



Deputy Headteacher Candidate Pack

Welcome Letter

I am delighted that you have expressed interest in the deputy headteacher position at Henderson Green Primary Academy. There is no class responsibility associated with this role, although occasional teaching and team-teaching will be expected. I am inviting applications from experienced deputy headteachers, although I will happily consider those from experienced assistant headteachers or accomplished senior leaders who meet the criteria outlined in the person specification. I am seeking an outstanding individual who will work in partnership with me to lead our school improvement strategy. This idea of partnership is really important to me: I work part time (four days a week), meaning you will have the opportunity to run the school yourself up to one day a week. This will be a great career step for an experienced deputy, and you will be the person I trust to be my voice when I am not in the building. We will therefore need to be very aligned in our vision, and communication and trust between us will be vital.

At Henderson Green, we have recently implemented a new curriculum, the CUSP curriculum, and I am looking for a deputy who can help me embed this for impact. You will be an outstanding teacher yourself, able to develop our staff through modelling, team-teaching and coaching. It will help if you've had experience of CUSP before, but that isn't essential. Fundamentally CUSP is just about quality first teaching. You will share my personal ethos towards a relational approach to behaviour management, but understand that the first step to good behaviour in the classroom is quality first teaching and ensuring that pupils' needs are being met. You will be an excellent SEND practitioner, and support our teachers to adapt their teaching for all pupils, informed by formative assessment. We have well-above national levels of SEND and disadvantage, and even have our own in-house specialist SEND provision classroom. It's really important to me that you have the highest expectations for all pupils in our academy. We do not use phrases like "pupils come in low" - our belief is that all pupils should make progress regardless of their starting points. It is true that many of our pupils have more to learn than their peers to get to the same end points when they first join us, but that means we just need to work that bit harder to get them there. High expectations are therefore critical and I'm as much interested in your attitude as your experience. To teach our pupils that nothing is impossible, I need you to believe this too, approaching every day with a growth mindset and high aspirations for what is possible.

As my partner in school leadership, you will be responsible for safeguarding in my absence, and we have a high level of this. It would therefore help if you have some experience here, but that's not essential. We also have a number of school improvement challenges to overcome in a very short amount of time, and you will be pivotal in the success of this. Therefore, you will need to be resilient and ready to hit the ground running. The academy also needs stability. I will support you and your career development, but I'm looking for a candidate who intends to commit to the school for at least 3-5 years, because this is what our community desperately needs. This role isn't suitable for someone looking for a career stepping stone.

We work closely as a single organisation across our four academies and in particular, with our sister school Valley Primary Academy. There's even a Trust deputy head whatsapp group! Being part of a small Trust gives us our autonomy as an academy, but capacity and support beyond what a one-form entry school can usually offer. This really is quite a rare opportunity for someone to join our Trust at such a senior level, and I'm really excited to hear about what you will bring to Henderson Green to help me make it even more successful. I do hope that you are inspired by this opportunity. I encourage you to contact Ross Laird at Academicis to find out more, have a confidential conversation and arrange a school visit. You can reach Ross at 07901 585959 and rlaird@academicis.co.uk I look forward to receiving your application.

Clair Gribble, Academy Headteacher



About the HEART Education Trust

Our vision

We believe that we are here to provide better life-chances for children. Everything we do is about improving the futures of the most disadvantaged children.

We believe in high quality, inclusive education that does not limit aspiration. We hold relentlessly high expectations for all, with a focus on the personal development of each individual. We aim to grow children who are resilient and courageous. We believe that education extends beyond the classroom, and teach our children to be creative thinkers who are always intellectually curious. We want our children to develop a lifetime

passion for learning. We aim to provide our children with a toolkit for self-awareness and self-improvement that they can utilise in their adult life to build the best possible futures for themselves.

Our children are the future, and regardless of their starting points in life, they will change the world. We believe it is our role to prepare them for this by instilling within them a sense of integrity and personal accountability that will inspire them to build a more sustainable world for all.

Our children are the future.



