

Deputy Headteacher Candidate Pack



Welcome to our Centre

After recently joining the Red Balloon community, we are excited to be welcoming students to our brand-new learner centre - a beautiful, Victorian property, nestled in the heart of Norwich's Golden Triangle on Earlham Road. We have carefully decorated and furnished our new home to ensure it feels welcoming and whilst we have educational essentials such as a well-equipped science laboratory, we also have comfortable, individually decorated rooms for other learning sessions, a well-stocked library with books chosen by staff and students, a conservatory room with sofas and games, a large garden and a dining area where we eat delicious vegetarian food together prepared by our cook. We work hard as a community to ensure the centre is a safe, warm and peaceful space for everyone.

We place as much emphasis upon student wellbeing and social re-engagement as academic achievement, working together to support the development of each individual young person, beginning carefully and sensitively when they arrive, re-building self-belief and self-esteem to confidently prepare them for learning

We look forward to continuing to welcome students to our centre and build on the excellent reputation of the Red Balloon Educational Trust, where young people are at the heart of everything we do.

Louise Fisher
Headteacher



About Us

Red Balloon Educational Trust – Norfolk aims to support young people who have self-excluded from school for various reasons, including Emotionally Based School Avoidance. Our students often come to us due to bullying, trauma, mental ill-health or Social, Emotional and Mental Health needs that were not able to be met in their previous school. Our provision has proved to be particularly suitable for autistic and neurodivergent young people.

We open in line with our local authority's recommended term dates to support our parents with other children and work commitments, with students arriving from 8.45am to enjoy breakfast club and leaving at 3pm. Lessons start at 9am, offering a timetable incorporating 30 hours each week.

Students are our first priority

Our 'intensive care' programme, referred to as the Red Balloon Recovery Programme, aims to raise a student's self-esteem, encourage them back into learning and when they have 'recovered,' support their return to mainstream education, onto college or entry to an apprenticeship or work placement. These 'next steps' are very much decided by each young person. As well as academic studies, we offer gentle and non-intrusive wellbeing and therapy support, which is overseen by our full-time Senior Therapist, Su. One aspect of our Recovery Programme is the time spent on wellbeing, therapy, community, self-reflection, creative arts and social activities. Raising confidence and enabling students to recover their feelings of self-worth provides the basis from which to begin academic learning, relishing personal challenges, setting independent targets and in due course, preparing for external examinations.

A First-Class Service

Our centre is a cohesive team of qualified teachers, wellbeing and therapy staff and everyone understands the ethos of our approach. We aim to restore our students' sense of self-worth and faith in their peers, education staff and the education system as a whole. Our environment supports and encourages good role models so that students can develop relationships that are founded on active listening, speaking the truth, taking responsibility for their actions and acting with integrity. We treat all our young people according to their own unique and individual needs.



About Us

Unconditional positive regard

At Red Balloon, any adult working with our young people offers warm, non-judgmental support so that they feel accepted, valued, respected and appreciated for who they are. All children at our centre have had traumatic experiences, which means they will show their feelings in a range of ways. We understand that behaviour is an expression of feelings and we help them to express these appropriately, moving on to behaving in a respectful and considerate manner. Through our range of therapy and 1-1 mentoring, we encourage our young people to trust their own perception of what is happening, trust that they can manage their own behaviour and appropriately judge how to behave according to the situation presented.

A negotiated curriculum

The learning philosophy on which Red Balloon is best described as negotiating the curriculum. This does not mean that a young person is able to do exactly as they please but instead means that they can negotiate their learning journey alongside staff who are experienced in embedding their interests into the curriculum. Our predominant approach is child-focused and child-directed and whilst we follow the National Curriculum, students are encouraged, for example, to choose which 19th century novel they would like to study in GCSE English Literature classes. We also enable our young people to follow their own interests and this allows them to negotiate a way into a certain subject through project-based learning. A young person may also request a unique choice of studies, such as learning how to play the guitar and this will be facilitated wherever possible.

As we are such a bespoke provision, we do not have a 'standard' prospectus, however, our full Red Balloon Philosophy and Practice explains in detail the various ways in which we support our young people and these can be discussed with families who wish their child to attend our centre.



Values, ethos and practice

Red Balloon is built on three core values

Wellbeing, community and **education** are at the heart of what we do.

To help our students get the most out of their education we aim for them to be happy, supported emotionally and feel a valued member of their class and peer group. We know that the students who join us may have been through some difficult experiences, and they may not have been at school for months or even years. But we also know that they can be happy and confident again, and we're here to support them to make sure they get there.

It's our aim to help our students regain their self-esteem and grow as individuals to reach their goals. We help them develop the confidence and skills to reintegrate with their peers and to successfully return to mainstream education, or move on to appropriate alternative provision, further education, training, or employment.

Wellbeing

Mental health and emotional wellbeing are essential to being a happy and healthy individual, not only important in their own right they also form the foundations to enable us to thrive and to succeed.

Throughout their time with us our students are able to have counselling or therapy as part of their timetable, to help them with the problems they have been facing and support them in developing resilience against any issues they may face in the future.

Community

Our Centres are small and focused on making students feel part of the family. Our students have often had similar experiences so there's an innate level of understanding and acceptance already, and our inclusive atmosphere makes sure everyone feels valued. We seek to engage students in communities that are both supportive and demanding, so they understand both the value and realities of communities we experience throughout life. We believe it's important that students belong to the community and that they accept responsibility for their contribution to that community and for upholding the rights of the other community members.

