



Rudyard Kipling Primary School and Nursery

Deputy Headteacher

Application Pack



Where learning is an Adventure!

Deputy Headteacher of Rudyard Kipling Primary School and Nursery (RKPS) L3 – L7 (£52,301-£57,831)

Leadership: 3 days; Class teacher: 2 days: to start September 2025

Thank you for your interest in becoming RKPS's new Deputy Headteacher. Due to our current Deputy Headteacher retiring after nine successful years, this pivotal role now becomes available. Within this pack, you will find information about our school and the application process.

RKPS is a popular, over-subscribed 2 form entry primary school and nursery. Due to fluctuating pupil numbers in the local area, we are moving to 1 form of entry in September 2025 and 1.5 form entry in September 2026. We are located in Woodingdean, East Brighton with 343 pupils, from Nursery to Year 6. Our school benefits from its own separate Forest School and magnificent outdoor spaces for our children to learn in.

We have a culture of high expectations, positive relationships and effective communication. Our school is inclusive to the core and every single member of our staff team works together to ensure that no child is left behind.

We value positive relationships and are focussed on creating a school environment which is focused on fun, engaging learning and excellent teaching. It is underpinned by a warm and welcoming school culture: children, teachers, support staff, parents and the Woodingdean community all work towards the same goal: for children to enjoy achieving. As a school, we are committed to staff well-being and manageable workloads.

We can offer you:

- A friendly, caring and inclusive environment where staff and children learn alongside each other
- Enthusiastic, well-behaved and happy children who are keen to learn
- A school that invests in staff well-being and a staff team who support each other
- The opportunity to develop your leadership skills in a collaborative and supportive Leadership Team
- An outward-facing school with high aspirations and standards
- A modern and well-resourced learning environment with stunning grounds for outdoor learning

This is an exciting time to join our school, helping drive forward our culture of continuous improvement, raising attainment and progress throughout the school. The successful applicant will work with the Headteacher to build upon the current strengths of the school, further strengthening our creative curriculum and achieving the best possible outcomes for all our pupils.

The successful candidate will have a clear vision and understanding of how effective teaching and learning in primary education can contribute to the needs of the whole child, and will:

- Be an inspirational teacher who believes in a culture of continuous improvement
- Be an excellent communicator, able to forge positive relationships with pupils, colleagues and parents
- Have strong leadership, management and organisational skills
- Have the ability to coach, celebrate and promote high quality teaching and learning
- Have a positive, resilient and optimistic approach; be proactive and confident
- Have an active interest in current educational issues and approaches
- Be committed to inclusion, partnership, collaboration and sharing

If you are an exceptional teacher and leader, with a strong desire to help all pupils achieve their very best whilst also fulfilling your own potential, we would very much welcome your application. We offer support for your professional development from the Headteacher and supportive Governing Body. If you have any questions prior to applying or would like to arrange a visit, please contact James Stanley, School Business Manager. Contact details can be found on the final page.

We look forward to receiving your application by Thursday 15th May (midday), and appreciate the time you have taken to apply for this post.

Yours sincerely

Euan Hanington

Headteacher

Background Information

RKPS is an aspirational learning community which enables all members of our school to discover their individual pathways to success. Inclusion is at the heart of everything that we do: we have recently become a Rainbow Flag school and we celebrate difference. A sporting culture is well embedded at RKPS and our children are provided with myriad opportunities to fall in love with sport. Every member of our school team is committed to providing excellence and challenge for all our children.

Contextual information-2024		
Characteristic	School	National
Number on roll	325	
% disadvantaged pupils	31%	27%
% SEND support	34%	14%
% EHCP plans	5%	3%

School Vision

At RKPS, our children are taught to become well rounded individuals, equipped for success in modern day society.



The Rudyard '5 Rs'

These are the learning behaviours our children are taught in order to be equipped for success in modern day Britain. We are committed to inspiring pupils to become independent, responsible and successful learners.

