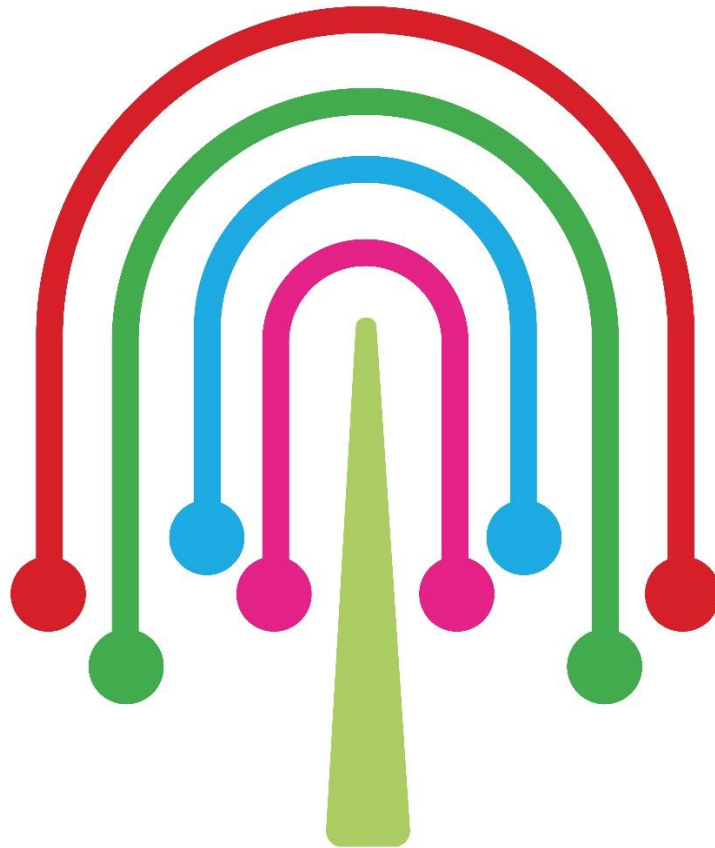


Children's Hospital School

Deputy Executive Headteacher Application Pack



Key Dates

Advert – Friday 24th April

School visits – Wed 29th April (4pm), Tues 5th May (4pm), Wed 6th May (8.30am)

Deadline for applications – Monday 11th May (9am)

Information evening for selected candidates – Thurs 14th May (4-5pm)

Interviews – Friday 15th May & Mon 18th May

Start date – Monday 24th August 2026

Message from the Executive Headteacher

Thank you for your interest in joining The Children's Hospital School.

We are a multi-sited school which supports children from across the region who are unable to attend their school due to physical and / or mental health needs. We teach children who are inpatients in two local hospitals, children at home and those that attend one of our three alternative provision schools.

I have had the privilege of leading this outstanding school since 2015, having spent the first part of my career in mainstream secondary education. I have seen the school grow over the years, adapting to meet the changing needs of children within our community. It is a hugely rewarding job, working with the most wonderful children, families and staff.

The school is very well regarded in the region and is often recognised more widely for the exceptional work we engage in. We work collaboratively with primary, secondary and specialist schools locally, nationally and internationally.

We are committed to investing in our staff through access to coaching, professional growth and ensuring that well-being is a top priority. Staff feedback regularly confirms that this is a supportive and rewarding place to work.

This is a new post at the school due to our growth over the past few years. I am looking for someone to work alongside me to develop a compelling vision for the school, and to help achieve the long-term strategic aims of the organisation. Leadership vacancies at the school are rare, which makes this such a great opportunity for someone looking to move into a senior role.



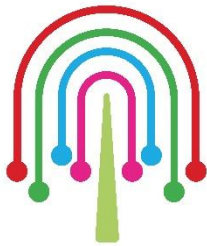
This really is the most wonderful and inspirational place to work, and I hope you will be encouraged to apply.

Stephen Deadman
Executive Headteacher

Introduction

The post of Deputy Executive Headteacher has arisen due to the continued growth of the school over the past few years. This important post will support continued whole-school improvements that have made the school so successful in meeting the needs of young people with medical needs across the region. This is a great opportunity for a suitably experienced professional to be appointed to one of the most exciting and rewarding posts in education and would provide the perfect pathway for someone looking to move into an Executive Headteacher role in the future.

The school was rated 'outstanding' in all areas following OFSTED inspections in July 2017 and October 2023, and you will find throughout the school a real commitment at all levels to improve what we do. Staff well-being is very important to us and the culture of professionalism, mutual support, dedication and care is a real strength of the school.



