortlisting: Friday 7th February 2025

Interviews: Tuesday 11th February 2025



Green Lane, Wixams, Bedfordshire MK42 6BA

