



Deputy Headteacher (Interim) Recruitment Pack

The Devonshire Hill Nursery and Primary School

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Successful Learners

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Letter from the Headteacher

Dear Applicant,

Thank you for expressing an interest in applying for the position of (Interim) Deputy Headteacher at The Devonshire Hill Nursery and Primary School. Due to the retirement of the Headteacher, the current Deputy Headteacher, Tina Georgiades, is stepping up as (Interim) Headteacher, allowing a unique opportunity for the school to offer this post.

The Governors are keen to employ a deputy who will fully commit to driving forward our school improvement priorities ensuring our school continues to be at the forefront of teaching an exceptional curriculum for the pupils, achieving very high outcomes that exceed the National expectations. As deputy you will be committed to our Vision and our Ethos and will continue to build upon the very high standards of our highly successful school. The Leadership Team is strongly supported by our governing body and our committed team of teachers and support staff.

This is an exciting and unique opportunity to work in a friendly and successful school, and to make a marked contribution to help shape its future and continue building on its successes.

In line with Haringey's Safer Recruitment policy, we ask that all parts of the application form are completed, and any gaps in employment history (with dates) clearly marked within Section 3.

Note that referees will be contacted, in advance, for those applicants selected for interview. Additionally, as this position involves close work with children, an enhanced DBS will be sought.

I look forward to receiving your completed application in due course. In the meantime, we strongly encourage you to visit our school, whereby we can show you around and answer any questions you may have regarding the role. Please go to our website at www.devonshirehill.com to find out more about our highly successful school.

Yours sincerely,

Julie D'Abreu | Headteacher

About The Devonshire Hill Nursery and Primary School

We are a Haringey Council Community School in Tottenham for children aged from 2 to 11. The majority of our families live locally. We are a two-form entry primary school with a nursery.

Devonshire Hill is a successful school with a solid history of success, retaining our Ofsted Good grading in October 2021. The staff and governors at our school are committed to providing the very best learning opportunities for children in a safe, secure and friendly community environment.

We provide very high quality education with a strong focus on the core subjects. Alongside this, we teach an exciting curriculum including many learning opportunities to add depth and breadth to the children's experience. During a child's time at our school, alongside the full statutory curriculum, they will have the opportunity to learn to speak Mandarin, learn to play an instrument, learn to swim and to visit many places of interest, including a residential trip.

We have a strong focus on using technology as a learning tool and children have access to a range of technology, including the use of laptops and tablets. All classrooms are equipped with touchscreen interactive boards which enhance the classroom experience by enabling the full use of audio-visual resources.

We have our established 'STEAM Engine', a dedicated classroom for Science, Technology, Engineering, Maths and Art & Design work. This facility is well resourced with materials, tools and technology that enable children to explore ideas and experience exciting, practical learning. We also have a dedicated Music & Performing Arts space, and two well-resourced libraries. The school has extensive grounds, part of which is dedicated to our Forest School site, March Wood.

Our school is a member of Haringey Education Partnership (HEP) and a member of our local network of schools, Learning in Tottenham (LIT). We work in partnership with a number of organisations including; Tottenham University, Into University and most recently Chrysalis East (London Academy of Excellence - Tottenham).

The school works with a range of organisations to promote careers and every year we participate in 'World of Work Month' whereby every child has an opportunity to experience a range of different work places such as banks in the city, being a 'Chef' for the day, designing and running a fashion show, to what it would be like to be a Firefighter!

The school offers a wraparound provision in partnership with 'To The Whistle' who offer a range of extra-curricular activities before and after school. They also provide the Haringey Holiday Activities and Food (HAF) programme during school holidays.

We have the highest expectations of all our children and we expect them to aim high and to achieve their full potential academically and with their personal social development both in and out of school. We have a strong belief in good behaviour and good manners with an emphasis on caring for each other. We use the Haringey Anchor Approach model to build and develop resilience. All staff and children from Year 1 to Year 6 are placed into one of our four 'Houses' and will be in friendly competition each week to score individual and team House points!

We want all our children to go onto secondary school ready to further develop their lifelong love of learning, equipped with great knowledge and skills that will enable them to become confident, successful and responsible citizens for the future.

