



Queensbridge  
STRONGER TOGETHER

Deputy Headteacher  
(Quality of Education)  
Recruitment Pack

Dear Applicant,

Thank you for your interest in the role of Deputy Headteacher (Quality of Education) at Queensbridge School.

Queensbridge is a values-driven, inclusive school with a clear mission: to equip all students with the character, skills and academic knowledge to lead happy and fulfilled lives. Our curriculum is deliberately challenging and relevant, and we combine this with a strong wider offer that helps students grow in confidence and ambition. We expect a lot from them, and we support them well to meet those expectations. We have a passion for creativity whether that be through the Arts, sports or through technologies and our curriculum is designed to provide our students with choice and opportunity.

Our school motto, "Stronger Together," reflects the heart of our community and the values that shape our everyday work. We are proud of the diversity within our school, recognising that each individual brings unique strengths and perspectives. By working collaboratively and supporting one another, we create an environment where everyone can thrive

We have dedicated, supportive and highly skilled staff who have excellent relationships with students. This is reflected in our outcomes for students which are consistently well above the national average. Our values of respect, kindness, resilience, aspiration and leadership are visible in how we work together and how we support our students. We work hard at creating a sense of belonging for our whole school community.

We are seeking a Deputy Headteacher who can lead our Quality of Education agenda with clarity, and a strong understanding of what excellent provision looks like in practice. You will be joining a highly effective and supportive leadership team who work together towards a shared vision for the school. I would encourage you to visit the school prior to submitting an application so that you can really understand what makes Queensbridge so special.

If you share our values, understand the importance of consistent, high-quality teaching, and are motivated by the impact this role can have on students' lives, we look forward to receiving your application.



Miss Sue Taylor  
Headteacher



## Deputy Headteacher - Quality of Education

L18 - L22 (£78,702-£86,803)

Permanent Contract (Full Time)

Start September 2026

We are seeking to appoint an outstanding Deputy Headteacher who will share our determination to transform the life chances of our 913 students. Our school is oversubscribed as a result of our excellent reputation for both academic and pastoral care for all our students.

This is an exciting opportunity for a creative, enthusiastic, dynamic and experienced leader to join our school. Queensbridge is a vibrant inclusive school that has a track record of excellent academic outcomes. You will be joining a hardworking, dynamic, creative and caring leadership team in a school that places staff development and well-being of staff and all pupils at its core.

Key areas of responsibility:

- To lead the school's ambitious, inclusive curriculum ensuring that it meets the needs of all learners and reflects high expectations for every pupil.
- To evaluate the quality and implementation of the curriculum, driving continuous improvement.
- To identify barriers to learning and gaps in foundational knowledge and ensure effective intervention is in place.
- To provide oversight of whole-school outcomes, with a relentless focus on reducing gaps between groups of learners.
- To lead the school's Pupil Premium strategy, ensuring it is evidence-informed and effective.
- To produce the school timetable in line with curriculum requirements and staffing

The successful candidate will:

- Be an excellent teacher with a proven commitment to inclusive schooling and a track record of academic excellence.
- Be passionate about enhancing opportunities, educational outcomes, and life prospects for all students.
- Have a proven track record of successful leadership, with personal skills that align with a positive and committed team
- Be fully committed to the school's ethos and vision, with a willingness to pursue professional development as an outstanding senior leader

We can offer you:

- A positive and high performing learning culture supported by students, staff, parents and governors
- A commitment to your own personal development with a high-quality programme for teachers at all stages of their professional career
- A friendly and supportive workplace that prioritise wellbeing
- Discounted access to BSHF medical insurance for you and your family

If you would like further information about the post or an informal discussion, please contact Nicola Daly, HR Officer, on 0121 464 5566 or email [recruitment@queensbridge.bham.sch.uk](mailto:recruitment@queensbridge.bham.sch.uk)  
Informal visits to our school welcome.

The closing date for applications is **22<sup>nd</sup> April 2026 at 9am**. Selection Days are scheduled **Tuesday 28<sup>th</sup> and Wednesday 29<sup>th</sup> April 2026**. Applicants are kindly requested to contact their referees so that references are received in advance of the interview dates.

Please complete an application form along with a letter (no more than 2 sides of A4, in font Arial point 11) that outlines how your knowledge, skills and experiences meet the requirements of the job description and person specification.

*Potential applicants should ensure that they read our Safeguarding and Child Protection Policy and our Recruitment of Ex-Offenders Policy. These policies can be found at Queensbridge School - Policies*

*The School and all its staff are committed to safeguarding and promoting the welfare of the children. The successful candidate will be subject to necessary pre-employment checks, including: an enhanced DBS; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.*

*An online search will also be carried out on shortlisted candidates as part of due diligence on all shortlisted candidates.*

*This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak English fluently is an essential requirement for this role.*

## Our Values

### RESPECT



Our Queensbridge community is inclusive, accepting and open-minded. We value working alongside each other in harmony and understanding, caring about the feelings, wishes and rights of our whole school family. We prioritise equality and diversity in all that we say and do.