Our logo 'Better Together' says it all. We are a small school, full of caring, supportive and talented staff. It is a place where mutual support goes hand in hand with excellent education and care. A school whose guiding principles are about making the difficult times manageable, giving students a great education and helping them move on successfully to their next phase of learning.

'Better Together'

Core purpose & values

'Working together in a nurturing and happy environment to break down barriers, inspire learning and provide opportunities for all to flourish beyond their expectations'

integrity
equality
honesty
enjoyment
respect
teamwork
kindness
recovery

School Context

The Children's Hospital School provides education for students who are too ill to attend their mainstream school. Our students join us following a referral supported by medical evidence. We teach students aged 2-19 across five school sites and provide home tuition when appropriate. Although designated as a Leicester City Local Authority school, we provide education for students across Leicester, Leicestershire and Rutland. At the Leicester Royal Infirmary and The Beacon CAMHS unit we may also provide education to students from across the country and beyond.



Students come from a wide geographic area and from a range of social and cultural backgrounds. We have a higher-than-average number of students eligible for Pupil Premium (approximately 34%). During the last academic year, the school provided education for approximately 450 students. The length of stay for these students can be from 2 days up to several years. The school has a highly mobile population which can vary weekly and across the academic year.

Some students have Education, Health and Care Plans (EHCPs) from their home schools or may be in the process of receiving one with the support of The Children's Hospital School. There are a range of medical needs, both physical and mental, experienced by students within the school. Some may have chronic and / or life-threatening medical conditions that bring them into hospital many times over their childhood and adolescence. There will be some with degenerative medical conditions, acquired brain injuries, or those recovering from major surgery. A significant number of students have social, emotional and complex mental health needs. There are some students who are taught by more than one area of the school during their admission and effective communication enables a smooth transition for each child.

There are 34 teachers (29.5 FTE) and 25 HLTAs/TAs (20.6 FTE) employed across the school. Some staff work across different areas of the school. There is an AP Specialist Taskforce which includes Youth Workers, Family Support Worker, Post-16 Transition Coach, Art Therapists and Thrive Practitioners.



Willow Bank Day school was refurbished through BSF in 2013, and additional classroom blocks were added in 2024 and 2025 to accommodate more hospital education places and EHCP places within a Designated Specialist Provision (DSP). The Magpie Learning Centre was opened in September 2022 and The Phoenix Learning Centre in September 2024 – both providing short-term early intervention placements and EHCP / DSP places.

The Beacon CAMHS adolescent inpatient unit moved to a new purpose-built unit on the Glenfield Hospital site in November 2020. This unit has 15 beds, and there are proposals to move to an inpatient / day patient model from April 2026. There are 9 children's wards at the Leicester Royal Infirmary with one classroom, although most lessons take place at the bedside. The school has been exploring the option of opening a regional hub in Oakham.

In October 2023, the school was re-inspected by OFSTED who concluded that the school continued to be outstanding. From 2018-2025 the school received estimates of 'leading' in all areas following an external Quality Assurance Review by Challenge Partners. The school had two areas of excellence accredited by Challenge Partners – 'A personalised continuum of education and care' and 'Mental health support'.



[Leicester Royal Infirmary](#)

Education provided to children aged 2-19 during their time as an inpatient teaching in cubicles and at bedsides, or in the small classroom. Staff follow the curriculum provided by the child's own school.

[The Beacon, Glenfield Hospital](#)

This is an inpatient CAMHS adolescent psychiatric unit for young people aged 13-18. Education is provided for all students, assuming their health permits, providing a range of activities and supporting students to maintain their studies.

[Willow Bank School](#)

Education is provided to Key Stage 4 students who live at home but are unable to access education in their own school due to mental and / or physical health. Students follow a personalised timetable comprising both academic and therapeutic elements. Individual timetables are designed to meet students' academic needs, whilst taking account of health and wellbeing factors.

[Magpie & Phoenix Learning Centres](#)

Education is provided for students who find it difficult to access education in their own school due to mental and / or physical health. Full-time pupils follow a personalised timetable comprising both academic and therapeutic elements. Those attending one of the part-time early intervention groups will have a timetable designed to help them manage school and then re-integrate.