Julie D'Abreu | Headteacher

Job Advert Deputy Headteacher

JOB TITLE:	Deputy Headteacher (Interim)
RESPONSIBLE TO:	Headteacher & the School's Governing Body
PAY SCALE:	L13 - L17 (Inner London)

The Devonshire Hill Nursery & Primary School is excited to offer this opportunity for a highly skilled and inspirational Leader (or aspiring Leader) to join our school.

Our school received an Ofsted 'Good' in October 2021, the Ofsted report opens with,

'Pupils love to talk about why their school is such a great place to be. They jump at the chance to discuss their learning. Pupils behave really well and thrive in the school's friendly and inclusive environment'.

To find out more about this exciting opportunity to join our school please contact the school to make an appointment to visit the school or speak with the Headteacher for more details.

We can offer you:

- An opportunity for you to make a real difference in the lives of children.
- A supportive school community.
- A welcoming and enthusiastic environment with a talented and dedicated staff team.
- Great Continual Professional Development opportunities.
- A non class based position enabling you to work alongside the Leadership Team in a strategic position.

The successful candidate will need to have:

- Evidence of continuing and recent professional development relevant to the post
- Proven record of raising standards for all pupils, including underachieving pupils
- Experience of promoting positive behaviour conducive to learning, focused on raising standards.
- Experience of promoting highly effective communications within and between teams and other stakeholders in the school community
- A passion for teaching and investing in the development of the profession
- The skills and experience to step in to teach and lead others to be exceptional practitioners.

All candidates

- Exceptional leadership qualities, skills and knowledge, including a great sense of humour!
- Fantastic resilience with a real 'can do attitude'
- Ability to work successfully as part of a team
- Commitment and reliability

Visit: www.devonshirehill.com/about-us/vacancies/ for the recruitment pack/application form.

Closing date: Applications will be reviewed as received

Interview date: Interviews will be scheduled across May 2026

Start date: September 2026

End Date: 31st August 2027

The Devonshire Hill Nursery and Primary School is an equal opportunities employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check. References will be sought prior to interview.

Job Description Deputy Headteacher (Interim)

RESPONSIBLE TO:	Headteacher & the School's Governing Body
RESPONSIBLE FOR:	Teaching & Learning, Curriculum, Assessment & Behaviour
TERMS:	One Year Fixed Term Contract
SALARY:	L13-L17 (Inner London)

MAIN PURPOSE OF THE ROLE

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
- 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).

MAIN DUTIES AND RESPONSIBILITIES

The deputy headteacher at Devonshire Hill will consistently demonstrate the following qualities and have secure knowledge to be able to:

1. Hold and articulate clear values and moral purpose, focused on providing an exceptional education for the pupils at Devonshire Hill.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example demonstrating the following leadership behaviours of; commitment, collaboration, personal drive, resilience, awareness, integrity and respect.
4. Develop current knowledge and understanding of education and the school systems locally, nationally and globally.
5. Commit to pursue continuous professional development at Leadership level.
6. Work under the guidance of the Headteacher and school governance to ensure political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
7. Communicate compellingly the school's vision, empowering all pupils and staff to excel.

The deputy headteacher at Devonshire Hill will consistently demonstrate the following when working with pupils and staff:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Support excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Promote an educational culture of 'open classrooms' as a basis for sharing best practice within the school and between local /partner schools.
4. Robustly lead on the schools assessment data, including analysis, informing the Headteacher and governors of trends to inform and lead school improvement.

5. Work within an ethos, whereby all staff are motivated and supported to develop their own skills and subject knowledge, and to encourage staff peer-to-peer support utilising expertise.
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
7. Hold all staff to account for their professional conduct and practice.

The deputy headteacher at Devonshire Hill will work closely with the Headteacher to ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

1. Ensuring there is a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
2. Work within and promote the rigorous, fair and transparent systems and measures for managing the performance of staff, swiftly notifying the Headteacher of any under-performance and deploying appropriate support to staff to improve. Identifying and valuing excellent practice as a model to support and develop others.
3. Key involvement of the curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability. Including working alongside the School Business Manager and reporting to Resource & Curriculum Committee meetings. Attendance at these meetings to present and to the Governing Body.
4. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and professionally hold each other to account for their decision-making.

The deputy headteacher at Devonshire Hill will be committed to creating outward-facing schools, which work with other schools and organisations in a climate of mutual challenge to champion best practice and secure excellent achievements for all pupils.

