



Deputy Head

Location: Bristol

Contract: Permanent

Working Hours: Full time (40 hours a week). Term time only, with seven days worked in school holidays (term times as stipulated by Bristol City Council).

Starting Salary: £55,000 per annum (depending on skills and experience)

Closing Date: Monday 2nd March 9am

Interview Date: Wednesday 11th March

We are seeking an exceptional Deputy Head to join our leadership team and help drive the next stage of our development as a trauma-informed, alternative learner provider. Following our recent Ofsted Outstanding judgement, this is an exciting moment to join a school recognised for its exceptional practice, strong culture, and unwavering commitment to pupils. This is a key role for an experienced leader who believes in high expectations, strong relationships, and creating a school where every young person feels safe, valued, and able to succeed.

About the Role

Working closely with the Headteacher, you will:

- Lead on behaviour, inclusion, safeguarding, and equality, diversity and inclusion
- Champion trauma-informed, relational practice across the school, and be committed to supporting a zero exclusions and suspension behaviour model
- Support high-quality teaching, curriculum development, and consistent expectations, through managing the quality of education quality assurance processes
- Coach and develop staff, modelling psychologically safe and values-led leadership
- Build strong partnerships with families and external agencies
- Contribute to whole-school strategy and deputise for the Headteacher

About You

You will bring:

- Leadership experience in AP, SEMH, mainstream, or specialist settings
- Strong understanding of trauma-informed and inclusive practice, with Level 5 equivalent specialism in Trauma-Informed practice, mental health or an equivalent
- The ability to inspire, coach, and support staff at all levels, with a proven track record of change management
- Excellent communication skills and a reflective, ambitious mindset
- A commitment to equity, wellbeing, and continuous improvement

What We Offer

- A recently rated Ofsted Outstanding provision with a strong, values-led culture
- A passionate, dedicated team committed to making a difference
- A culture that prioritises wellbeing, psychological safety, and professional growth
- Opportunities to shape strategy and lead meaningful change
- A supportive leadership environment where your expertise will have real impact

Key Responsibilities

Strategic Leadership

1. Support the Headteacher in shaping and delivering the school's vision, values, and strategic priorities, and support wider Company's education strategy.
2. To deputise for the Headteacher when necessary, including the operational running of the school and be the senior decision-maker in the absence of the Headteacher.
3. Lead on whole-school improvement initiatives, ensuring high expectations and consistent practice across the provision.
4. Contribute to the development of policies, systems, and processes that promote safety, inclusion, and positive behaviour.
5. Support the Headteacher with compliance with the educational standards set out in the independent school standards documents and the Ofsted common inspection framework.
6. Maintain knowledge and understanding of local and national trends in education.

Teaching, Learning & Curriculum

1. Oversee the quality of teaching and learning, ensuring lessons are engaging, differentiated, and trauma-informed.
2. Lead curriculum development tailored to the needs of students with disrupted educational experiences.
3. Support staff to use assessment effectively to identify gaps, track progress, and plan interventions.
4. Model outstanding classroom practice and provide coaching, mentoring, and professional development.

Behaviour, Inclusion & Pastoral Support

1. Lead the school's behaviour culture, ensuring approaches are relational, restorative, and consistent.
2. Oversee attendance, engagement, and reintegration pathways back into mainstream or onward destinations.
3. Champion inclusion, ensuring students' diverse needs (SEND, SEMH, safeguarding) are understood and met.
4. Knowledge of the barriers to learning pupils may face, and tailoring plans and interventions accordingly.
5. Support staff in their understanding of the complexities young people may present with and ensure staff form positive working relationships with young people.

Safeguarding & Welfare

1. Act as Deputy Designated Safeguarding Lead (or DSL if required).
2. Ensure robust safeguarding systems, staff training, and compliance with statutory guidance.
3. Lead on risk assessments, behaviour plans, and multi-agency meetings.
4. Promote a culture of psychological safety for young people and staff.