[Remote tuition](#)

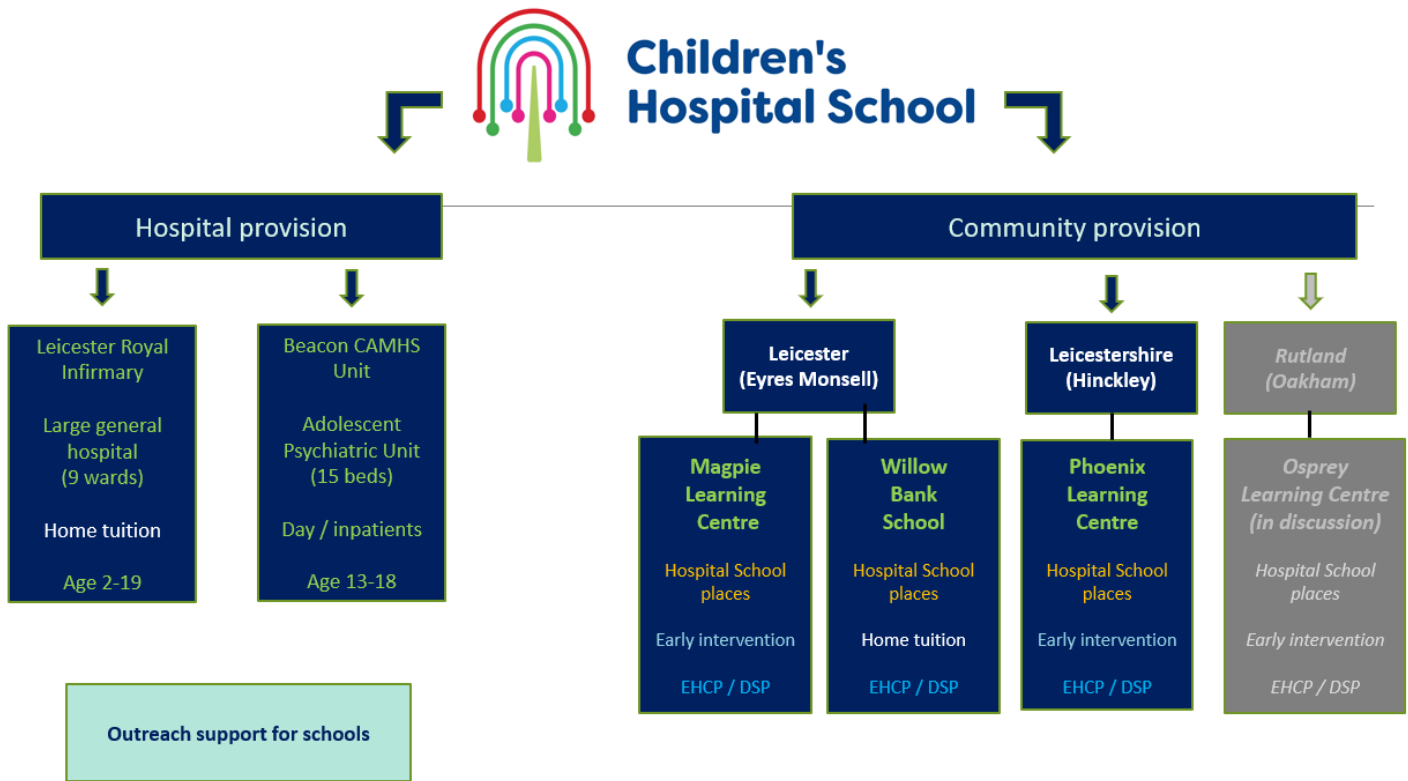
The school provides tuition for children aged 2-16 who are unable to leave home to attend school, on medical grounds. Staff follow the courses the students would be covering at their own school. Tuition can take place in the home or online.



[Designated Specialist Provision \(DSP\)](#)

Local Authorities commission up to 30 EHCP places for young people with anxiety / autism in years 9-11 at our three alternative provision schools – Willow Bank, Magpie and Phoenix. Whilst all other students across the school are dual registered, these students are placed on the roll of our school.