1. Develop and model effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
2. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
3. To take a significant role in the current and future quality of the teaching profession through high quality training opportunities for all staff in the organisation and for trainee teachers, students, apprentices and education support staff.
4. Be innovative in approaches to school improvement and leadership, confident of the vital contribution of internal and external accountability.
5. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education and lifelong learning.

Other responsibilities

- To lead on the development of the Forest School (March Wood)
- To lead on the development of online learning (Google Classroom)
- To lead on a number of embedded school approaches such as the Opening Worlds Curriculum (HEP) Talk for Writing, RWI Phonics & White Rose mathematics.
- To work closely with the Early Years Leader in the development and implementation of the Froebien Principles.
- To lead on teacher training, ECT programmes and student placements within the school.
- To lead on the CPD programme across the school.
- To lead on the line management of teachers across the school.
- Designated Safeguarding Lead - Child Protection
- Educational Visits Strategic planner, closely working with the SBM who is the school's EVC
- To arrange cover for day to day absences/ sickness/course cover.
- To work closely with the Assistant Head for Inclusion and School Business Manager as part of the school's leadership team
- To cover classes as directed by the Headteacher.

- To attend and present at Governing Body meetings
- To attend school events that may be off site and outside of normal school hours as required.

Please Note:

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 postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

Person Specification Deputy Headteacher

CRITERIA	QUALITIES
QUALIFICATIONS	• Qualified teacher status • Degree • Professional development in preparation for a leadership role
EXPERIENCE/ KNOWLEDGE	• Successful leadership and management experience in a school • Teaching experience of at least 5 years in a multi-cultural inner city school with significant numbers of children with EAL • Involvement in school self-evaluation and development planning • Line management experience • Experience of contributing to staff development including delivering CPD • Developing a curriculum that is knowledge rich and meets the needs of a culturally diverse school. • Successful mentoring of trainee teachers, including ECTs, apprentices & students • Ability to lead on whole school assessment, interrogating data, identifying trends. • Track record of exceptional pupil progress. • Track record of excellence in pupil outcomes. • Good track record of managing pupil behaviour obtaining successful outcomes. • To be able to demonstrate exceptional conduct and relationships when liaising with parents.
SKILLS AND KNOWLEDGE	• Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality 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 • Ability to communicate a vision and inspire others • Ability to build effective working relationships.
PERSONAL QUALITIES	• A commitment to getting the best outcomes for all pupils and promoting the ethos, values and Vision of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding • Commitment to equality • Commitment to the value of exceptional relationships with staff and parents. • Flexibility to promote and to be an ambassador for the school at events outside of school hours.

Guidance Notes to Completing Your Application Form

HOW TO COMPLETE YOUR APPLICATION FORM

The application form plays an essential part in choosing the right person for a job. It is the information contained in your application and supporting statement that will decide whether or not you are invited for an interview or to the next stage in the selection process.

1. PERSONAL DETAILS

Where it says 'known as', this is for example if your official documentation shows you as 'Elizabeth', but you like to be known as 'Liz'.

WORKING IN THE UK

Under the Asylum & Immigration Act 1996, you will be required to provide proof of your eligibility to work in the UK.

We always need to see original documents. You will only be able to work for us once we are sure that you are eligible to work in the UK. If you are unsure about your status, then you should contact the Home Office.

2 to 3. PRESENT OR MOST RECENT EMPLOYMENT/ PREVIOUS EMPLOYMENT

We need you to provide us with your complete employment history, and any gaps in your employment history of more than one month should be explained – for example, carers and childcare responsibilities. We may ask for references to cover a full five-year history, which may include time spent at school/further education. For this five-year history please provide full postal addresses, including postcodes.

If you were employed by an agency during that time we need to know the agency details and the companies that you were placed at.

If you have been self-employed during the last five years, this means that we will need to see your tax returns for that period if you are successful.

If you have been claiming benefits in the past five years we may contact the Benefits Office to verify this if you are successful.

4. QUALIFICATIONS & TRAINING/ PROFESSIONAL QUALIFICATIONS

Please give details of your education, qualifications and training, starting with secondary school.

PROFESSIONAL QUALIFICATIONS

If we have requested that you have a professional qualification for this job (like QTS, HLTA status), you will need to provide us with the relevant original certificates/registration documents.

5. TRAINING COURSES ATTENDED IF RELEVANT

Mention any short courses that you have attended, including dates that are particularly relevant to the job you are applying for.