Our values

- Providing high quality education for all
- Inspiring and empowering personal growth
- Promoting social mobility and social diversity
- Being personally and socially responsible



Our behaviours

- High Expectations
- Passion
- Intellectual Curiosity
- Resilience
- Courage
- Creativity
- Personal Accountability
- Integrity





The Main Purpose of the Job

- Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for deputy headteachers and the school's policy
- Take full responsibility for the school in the absence of the headteacher
- Carry out the professional duties of a teacher as required
- Under the overall direction of the headteacher play a lead role:
 - in formulating the aims, and objectives of the schools and establishing the policies through which they are to be achieved
 - be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
 - proactively manage staff and resources
- To be one of the Designated Safeguarding Leads
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Driving forward school improvement in relation to curriculum, assessment and the quality of teaching and learning across the school

Duties and Responsibilities

Shaping the future

- In partnership with the headteacher and local governance members establish and implement an ambitious vision and ethos for the future of the school
- Play a leading role in the school improvement and school self-evaluation planning process
- Under the direction of the headteacher, ensure the efficient and effective deployment of staff and financial resources to meet specific objectives which reflect the school's development priorities.
- Develop and implement policies relating to the curriculum, assessment, recording and reporting, and ensure the regular review of all policies as appropriate in accordance with the policy schedule
- Lead by example to motivate, inspire and work with others
- In partnership with the headteacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken in to account



Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the headteacher to raise standards through staff appraisal Lead the development and delivery of training and support for staff
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Work in partnership with the headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Ensure that data on pupil progress is collated regularly in accordance with the school's assessment cycle and used to inform and improve teaching and learning through rigorous monitoring and evaluation Ensure the systematic teaching of basic skills, showing progression across the school, and the recording of impact is consistently high across the school
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Promote, through leading by example, the active involvement of pupils and staff in their own learning

Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond Organise and support the induction of all staff new to the school and those being trained within the school
- Act as the induction co-ordinator for ECTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Coach and develop leaders with responsibilities, for example, curriculum leaders
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the headteacher Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including curriculum development, statistical analysis of pupil groups, progress data and target-setting
- Work with the headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management



Managing the organisation

- Working with the headteacher, lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Working with the headteacher, ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the headteacher, undertake key activities related to professional, personnel/HR issues
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the Academic Leadership Team
- Working with the headteacher, ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the headteacher

Securing accountability

- Working with the headteacher, lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards
- Support the headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Strengthening community

- Work with the headteacher in developing the policies and practices, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

Qualifications and experience

- Graduate level qualification or equivalent UK Qualified teacher status
- Recent experience of working successfully as a Senior Leader in a primary school
- An experienced primary teacher (minimum 8 years) with excellent classroom behaviour management, who is an outstanding practitioner in all areas of the Teachers' Standards
- Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice
- Leadership of a significant area or phase including responsibility for raising standards across the whole school
- A clear understanding of the essential qualities necessary for effective teaching and learning
- Evidence of involvement in successful whole school curriculum development.
- Up to date knowledge of statutory regulations and guidance relating to the post

Knowledge, skills and abilities

- A reflective practitioner with growth-mindset, aware of current developments in the curriculum, approaches to teaching and learning, and relevant educational legislation
- Excellent subject knowledge and able to use this to develop and innovate the school curriculum
- Strong understanding of pupil data: able to use this to devise appropriate strategic school improvement actions that will have maximum impact, and able to support the professional development of teachers in using data to improve their practice
- Understanding of high-quality teaching, the ability to model this for others and support others to improve practice across the pupil age range
- Ability to develop others through the delivery of high quality CPD and support
- Understanding of school finances and financial management
- Effective communication and interpersonal skills
- Henderson Green follows the CUSP curriculum (Unity Schools Partnership) so an understanding or previous experience of this curriculum is a real advantage
- Previous experience working as a designated safeguarding lead is also an advantage

Personal qualities

- Demonstrates enhanced contribution to raising standards for all pupils regardless of their starting points
- Ability to work under pressure and prioritise effectively
- Commitment to promoting the health and wellbeing of pupils and staff
- Commitment to own professional development
- Commitment to always maintaining confidentiality
- Commitment to safeguarding and equality
- Ability to communicate a vision and inspire others
- Ability to build effective working relationships

Commitment

Demonstrate a commitment to:

- Equality
- Promoting the school's vision and ethos
- High quality, stimulating learning environment
- Relating positively to and showing respect for all members of the school and wider community
- Ongoing relevant professional self-development
- Safeguarding and child protection



How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Ross Laird at Academicis, our recruitment partner, on **rlaird@academicis.co.uk** or by phone on **07901 585959/01223 907979**

Closing date:

18th January 2024

Shortlisting:

19th January 2024

Interviews:

24th January 2024



Henderson Green Primary Academy,
Earlham Grove,
Norwich, NR5 8DX



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