Staff Leadership & Development

1. Line-manage teaching and support staff, providing clear expectations, constructive feedback, and professional challenge.
2. Support recruitment, induction, and performance management processes.
3. Foster a collaborative, reflective staff culture where wellbeing and professional growth are prioritised.
4. Delegate appropriately and motivate staff and young people whilst inspiring and giving respect.

Operational & Organisational Leadership

1. Contribute to timetabling, resource planning, and daily operational management.
2. Support the oversight of safeguarding records, behaviour logs, and data systems.
3. Ensure compliance with statutory requirements, including health and safety, safeguarding, and alternative provision standards.
4. Represent the school at meetings, panels, and community events.

Person Specification

Qualifications & Training

- Qualified Teacher Status (QTS) or willing to work towards.
- Evidence of sustained professional development in leadership, behaviour, SEND, or SEMH.
- Strong safeguarding training and excellent understanding of statutory guidance.
- (Desirable) Additional qualifications in leadership, coaching, SEND, or trauma-informed practice.

Experience

- Successful teaching experience with students who have complex needs, disrupted education, or SEMH challenges
- Leadership experience at middle or senior level, ideally within alternative provision, PRUs, or high-challenge mainstream settings
- Proven track record of improving teaching, learning, and outcomes.
- Experience leading behaviour, inclusion, or pastoral systems.
- Experience working with multi agency partners (social care, CAMHS, youth justice, voluntary sector etc.).
- (Desirable) Experience as a DSL or Deputy DSL.
- (Desirable) Experience designing or leading curriculum development.
- Successful recognition of best practice and using it as a basis for further development.
- Strategic thinking and has evidence of successful strategy implementation.

Knowledge & Understanding

- Deep understanding of trauma-informed, relational, and restorative approaches.
- Excellent knowledge of safeguarding, child protection, and risk management.
- Understanding of SEND, SEMH, and barriers to learning for excluded or at-risk students.
- Awareness of statutory requirements for alternative provision and school leadership.
- Understanding of effective behaviour regulation strategies and de-escalation.
- Knowledge of high-quality teaching, assessment, and curriculum design.

Skills & Abilities

- Ability to lead, inspire, and motivate staff through clarity, empathy, and high expectations.
- Strong communication skills, able to build trust with students, families, staff, and external agencies.
- Skilled in coaching, mentoring, and developing others.
- Ability to analyse data, identify priorities, and drive improvement.
- Calm, confident decision-making in high-pressure or crisis situations.
- Ability to model outstanding classroom practice.
- Excellent organisational and time-management skills.
- Well-developed communication, listening and presentation skills.
- Excellent self-management skills in time management, prioritising, planning, preparation and delivery.

Personal Qualities

- Values-driven, compassionate, and committed to inclusion.
- High emotional intelligence and reflective practice.
- Resilient, solution-focused, and able to maintain perspective.
- Relational, patient, and able to hold boundaries with warmth.
- Committed to equity, anti-oppressive practice, and the belief that every young person can succeed.
- Professional integrity and discretion, especially around safeguarding and confidentiality.
- The ability to contribute to a vibrant working environment that promotes high standards of attainment and achievement, student engagement, resilience and independence

Safeguarding & Child Protection

- Demonstrates a strong commitment to safeguarding and promoting the welfare of children.
- Able to maintain professional curiosity and challenge where necessary.
- Understands the importance of psychological safety for students and staff.

You will have the opportunity to work for a community interest company that has a social mission at its core and drives the way we undertake business. In addition, we have a range of benefits such as a 4% employer contribution to our pension scheme, travel loans, childcare vouchers (where applicable) and a cycle to work scheme, free employee assistance program, paid-for learning and development opportunities and clinical supervision with trauma informed therapeutic practitioners. LPW is a Living Wage, and Disability Confident employer. We are an equal opportunities organisation and welcome applications from all suitably qualified candidates.

To apply please complete the recruitment application form that can be found on our website at www.lpw.org.uk explaining your motivation for applying for the post, and send this to recruitment@lpw.org.uk. **Please note that any CVs received without an accompanying recruitment application form will not be considered for interview. You are very welcome to come and visit the school and have an informal chat about the role. If you would like to do this, please email recruitment@lpw.org.uk.**