Organisation Overview



Outreach Support for Schools

Outreach support for mainstream schools
Specialist early interventions & support to help at-risk pupils stay in mainstream school

Accredited mental health training
Youth mental health first aid (2 days)
Mental health champion (1 day)
Mental health awareness (½ day)

School to school support
Telephone or Teams support calls
Discussion of case studies or referrals

CHS training offer
Regular in-person and online training
Bespoke training for schools & trusts

Mental Health Hub
Supportive network for senior mental health leads

Professional support in schools
Leadership support
Audits and bespoke school reviews
Development of policies & processes

Resource bank
Downloadable resources & useful links available for schools via CHS website

Staffing Structure

Senior Leaders				
Executive Headteacher Stephen Deadman	Deputy Executive Headteacher Vacancy	Deputy Head / Head of Magpie Nikki Cole	Deputy Head / Head of Willow Bank Diane Davies	Assistant Head Pastoral / DSL James Stafford
Head of School LRI Sarah Fitzpatrick	Head of School Beacon Lorraine Pascoe	Head of School Phoenix Roxanne Steane	School Business Manager Steve McDonald	School Leader Assessment Kathryn Smith
Middle Leaders				
SENCO Stewart Scragg	APST Manager Emma Compton	Asst. Leader WBS Claire Mooney	Pastoral Manager Micki Handford	Office Manager Lynn White
Assistant SENCO Beth Carr	English Lead Paul Gibson	Maths Lead Paul Sowman	Science Lead Sian Lewis	Operations Manager Vacancy
Teaching Staff	Education Support		Support Staff	External Support
21 teachers	11 Higher Level TAs 8 Teaching Assistants 2 Transition support workers 2 Pastoral & inclusion workers 2 Youth workers Art therapist 2 lunchtime coordinators		4 Administrators Bursar Catering manager Catering assistant 3 Premises staff Family support worker	Connexions School nurse ICT team EP

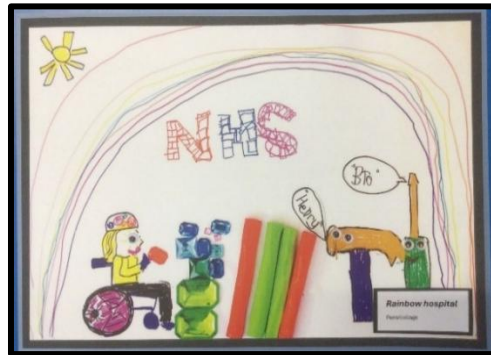


About the Deputy Executive Headteacher Post

Our school has grown significantly over the past few years given the increased demand for our service and the complexity of children who are referred. Just in the last 3 years, the school has opened two additional schools (Magpie and Phoenix), expanded Willow Bank and there are plans to increase student intake at the Beacon CAMHS unit from April this year.

As a school we work closely with all our local authorities and other national bodies including the DFE. The White Paper offers opportunities for the school to help shape a better system for young people in our community, so these reforms come at an important time to help improve provision for children with medical needs.

We are a foundation school, having an organisational structure which is not dissimilar to a small trust as we operate across 5 different sites. We have appointed heads of school who have day-to-day responsibility for their bases. We are looking to appoint a suitably experienced leader to support the Executive Headteacher develop and achieve the long-term strategic aims of the organisation. The specific responsibilities will be dependent on the skills and expertise of the person appointed.



Although we are judged as an outstanding school, we realise that this does not mean 'perfect' and the culture within the school is for continuous improvement. Many of our children and their families need additional support to keep them safe, to improve their well-being and to ensure they can move on successfully to their next phase of learning, wherever that might be.

Vision, attention to detail, tenacity, resilience, organisational skills, communication, leadership and ability to work well with others are essential qualities for the person we are looking for.

The successful candidate can expect excellent support and professional development opportunities. We have a commitment to develop our leaders, and you will find many other opportunities to work more widely – locally and nationally. We have excellent links with all our local schools as well as other Hospital Schools across the country. We are an active part of the National Association for Hospital Education (NAHE), local school networks, SSAT and Challenge Partners.

I would encourage you to look at the school [website](#) to really get a flavour of the type of organisation we are. Other key documents are as follows:

[Wellbeing Charter](#)

[Strategic Intent](#)

[OFSTED Report \(Oct 2023\)](#)

[Challenge Partners QA Review \(Nov 2025\)](#)



How to Apply

Details of the application process can be found on [E-Teach](#) or via the school [website](#). All applications should be made online through E-Teach.

You are asked to complete the application form, ensuring all sections are completed in full. In addition, we would ask that you attach a supporting statement on no more than 2 sides of A4 outlining **how your skills and experience have prepared you for this role, and how you will help the school to achieve its goals over the next 5 years.**

The deadline for applications is 9am on Monday 11th May. Candidates selected for interview will be invited to attend an information session from 4-5pm on Thursday 14th May, ahead of the formal interviews on Friday 15th and Monday 18th May.

For visits to the school in advance of an application, please see visit dates on the front page of this candidate pack. If you would like to speak to the Executive Headteacher about any aspects of the role, this can also be arranged.

