



CANDIDATE INFORMATION PACK

Deputy Head (Whole School)

JOB DESCRIPTION

Deputy Head (Whole School)

The Role

The Deputy Head (Whole School) will be directly responsible to the Headmaster and will act as the second-in-command in the overall leadership and management of the school. The post holder will provide strategic direction, operational oversight, and professional leadership across all phases of the school, from Early Years to Sixth Form. They will deputise for the Headmaster in his absence and will ensure that the day-to-day running of the school aligns with the school's strategic vision and values.

The Deputy Head will be an informed, reflective, and forward-thinking educational leader who demonstrates exceptional professional integrity, sound judgement, and the ability to inspire confidence across staff, students, and parents. They will lead by example, promoting the school's ethos and values, known as The DBS Way, and ensuring that academic excellence, pastoral care, and co-curricular participation are equally valued and fully integrated within the life of the school.



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Position Overview

DBS (Denla British School) is seeking an accomplished, strategic, and visionary educational leader to serve as Deputy Head (Whole School). Reporting directly to the Headmaster, the successful candidate will play a central role in shaping and delivering the school's strategic priorities, ensuring the highest standards of teaching, learning, and pastoral care across all sections.

This role requires a leader with a proven record of whole-school impact, one who combines operational excellence with strategic foresight, capable of balancing immediate priorities with long-term school development goals. The Deputy Head will lead on areas such as school improvement planning, professional development, safeguarding oversight, data-informed decision-making, and external accreditation readiness.

Working closely with the Senior Leadership Team, the Deputy Head will ensure cohesion and alignment across all phases of the school, cultivating a culture of continuous improvement and professional growth. They will also represent the Headmaster and the school at key internal and external functions, embodying The DBS Way through visible, ethical, and values-driven leadership.



KEY RESPONSIBILITIES

Key Aims

- To assist the Headteacher in the preparation of the School Improvement Plan, the delivery of School strategy, and to take significant responsibility for the day-to-day running of the school
- To support the Headteacher to identify problems and barriers to school effectiveness and develop strategies for improvement
- Develop and implement contingency plans for unexpected events to ensure smooth school operations
- Ensure alignment between the two schools in relation to curriculum and assessment, staff development, and student progress through rigorous self-evaluation and data analysis
- Maintain a high level of visibility at parental events, and play a leading role at outward facing events such as open days
- To line manage the Designated Safeguarding Lead and assume the DSL role in their absence
- To maintain the effective operation of school systems including but not limited to ISAMS, CPOMS and Google Suite.
- Other reasonable duties as requested by the Headteacher

Leadership and Management

- Deputising for the Headmaster in his absence
- Line Management of Student Support Services, the DSL, the counsellor, Language Support and Director of Information Technology (to be appointed)
- Oversee the school's CPD programme and CPD budget for all staff, including maintaining records as appropriate
- Oversee on the school's Professional Review and Development (PRD) programme for all staff, and lead on the PRD of staff directly line managed
- Lead on the academic staff appraisal process, with support from the Heads of School sections
- Conduct workforce planning, analysing staffing needs based on student enrolment trends, curriculum development, and budget considerations
- Support the Headmaster in overseeing the recruitment of additional and replacement academic staff in the school.
- Oversee the smooth delivery of major internal school events (such as parent teacher meetings, open days, subject events, admissions events, INSET, Induction, Prize Day, etc)
- Prepare termly reports, both academic and pastoral, for the Advisory Board, and attend meetings in person to field questions raised at the meetings
- Working with other staff, manage and coordinate the senior school calendar and term dates to support the smooth operation of the school
- Oversee school cover using the MIS (iSAMS) and the duty timetables, ensuring the appropriate supervision for students
- Oversee the development and implementation of the academic school calendar
- Ensure that effective approaches to safeguarding are taking place to support the protection, welfare and safety of students and staff
- Lead on the annual preparation of the whole school timetable
- Analyse staff performance and academic data to inform strategic decisions.
- Oversee the continued use of the school's MIS (iSAMS), ensuring that the appropriate modules are being used to support the day to day running of the school
- Attend external events where appropriate
- Liaise with Heads of School to oversee school resource allocation and financial planning
- Work closely with the Finance and Operations Team to oversee resource allocation, ensuring cost-effectiveness while maintaining educational excellence
- Monitor and evaluate the impact of leadership decisions on staff morale, student achievement, and parental engagement.

KEY RESPONSIBILITIES

Teaching, Learning, Assessment and Reporting

- Lead the development and implementation of a rigorous lesson observation and feedback system to drive teaching excellence and conforms to the school's High Quality Learning framework
- To support the Learning Support Department in ensuring the school aligns with UK statutory duties (non-statutory in Thailand) with regard to the SEND code of practice
- Oversee the integration of digital learning to enhance the curriculum and ensure its effective use across departments
- Oversee the development of strategies for closing learning gaps and ensuring differentiation for diverse student needs, including EAL and SEN learners
- Ensure the school's assessment policy is regularly reviewed, aligning with best practices in formative and summative assessment



