



Welcome to the Priestley Primary School

Our aim at Priestley is to help children become communicative, competent, confident young people who are more than ready for the next challenge in their educational journey. Although we strive to raise academic standards, we also feel that it is vitally important not to lose sight of the child as an individual.

'The school is highly inclusive, and its successes demonstrate your belief in equality of opportunity. You have continued to build on your vision of 'creating opportunity, releasing potential and achieving excellence.'

At Priestley, we value the contribution the children make to their own learning and to the learning of their peers around them. We believe it is important that children enjoy their time at Priestley and develop a healthy attitude to learning creating a bank of memories that will stay with them for years to come.

We believe that the all-round development of each child should be our primary focus, and that this is best achieved by building strong relationships with all our parents and carers; we look forward to a working partnership to ensure the very best for our children.

This is a very exciting developmental time at Priestley Primary School as we build on the many successes recognised in our 2024 Ofsted:

- We are leaving behind a period of significant uncertainty, following my appointment as substantive Headteacher from September 2025 - having been Interim Head since February 2024.
- We are ensuring that leadership is distributed so that members of staff have greater ownership and autonomy in their areas of responsibility.
- We are redeveloping the curriculum so that it reflects the needs and interests of the Priestley, Calne and wider communities.
- We are developing links with other schools and organisations to develop our offer and our professional expertise.

If you would like to be part of this journey, please get in touch - we would be delighted to answer any questions you have, show you around (if that's practicable) and receiving your application.

Mr L Coles
Interim Headteacher

Ethos & Aims

The school's vision is:

'Raising Aspiration, Realising Ambition, Stimulating Curiosity'.

Confident to explore an unknown future.

Our mission or how we aim to achieve this vision is:

Placing Learning at the Heart of All We Do

Working in partnership with pupils, parents, staff, Governors and the wider community to provide a safe, happy stimulating and purposeful learning environment where high expectations are set so that all pupils are challenged to achieve their potential, socially and academically.

Core Values

Our Core Values by putting them under three headings: **Safety, Focus and Respect**. The first is obvious, we would all like for everyone to be safe, and to be able to decide for themselves what is safe – independently. We would all like for children to be able to focus, so that they can move forwards – building on skills and knowledge, because education gives children choice in their future. We would all like for everyone in our community to show each other (and themselves) respect, to allow each other to learn and develop as much as possible because every member of the school and its community is equally important. We will be talking to the children about this change in emphasis quite a lot, including using the three headings to sort out inappropriate behaviours, asking, for example, 'Was what you just did safe?' or 'Did what you just did, show respect to the other person?'

About Our School

The school derives its name from the philosopher, chemist and educationalist, Joseph Priestley who discovered the existence of oxygen whilst in Calne.

Priestley Primary School is a community school. It is situated amongst several housing estates within half a mile of Calne's town centre. Traditionally one form entry, Priestley has enjoyed a period of expansion that may in time take it to two form entry. A strong aspect of the school is its spacious grounds which allow the children to access and enjoy three playgrounds and extensive grassy areas. We have worked hard to landscape the school grounds to best support all aspects of the children's learning with a wildlife area, dedicated outside teaching spaces, a range of fixed large play equipment and extensive areas to run and play.



Job Description: Deputy Headteacher

Priestley Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: Leadership Scale – L10 to L15

Hours: 1.0FTE

Location: Calne, Wiltshire

Contract type: Full Time, Permanent

Reporting to: Headteacher

Responsible for: Support the Headteacher in the efficient and effective Leadership of the School -See below

Main purpose

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Leading the formulation and management of the whole curriculum
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.
- The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Qualities

The deputy headteacher will:

- Demonstrate exemplary adaptive teaching practice at all times.
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Be solution focused, calm under pressure and adaptable, to the benefit of the organisation and individuals.
- Ideally have SENDCO experience.

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Work alongside the senior leadership team (SLT) and other staff members to create a culture where pupils experience a positive and enriching school life
- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life
- Ensure 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 lead our approach to behaviour management, and monitor/update the school's behaviour policy
- Act as a Deputy Designated Safeguarding Lead (DDSL), with a shared leadership responsibility for PREVENT

Teaching, curriculum and assessment

Under the direction of the headteacher, the deputy headteacher will:

- Establish 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
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- Ensure evidence from pupil progress meeting is used consistently to ensure that all pupils make optimal progress

Additional and special educational needs (SEN) and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enable all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND code of practice](#).
- Monitor teaching & learning to ensure best progression of learning.
- Lead/enable any curriculum improvement to be implemented.
- Be integral to the adaptation of teaching so that individuals and groups progress rapidly and confidently.

Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing body and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

Under the direction of the headteacher, the deputy headteacher will:

- 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 needs
- Consider undertaking professional development for next career steps – for example NPQH

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- 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

Other areas of responsibility

Under the direction of the headteacher, the deputy headteacher will:

- Lead a significant curriculum area, according to the needs of the school.

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 postholder may be required to do other duties appropriate to the level of the role.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school. • Successful teaching experience. • Involvement in school self-evaluation and development planning. • Demonstrable experience of successful line management and staff development.
Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, adaptation and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • A commitment to the professional development of all members of staff • Ability to work under pressure and prioritise effectively • Problem-solving abilities to support solution focused practice • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position