Any other questions should be directed to recruitment@childrenshospitalschool.leicester.sch.uk

Please note that we receive a large number of applications and so unfortunately cannot provide feedback to everyone. If you have not been contacted within two weeks of the closing date you should assume that your application has not been successful on this occasion.

Deputy Executive Headteacher – Job Description

Post Details

Role:	Deputy Executive Headteacher
Location:	Children's Hospital School
Pay Range:	L19 - 23
Responsible to:	Executive Headteacher, Governors
Contract type:	Full time / Permanent

Main purpose

To support the Executive Headteacher in the leadership of The Children's Hospital School and to deputise in their absence and at other appropriate times by undertaking the duties set out in the Executive Headteacher's job description.

To work alongside the Executive Headteacher, Leadership Team and Governors in formulating the strategic direction and vision of the organisation, and to help it achieve the agreed objectives.

The Deputy Executive Headteacher will act as a senior representative of the school, promoting its vision and values while ensuring compliance with educational standards and regulations, including safeguarding policies. They will be an integral part of the senior leadership team with specific responsibilities and accountability for outcomes in agreed areas.

Assume other whole-school responsibilities as agreed with the Executive Headteacher.

Duties and Responsibilities

Strategic Leadership

- Model and actively promote the values of the school and the Seven Principles of Public Life (Nolan Principles)¹.
- Support the Executive Headteacher in the development and implementation of the vision, core purpose and strategic plan of the school, ensuring these are clearly articulated, shared, understood and enacted efficiently by all.
- Ensure alignment of school priorities with local and national educational policies by keeping up-to-date with recent developments in education research, policy and practice.
- Undertake self-evaluation and school improvement planning alongside the school-wide strategy to improve identified areas, presenting relevant progress measures and outcomes to the Leadership Team and Governors.

- Build and maintain strong relationships with families, the local community and other external stakeholders.
- Support safeguarding at the school to ensure young people are safe and staff understand school policies and their responsibilities to keep children safe.
- Attend relevant meetings and contribute to strategic whole school issues.

Leadership of Staff

- Be a positive role model, developing a collaborative, supportive and professional culture among all staff at the school that encourages retention.
- Support the recruitment of teaching and non-teaching staff where necessary in coordination with the HR manager to ensure effective team performance.
- Conduct professional growth meetings and ensure professional development opportunities for staff.
- Provide regular feedback to staff in a way that recognises good practice and supports progress towards objectives, resulting in a tangible impact on student progress across the school.
- Support and assist staff to ensure they understand and are actively implementing the school's policies and procedures.
- Monitor staff wellbeing and attendance, developing support plans where appropriate.
- Foster a culture of high expectations for student achievement and staff performance.
- Support and challenge staff effectively, ensuring staff are given the support to do their jobs well.

Educational Leadership

- Support the development and implementation of a suitable curriculum to ensure high standards and to support the progress of all young people at the school.
- Work with staff to promote high-quality teaching and learning across all subjects. Monitor and evaluate teaching and learning practices to drive continuous improvement.
- Proactively innovate and help to develop new ways of reaching and educating young people who are missing school due to their health.
- Ensure school policies take account of the varying needs of children being taught.
- Support tracking and assessment, analysing and reporting on agreed aspects following agreed school procedures.
- Ensure standards of behaviour are high to foster an environment in which all young people feel safe and where learning can thrive.

Operational Management

- Support the smooth, daily operational running of each school base by liaising with, and supporting, the Heads of School as appropriate.
- Facilitate and monitor liaison with other professionals to create appropriate education pathways for students that support reintegration back into education and support next steps upon discharge.
- Be a senior representative of the Children's Hospital School maintaining professional relationships with other stakeholders.
- Represent the Children's Hospital School in any external review, including OFSTED, Challenge Partners and CQC health inspections, as required.
- Oversee compliance with statutory requirements and educational policies, including safeguarding, risk assessments and other health and safety policies.
- To act as one of the school's Designated Safeguarding Leads.
- Contribute to education or health assessments and, under the guidance of the clinicians, ensure that education complements and contributes to the young people's treatment.
- Support the school's financial planning processes, ensuring value for money, financial sustainability and resource allocation aligned with strategic priorities.
- Have a high regard for confidentiality and ensure GDPR policies and procedures are understood and followed.

APPENDIX A – Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post-holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

They shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

The post-holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post-holder.

APPENDIX B – The Seven Principles of Public Life¹

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and all people appointed to work in the Civil Service, local government, the police, courts and probation services, nondepartmental public bodies (NDPBs), and in the health, education, social and care services.