### KINDNESS



Our Queensbridge community is friendly, loving and empathetic. We value treating each other with generosity, compassion and tolerance. We prioritise relationships, forgiveness and happiness.

### RESILIENCE



Our Queensbridge community is determined, responsible and brave. We value perseverance, flexibility and independence. We prioritise hard work and doing the very best that we can, in all that we do.

### ASPIRATION



Our Queensbridge community is courageous, curious and ambitious. We value growth, personal fulfilment and taking measured risks. We prioritise the development of self-belief, confidence and creativity.

### LEADERSHIP



Our Queensbridge community is one that consistently encourages each other to shine. We value teamwork, participation and using initiative. We prioritise nurturing leadership at every level and ensuring that everyone can grow and reach their full potential.

### Key information

Type of school:	Foundation School
Age range:	11-16 years
Location:	Birmingham
Number of students on roll:	913
% Pupil Premium	33.5%
% of students with SEN:	26.0%
% of students with EHCP:	2.5%
% of students with English as an Additional Language:	37.1%
Ofsted	Good (all categories) last inspected October 2023.

Our curriculum is both broad and balanced and carefully sequenced to build knowledge and skills progressively. This ensures that all students have access to a wide range of subjects and learning experiences that cater to their academic and personal development. High-quality teaching is at the core of our approach, with teachers who are not only experts in their fields but also dedicated to fostering excellent relationships with students

## Subject allocations

Subject	Number of lessons per fortnight				
	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	8	8	8
Maths	8	8	7	8	8
Science	4	6	7	9	10
Religious Education	3	3	3	4	4
Physical Education	4	4	4	2	2
French	4	4	4		
Design and Technology	4	4	4		
Arts	6	4	4		
Geography	3	3	3		
History	3	3	3		
Computing	2	2	2		
Toolkit for Life (TfL)	1	1	1	1	
Option Subject 1				6	6
Option Subject 2				6	6
Option Subject 3				6	6

**KS3 DT** - Resistant Materials, Product Design, Food and STEM on a 9-week rotation (Graphic design in place of STEM in Year 9)

**KS3 Arts** - Drama, Dance, Music and Art on a 9-week rotation

**Year 11 TfL (our PSHE curriculum)** - taught through form time and drop down days

**Option subjects available** (this is reviewed each year) - History, Geography, French, Computer Science, Dance, Drama, Art, Photography, Sociology, BTEC Sport, Food and Nutrition, Design Technology, Media Studies, Health and Social Care.

## Outcomes

Year	A8	P8	4+ En & Ma	5+ En & Ma
2025	48.5		66.3%	46.1%
2024	53.8	+0.35	77.8%	64.2%
2023	53.2	+0.54	73.9%	53.4%

## Beyond the Curriculum

Queensbridge places a high value on local trips, visits and residentials, both in the UK and abroad. We recognise that these encounters complement the curriculum, providing opportunities for students to experience and engage with activities in depth beyond the school environment. We also have a wide variety of well-attended activities and clubs available for students that enable them to develop friendships, discover their skills and talents and pursue their passions. You can find out more about everything that happens at Queensbridge on the school website and Instagram page.

## MAIN PURPOSE

- To lead the school's ambitious, inclusive curriculum ensuring that it meets the needs of all learners and reflects high expectations for every pupil.
- To evaluate the quality and implementation of the curriculum, driving continuous improvement.
- To identify barriers to learning and gaps in foundational knowledge and ensure effective intervention is in place.
- To provide oversight of whole-school outcomes, with a relentless focus on reducing gaps between groups of learners.
- To lead the school's Pupil Premium strategy, ensuring it is evidence-informed and effective.
- To produce the school timetable in line with curriculum requirements and staffing

## SPECIFIC DUTIES AND RESPONSIBILITIES

### Curriculum and Teaching

- Lead the ongoing development of a curriculum that is ambitious, coherent and carefully sequenced.
- Ensure strong foundations in reading, communication, vocabulary and mathematics so pupils can access the full curriculum.
- Work with subject leaders to ensure teaching is aligned with curriculum aims and focuses on clear explanations, high-quality practice and systematic checking of understanding.
- Ensure teaching is adapted appropriately to meet pupils' needs, particularly for disadvantaged pupils and those with SEND.
- Monitor curriculum and teaching quality using a range of evidence and use this to drive improvement.

### Outcomes

- Oversee whole-school outcomes and ensure leaders have a precise understanding of pupils' progress across the curriculum.
- Ensure teachers identify and address gaps in foundational knowledge quickly, prioritising secure understanding.
- Monitor the progress of disadvantaged pupils, those with SEND and other vulnerable groups, ensuring differences reduce over time.
- Ensure assessment is used purposefully to inform teaching and curriculum decisions, without creating unnecessary workload.
- Lead the Pupil Premium strategy, ensuring:
  - Approaches are evidence-informed and aligned to school priorities.
  - Funding supports high-quality teaching and timely intervention.
  - Impact is monitored regularly to ensure improved outcomes for disadvantaged pupils.