Staff Development

- Ensure that the school's academic staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of the school improvement plan, and departmental/sectional 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
- Develop national and international partnerships for staff CPD, ensuring access to cutting-edge pedagogical research and training
- Develop a staff coaching and mentoring programme to foster talent and build leadership capacity within the school
- Monitor staff well-being and workload, ensuring a sustainable and supportive working environment
- Maintain a record of staff professional development throughout the academic year, including the charting of individual staff progress along chosen CPD Pathways to ensure consistency of professional development over the course of staff contracts
- Keep up-to-date with developments in education
- Lead on the academic staff appraisal process, with support from the Heads of School sections



KEY RESPONSIBILITIES

Compliance and Review

- Author and update designated policies
- Ensure continuous readiness for external inspections by embedding a culture of self-evaluation, evidence-based improvement, and compliance with CIS, BSO, and ISS standards
- Lead on supporting the school's continuing participation with external agencies, such as CIS, COBIS and FOBISIA, or with any accreditation agency the school should choose to work with
- Ensure school-wide safety compliance and emergency preparedness
- Lead termly internal audits on key areas such as safeguarding, curriculum effectiveness, and student welfare to drive ongoing improvement
- Ensure data-driven decision-making in policy reviews and school development planning

Communication

- Take responsibility for effective and efficient internal and external communication connected with major internal school events and activities
- Support the strengthening of relationships and communication with parents
- In collaboration with the Director of the Enhanced British Curriculum, oversee the development of strong links with local and international community partners, fostering opportunities for student enrichment and service-learning projects

Commitment to Professional Development

- To take ownership of improving one's own practice while also supporting a culture of collective growth across departments and year groups.
- To engage actively in ongoing professional development, demonstrating a commitment to reflective practice and continuous improvement.
- To take full advantage of in-school training opportunities and contribute to the professional learning culture through collaboration, coaching, or sharing best practice with colleagues.
- To participate in professional learning aligned with school priorities, student needs, and personal development goals, including safeguarding, wellbeing, and intercultural understanding.
- To stay informed of current educational research, innovations in teaching and learning, and subject-specific developments, applying them where appropriate to improve practice in line with the school's .
- To seek and respond to feedback in a professional manner, using it to enhance teaching effectiveness and student outcomes.

Contribution to School Improvement, Innovation and Use of Technology

- To contribute actively to the school's strategic goals and improvement priorities, including those linked to accreditation processes.
- To participate in innovation and development projects that enhance learning, wellbeing, or global citizenship across the school.
- To bring creativity and evidence-informed practice to initiatives that improve student outcomes, teacher effectiveness, or community engagement.
- To collaborate with colleagues in project teams, curriculum reviews, and evidence-based professional learning focused on the school's future aspirations.
- To integrate technology meaningfully into teaching and learning in ways that enhance engagement, creativity, and personalised learning.
- To model and promote ethical, responsible, and safe use of digital tools among students, aligned with the school's digital citizenship framework.
- To stay informed of developments in educational technology and incorporate relevant innovations that support high-quality learning.
- To use digital tools effectively for assessment, communication, collaboration, and resource creation.
- To support the development of students' digital literacy and critical thinking skills, preparing them for life in a connected and rapidly evolving world.

Person Specification

(E is Essential; D is Desired)

Qualifications

- Bachelor Degree. (E)
- Postgraduate Certificate of Education (or equivalent). (E)
- Qualified Teacher Status. (E)
- Qualified (or working towards) NPQSL or NPQH (D)
- Evidence of further postgraduate study. (D)

Skills and Experience

- Proven experience in leading, developing and motivating high-quality teams. (E)
- A commitment to academic progress and the welfare and safeguarding of students. (E)
- Knowledge and understanding of recent educational developments and best practices. (E) A proven track record of high-quality teaching. (E)
- A strong academic background, stature and experience that will command the respect of students, parents, colleagues and the wider community. (D)
- Experience of working with children who have English as a Second Language. (D)
- Excellent of working knowledge of the National Curriculum for England. (D)
- An understanding of how Digital Technologies can be used to enhance curriculum. (D)
- An understanding of the demands of an International independent day school environment. (D)
- A proven track record of highly successful school leadership experience. (D)

Personal Qualities

- A highly visible leader with the charisma and energy to inspire and motivate. (E)
- Understanding of how to work effectively and efficiently with stakeholders, building strong teams and delegating effectively. (E)
- Ability to inspire children with a love of learning. (E)
- Strong personal relations and team-working skills. (E)
- Ability to use digital technologies to enhance learning. (E)
- Energy, charisma and dynamism with the vision and drive to create productive learning environments and excellent outcomes for all children. (E)
- Ability to work with and apply all school policies. (E)
- An understanding of the needs, challenges and opportunities of an international school community. (D)



REMUNERATION

The successful candidate will receive excellent salary and benefits commensurate with their experience.

This will include:

- Competitive salary.
- On-site accommodation (if recruited from overseas) for first year of contract at least. Option to move off-site and receive housing allowance from the second year.
- Start and end of contract flights (for dependent spouse and children too).
- Annual flight allowance (for dependent spouse and children too).
- Medical insurance (for dependent spouse and children too).
- 100% Tuition fees contribution for up to two children (50% for subsequent children).
- An end of contract gratuity.



APPLICATION PROCESS

Please apply through TES.

If you have any additional questions about the role then please contact:
Nattavadee Phlages, Headmaster's PA at nattavadee.p@dbsbangkok.ac.th



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DBS

Always to Greater Things