2024 Outcomes

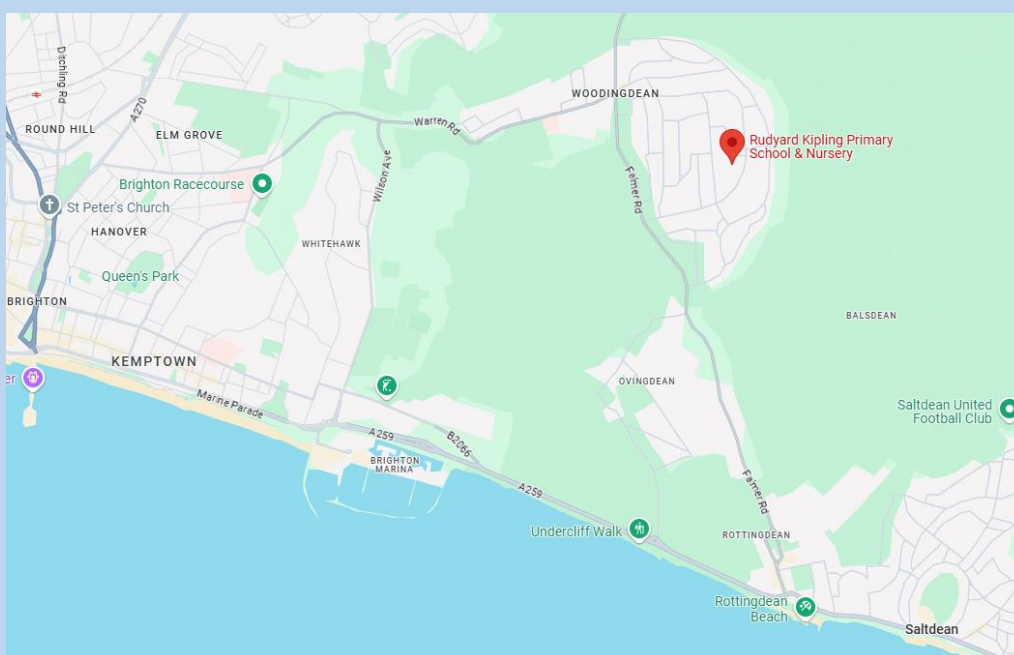
For a second consecutive year, our end of KS2 outcomes again place us in the top 10 performing schools in Brighton and Hove. Our 2024 KS2 reading results were the highest in the city.

EYFS outcomes	RKPS	National
% achieving GLD	67%	68%

Phonics Outcomes	RKPS	National
Year 1	73%	80%

KS2 Results	Expected Standard		Greater Depth	
	RKPS	National	RKPS	National
Reading	96%	75%	42%	29%
Writing	77%	72%	8%	13%
Maths	73%	74%	23%	24%

We are proud to be part of the Deans Schools' Partnership which is a group of local East Brighton schools who work together to ensure all of our children achieve the best possible outcomes.



Location

RKPS is located in Woodingdean, East Brighton, within close reach of the coast. We are located in the centre of the beautiful South Downs countryside and are not far from Rottingdean which has its own lovely beach and restaurants.

Brighton and Hove is one of the most vibrant and progressive cities in Britain. It is renowned around the world for its culture of equality and diversity: our school's values very much align with those of the city.

We are proud to be a Brighton and Hove school and immerse ourselves in all the city's events, including Let's Dance at the Brighton Dome, the Children's Parade and the Christmas carol concert.

Our school is also less than 8 miles from historic Lewes, a beautiful town.



Brighton and Hove



Lewes



JOB DESCRIPTION – Deputy Headteacher

Main roles: Assessment and Curriculum Innovation (3 days)/Class teacher (2 days)

Line of responsibility: Headteacher

Line management: Teaching and support staff as agreed with the Headteacher

Salary: Leadership 3 – 7 (£52,301 - £57,831)

Core purpose:

The core purpose of this role is to support the Headteacher in providing strong leadership and management of the school and to provide a secure foundation from which high standards in all areas of the school's work can be achieved.

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governing body.

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).