### Leadership and Management

- Support the Headteacher in leading an effective and collaborative senior leadership team.
- Produce clear action plans with measurable outcomes and evaluate their impact.
- Contribute to accurate and insightful self-evaluation of curriculum, teaching and achievement.
- Support staff wellbeing and help manage workload.
- Provide consistent, effective line management to subject leaders focused on improving provision and outcomes.
- Attend link governor meetings and provide accurate reporting.
- Contribute to the organisation of key events and operational responsibilities across the school.

### Line Management

- Hold designated subject leaders to account for curriculum quality, teaching and pupil achievement.
- Support subject leaders to identify barriers to learning and take effective action.
- Develop leadership capacity across curriculum teams through guidance, coaching and challenge.

### GENERAL RESPONSIBILITIES

#### School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order 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 managing behaviour, in line with the school's behaviour policy.

#### Teaching, Curriculum and Assessment

- Support high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how students learn.
- Model excellence in teaching within the classroom
- Support the development and teaching of a broad, structured and coherent curriculum using data to inform improvement
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.

### Additional and special educational needs and disabilities

- Promote a culture and practices that enables 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 necessary.

### Organisational management and school improvement

- 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.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure effective use of budgets and resources.
- 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 improvement strategies are effectively implemented.

### Staff management and professional development

- Line manage middle leaders, including carrying out appraisals and holding staff to account to their performance.
- Manage staff well with due attention to workload.
- 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 their own needs.

### Governance, accountability and working in partnership

- Work with governing body as appropriate.
- 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.
- Work closely with link governors to provide effective quality assurance.

### GENERAL

To undertake any other duties as appropriate to the grade of the post as requested by the Headteacher.

A = Application process    I = Interview    O = Observation/Activity    T = Task

Education and Training	Method of assessment
Qualified teacher status	A
Degree	A
Willingness to undertake appropriate training and commitment to own continuing professional development	A
Evidence of leadership CPD	A
Experience and Skills	
Substantial experience of successful teaching and leadership within a secondary school setting	A/I
Evidence of positive impact in a whole school leadership role within a senior leadership team	A/I
Evidence of the ability to manage change successfully	A/I
Proven track record of raising student achievement and improving outcomes.	A/I
Excellent understanding of curriculum design, implementation, and assessment	I/O
<i>Desirable - Experience of timetabling</i>	A
Excellent understanding and competence in ICT and analytical skills to interpret data and make informed decisions to improve student outcomes.	T
Understanding of inclusive practice and effective strategies to close attainment gaps (including disadvantaged, SEND, and EAL pupils)	A/I
Strong understanding of the barriers faced by disadvantaged pupils and the ability to lead an effective Pupil Premium strategy that removes these barriers and improves outcomes	A/I
Clear understanding of effective evaluation through quality assurance and how this can be used to improve provision and outcomes	O
Strong understanding of current educational policies, practices, and statutory requirements and performance measures and how to effectively implement these within school.	A/I
Experience of holding other to account within a culture of high support and high expectations	A/I
Outstanding communication, interpersonal and organisational skills	A

Ability to lead, inspire, and motivate staff	A/I
Strong personal commitment to inclusion, equality and diversity.	A/I
Ability to embed a culture of learning amongst staff and students that creates an ambitious, purposeful and highly motivating environment.	A/I
Ability to work effectively as part of a team; building effective working relationships with colleagues, pupils, parents and other agencies as appropriate	A/I
Demonstrate suitability to work with children and this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline	A/I
Up-to-date knowledge of safeguarding legislation and statutory guidance (KCSIE) and a commitment to the safeguarding of children	A/I/T
<b>Personal Qualities</b>	
High level of self motivation and energy and enthusiasm for the education of young people	A/I
Deeply committed to improving the life chances of all pupils.	A/I
Ability to work under pressure and prioritise time effectively	T
Ability to maintain strict confidentiality of information received and processed as part of the job role	A/I
Ability to project a professional image for the school	A
Ability to have a flexible approach to work to meet the needs of the school	A/I

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS and children’s barred list check is required for all successful applicants.

**ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE SCHOOL’S EQUAL OPPORTUNITIES POLICY**

We welcome interested applicants to come to our school for an informal tour prior to making an application.

If travelling by public transport the number 50 bus stops directly outside our school.

Alternatively, you can use the number 11 or 35 and take a short walk from Kings Heath High Street.

If you are travelling by car then there is limited onsite parking.

Queensbridge Road does have double yellow lines and therefore if you are unable to park on site please park in one of our neighbouring roads such as Yew Tree Road or within Kings Heath.

**Telephone:**

0121 464 5566

**Email:**

[enquiry@queensbridge.bham.sch.uk](mailto:enquiry@queensbridge.bham.sch.uk)

**Website:**

[www.queensbridge.bham.sch.uk](http://www.queensbridge.bham.sch.uk)

Queensbridge Road, Moseley, Birmingham, B13 8QB