All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1. **Selflessness** – Holders of public office should act solely in terms of the public interest.
2. **Integrity** – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
3. **Objectivity** – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
4. **Accountability** – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness** – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
6. **Honesty** – Holders of public office should be truthful.
7. **Leadership** – Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

¹[The Seven Principles of Public Life - GOV.UK](https://www.gov.uk/government/collections/the-seven-principles-of-public-life)

Deputy Executive Headteacher – Person Specification

Qualifications and professional development	Essential	Desirable
Good honours degree or equivalent	✓	
Qualified teacher status (QTS)	✓	
Evidence of recent professional development	✓	
A relevant qualification in educational leadership e.g. NPQH, NPQEL		✓
Experience	Essential	Desirable
Relevant leadership experience as a deputy headteacher or equivalent		✓
Experience of working across a Trust or group of schools		✓
Recent and relevant leadership experience in a secondary, primary or special school	✓	
Track record and evidence of providing inspirational and strong leadership	✓	
Experience of successfully bringing about whole-school change	✓	
Recent successful teaching in more than one key stage	✓	
Evidence of outstanding classroom practice	✓	
Experience of teaching in more than one school		✓
Experience and knowledge of working with children with additional needs	✓	
Experience of translating a vision into successful education outcomes for all learners	✓	
Experience of using data to inform planning, target setting & securing improvement	✓	
Developed understanding of the planning, monitoring, reviewing and evaluation process for school improvement	✓	
Experience of working collaboratively with a range of stakeholders	✓	
Experience of effectively delivering continuing professional development for staff	✓	
Recent experience of coaching other members of staff		✓
Knowledge and understanding	Essential	Desirable
Full and up-to-date understanding of the OFSTED framework	✓	
Awareness of recent developments in education research, policy and practice	✓	
Understanding of statutory safeguarding guidance and responsibilities for schools	✓	
Understanding of the strategies to improve learning and achievement of all students	✓	
Knowledge of how AI & other new technologies can be used effectively in schools	✓	
Knowledge and understanding of the use of comparative data and performance indicators to establish benchmarks and set targets for school improvement	✓	
Understanding and commitment to inclusive education	✓	
Understanding of how quality assurance processes can be used to raise standards	✓	
Understanding of early help, family support and other relevant support agencies	✓	
Knowledge of pedagogy and how students learn	✓	
Understanding of strategies to improve outcomes for disadvantaged students	✓	

Professional qualities	Essential	Desirable
A commitment to achieving the best outcomes for children of all ages and abilities	✓	
Demonstrate high standards of personal and professional integrity to make decisions and judgements that are value-driven	✓	
A commitment to promoting equal opportunities and celebrating diversity	✓	
The ability to maintain an environment based on trust and respect, whilst still providing a high level of challenge for students and staff alike	✓	
Inspire colleagues by being an effective role model	✓	
Have the ability to motivate and get the best out of students and staff	✓	
To promote good relationships between all within the school community and to be able to resolve conflict and difficult issues	✓	
To be forward thinking and proactive to anticipate problems and develop effective solutions, using research to inform decisions	✓	
Demonstrate clear and effective communication to a range of audiences	✓	
Demonstrate good IT skills with the confidence to exploit AI and new technology	✓	
To have excellent organisational and time management skills	✓	
Ability to lead others in an appropriate and supportive manner	✓	
Ability to use and act on own initiative but also to work as part of a team	✓	
Ability to reflect on own performance and adapt appropriately	✓	
Be able to adapt calmly and confidently to a variety of challenges	✓	
Appetite for change, innovation and developing ways to engage young people	✓	
Willingness to support teams across a multi-sited organisation	✓	
Personal qualities	Essential	Desirable
Model and actively promote the values of the school and the Seven Principles of Public Life ¹	✓	
To be a reflective practitioner	✓	
Demonstrate personal impact and presence	✓	
Be able to cope with demands, work well under pressure and demonstrate resilience	✓	
Have excellent communication skills and ability to engage with the school community with respect and diplomacy	✓	
Be caring, supportive and ambitious for others	✓	
To exhibit emotional intelligence, showing empathy and sensitivity to others	✓	
Be able to adapt to changing circumstances and adopt new ideas	✓	
To have energy, enthusiasm and a positive outlook	✓	
Excellent team player and willingness to contribute to the wider life of the school	✓	
Drive and determination	✓	
A good sense of humour	✓	