To achieve success, the Deputy Headteacher will support the Headteacher to:

- Formulate the aims and objectives of the school
- Establish policies for achieving these aims and objectives
- Promote excellence, equality and high expectations of all pupils
- Manage staff and resources efficiently to achieve the school's aims
- Monitor progress towards the achievement of the school's aims and objectives
- Effectively manage teaching and learning and the curriculum

- Evaluate school performance and identify priorities for improvement
- Further strengthen existing relationships with the wider community
- Create a safe, happy and productive learning environment which is engaging and fulfilling for all pupils

Main Duties:

1. Together with the Headteacher, take a lead in developing learning and teaching throughout the school to promote high expectations, consistency in use of the most effective teaching methods and high standards across the curriculum
2. To work with the Headteacher and other key members of staff in monitoring and evaluating key aspects of school provision to secure an accurate view of the school's strengths and identify areas for development
3. To provide overall leadership of the school's creative curriculum and ensure that it provides enjoyment and relevance for children as well as meeting the requirements of the National Curriculum 2014
4. To provide leadership of assessment across the school, developing policies and practice that reflect the school's commitment to raising standards and achievement
5. To effectively use and evaluate data, monitoring the progress and attainment of groups of pupils and facilitating 'Learning Conversations' (Pupil Progress Meetings), led by key stage leads
6. To lead on teaching and learning across the school, supporting subject leads and key stage leads
7. To provide leadership to subject leaders, ensuring that they are effective in developing teaching and learning in their subject area
8. To promote positive working relationships between all staff
9. To be part of the performance management process as required and the use the process to develop personal and professional effectiveness
10. To work with the Headteacher and Governors in the formulation of the School Development Plan and other school policies and reports
11. To be a key member of the Senior Leadership Team, always leading by example
12. To provide teaching cover facilitating PPA/Subject leader release/ECT release etc
13. To lead school assemblies
14. To support the induction and development of new staff, including newly qualified teachers
15. To coordinate trainee teachers, students, work experience and volunteers
16. To work with the Headteacher and other staff in managing the behaviour of pupils, promoting their pastoral care and working alongside parents to secure a joint and positive approach to behaviour. This is guided by our Positive Relationships and Behaviour Policy which uses the 'Empowerment Approach'.
17. To encourage and develop links with the community, outside agencies and the Deans Partnership
18. Deputise for the Headteacher, when necessary, in his absence
19. To undertake specific reasonable responsibilities as designated by the Headteacher

Key Accountabilities:

As Deputy Headteacher, you will be expected to work in partnership with the Headteacher and support him in the key areas of accountability as described in the *Headteacher Standards 2020*, as below:

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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

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.

Person specification – Deputy Headteacher

Qualifications	
Essential	Desirable
Qualified Teacher Status	Professional development in preparation for a leadership role
Degree	
Experience	
Successful leadership and management experience in a school	Experience of leading the curriculum
Teaching experience within the primary range	Mentoring students or ECTs
Involvement in school self-evaluation and development planning	
Line management experience	
Experience of contributing to staff development	
Skills and Knowledge	
Data analysis skills, and the ability to identify trends and inform teaching and learning outcomes	Knowledge and experience of ICT for teaching and management purposes
Understanding of high-quality, 'quality first' teaching, 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	Knowledge of the role of Governors
Ability to communicate a vision and inspire others	
Ability to build effective working relationships	
A strong understanding of inclusion with high expectations for all	
Knowledge and understanding of effective techniques and policies for behaviour management	
Knowledge of best practice and procedures for safeguarding children and young people	
Knowledge of the current curriculum issues and recent educational developments	
Personal qualities	
A commitment to securing the best outcomes for all pupils and promoting the ethos and values of the school	Promoting a culture of leadership opportunities for children
Commitment to children's well-being and learning being at the centre of all key decision making	
Ability to plan, organise and prioritise effectively	
Commitment to maintaining confidentiality at all times	
Commitment to safeguarding and equality	
Creative, enthusiastic and resilient, keen to embrace new ideas and challenges	
Approachable, caring and empathetic, able to deal sensitively challenging when necessary, and resolve conflict	
Commitment to the continuing professional development of self and others within the school	
Effective personal management style, balancing clear leadership with good humour and positivity	

Key Dates

School tours: Thursday May 8th 9:45am; Tuesday May 13th 1:45pm

Closing date for applications: Thursday May 15th(9:00am)

Interviews: Thursday May 22nd

To arrange a tour, please contact James Stanley (School Business Manager)

jamesstanley@kipling.brighton-hove.sch.uk