6. SUPPORTING STATEMENT & ACHIEVEMENTS

This section is your opportunity to tell us how you meet the criteria in the person specification. Take each relevant item and tell us about your skills, experience, knowledge and achievements.

Give specific examples of what you have done which prove your ability. If the person specification says, 'able to organise activities', you must do more than say, 'I am an organised person'. Give an example by describing something that you have done which tells us about the skills that you used and the steps that you took.

You can use examples from your home life, time spent in education, voluntary work or from your hobbies/interests if you do not have any formal experience.

7. REFEREES

You should provide the names and the addresses of two people who know you and who are able to comment on your suitability for the post. One of these should be your current or most recent employer. If you are a school or college leaver, give your head-teacher's or your tutor's name. It is always advisable to make sure that your referees know you have used their names before we contact them. The appropriateness and accuracy of

references will be checked. You are also advised that any previous employer may be contacted to verify the details you provide.

8. REHABILITATION OF OFFENDERS ACT / DECLARATION

Please read this carefully before completion.

The DBS, an Executive Agency of the Home Office, provides wider access to criminal record information through its Disclosure service. This service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involving children or vulnerable adults. The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

Our borough's DBS & Rehabilitation of Offenders Policy is available upon request.

You can get more information about the DBS at [DBS Online](#)

Please make sure that you read and sign/positively tick the declaration.

All applicants are required to complete the online DBS form even if you do not have a criminal record.

We do not exclude people who are related to, or have a close personal relationship with our councillors, employees or school governors. We will make sure that they do not take part in the selection for this post.

MONITORING

This Authority has an Equal Opportunity in Employment Policy, which we ensure that we monitor to ensure that our employees reflect the community that we serve. The information provided will be treated in strictest confidence, is never available to the recruiting manager and will only be used for monitoring purposes.

APPLICATION DEADLINE

Completed application forms must be received as soon as possible across April/ early May 2026. Email your application form and other supporting documents to:

recruitment@devonshirehill.haringey.sch.uk with your initial, Surname and the position you're applying for in the subject line; e.g. JBloggs – Teaching Assistant;

Equality Objectives Statement

Under the Equality Act 2010, the school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness. We are committed to having a balanced and broad curriculum.

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in an age appropriate way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs. Dealing with prejudice. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost seriousness. When an incident is reported, through our reporting procedure, our school will ensure appropriate action is taken and a fair resolution is put into place.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.

- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. Equality permeates all school policies and practices, however, this statement operates in conjunction with the following policies in particular:

- Equality Information & Objectives Policy
- Complaints Procedures Policy
- Equal Opportunities Policy
- Grievance Policy
- Disciplinary Policy and Procedures
- Anti-bullying Policy
- Safeguarding Policy and Procedures
- SEND Policy
- Family Friendly Policies
- Data Protection Policies

Safeguarding Written Statement

The Devonshire Hill Nursery and Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm.

There is a strong anti-bullying ethos evident throughout the school. We teach our children how to recognise bullying, how to keep themselves safe from bullying behaviour and how to report it. We listen to our children.

Our curriculum includes opportunities to discuss feelings and emotions, and helps children to think about their own personal safety and their rights as individuals to be kept safe from harm.

We teach our children about the uses and misuses of drugs, at an age-appropriate time and level.

Our relationships, sex health education programme teaches children about keeping themselves safe from harm, at an age appropriate level.

We have clear guidance to help children to use the Internet safely.

Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations of safeguarding children at school. We have a trained and designated safeguarding lead, two deputy designated safeguarding leads, and a designated governor with responsibility for safeguarding practices at the school.

We have policies to manage potential allegations against staff, whistleblowing and the use of physical intervention.

Our staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinise written references before employment.

We require evidence of enhanced Disclosure and Barring Services (DBS) clearance before employing any staff, in addition to pursuing List 99 checks.

All governors, voluntary helpers, supply teachers, agency staff, and outside club and coaching staff are required to provide evidence of enhanced DBS clearance.

The governing body is regularly updated about child protection, anti-bullying and safeguarding policies and practices by the Headteacher.

It is the responsibility of every adult in the school to ensure that we maintain the highest level of awareness about possible unsafe practices and deal with any issues immediately and appropriately.

This Safeguarding Statement should be read in conjunction with;

- DfE -Keeping Children Safe in Education (KCSIE) 2025
- The school's published safeguarding and associated policies that are available on the school website at www.devonshirehil.com