Education

We know education is not just about exams, and it's not one-size-fits-all. We work under a negotiated curriculum, where the student has a say in what they want to learn, so we find an approach that enables them to learn successfully and feel motivated to attend. Our students come to us at various levels of ability, and we support them to get back on track and level with their peers, so they feel confident and capable when their time with us comes to an end.

The student voice

For every student there is someone who knows what teaching methods work, what topics inspire, which things seem hard and what the student thinks - and it's the student themselves. So we involve each student in creating a programme tailored to their needs and goals, so they can get the most from their time with us. It's something we stick to throughout Red Balloon, with students able to talk about what they'd find valuable to learn - be it quadratic equations, baking, or learning to travel on public transport, if it helps the student grow it's valuable.

The student promise

All our students agree to three conditions when they join us:

- That they want to come and will attend regularly;
- That they want to learn and make academic progress
- That they will behave with respect and consideration towards the other students, the staff, visitors and the property

Deputy Headteacher Job Description

Job Title: Deputy Headteacher – Teaching and Learning

Reports to: Headteacher

Location: Norfolk

Salary: £40,000pa - £42,000pa

Role overview

The Deputy Head will have responsibility for the quality of teaching and learning throughout the centre. They will work together with all staff to ensure that the provision made at the centre is matched to the needs of students and provides them with the best possible learning experience. A key aspect of the role will be the collection of data regarding student progress and the modification of provision in light of analysis of that data.

Responsibilities

As Deputy Headteacher

- In collaboration with the wider SLT, undertake full responsibility for all matters relating to the provision in the absence of the Headteacher;
- To take responsibility as a Designated Safeguarding Lead for safeguarding and child protection across the centre and to work collaboratively and supportively with the Safeguarding Lead;
- To line manage (including performance management) designated staff;
- Work flexibly in the presence of the Headteacher to assist the smooth day to day management of the Centre, working closely with all staff to ensure positive communication is maintained;
- Take a major role in the day-to-day running of the Centre, opening and closing the centre, attending daily and/or weekly meetings and leading them as required;
- Undertake responsibility for and accounting for any delegated budget allocation;
- Work with the Headteacher to lead, motivate, support, challenge and develop all staff to secure continual improvement including their own continual professional development;
- To provide a clear and consistent model for working with students that aligns with Red Balloon's 'Behaviour for Learning Policy';
- Promote a culture of collaboration and teamwork, in which views of all members of the Centre are valued and considered;
- Coordinate the professional development and training of all staff;
- Contribute to the self-evaluation of the provision;
- Monitor, evaluate and support the practice of team members;
- Support the development of collaborative approaches to learning throughout the Centre and beyond;
- When reasonably requested in advance, be available to support out of hours activities and events;
- Any other reasonable duties deemed necessary to ensure the smooth running of the Centre as directed by the Headteacher;
- Work with the Centre's local governing body to support the development of Centre provision.

As Lead of Teaching and Learning

- To oversee the development of a broad, balanced, relevant, differentiated and negotiated curriculum with resources, schemes of work, feedback and marking policies, assessment and teaching and learning strategies in place that align with Red Balloon Philosophy and Practice;
- To oversee all Independent Learning and our ASDAN provision;
- To ensure that monitoring and appraisal systems inform practice and strive to ensure that practice is of the highest quality;
- To ensure that appropriate targets and tracking systems are in place and use the data from those to monitor practice;
- To implement and monitor a cohesive system of monitoring of teaching that seeks to ensure outstanding outcomes for learners;
- To ensure the RB Wellbeing Programme is embedded, with adaptations made for the needs of individual students, across the centre;
- To work collaboratively with the Headteacher to create bespoke timetables for all students in accordance with Red Balloon negotiated curriculum principles;
- To fulfil an agreed teaching commitment, modelling best practice at all times;
- To provide timely reports for teaching and learning data and criteria to the Headteacher;
- To develop and enhance the teaching practice of others – especially non-specialists and Early Career Stage Teachers and Initial Teacher Training staff;
- To act as a Mentor for ECTs and/or ITTs and to oversee their professional development;
- To ensure that staff development needs are identified and that appropriate programmes are designed or sought to meet such needs;
- To act within the statutory frameworks, which set out the professional duties and responsibilities in line with STPC and Teachers' Standards;
- To have a thorough and up-to-date knowledge and understanding of the National Curriculum;

As a Red Balloon Employee

- To work with specific young people as a mentor / keyworker;
- To communicate and collaborate with colleagues across the organisation to ensure students receive high-quality support and input to facilitate individual progression;
- To understand and implement Red Balloon's Philosophy and Practice and to help other staff understand and embed it throughout their practice;
- Be committed to safeguarding and promoting the welfare of young people and all adults involved within the organisation;
- Ensure all work performed/ duties undertaken are carried out in accordance with Red Balloon philosophy, policy, and government legislation;
- Be flexible in role duties and carry out any other duties commensurate with your skill set and position that fall within the general scope of the job;
- To maintain high standards of personal practice at all times.

"The teachers were some of the nicest people I've ever met".

"If anyone's being bullied, I would honestly say go to Red Balloon. I don't know where I'd be without it".

"I didn't have many social skills because I'd spent so much time out of education and not mixing with other children".

Deputy Headteacher Person Specification

Qualifications and Experience

| | |
|---|-----------|
| • Qualified to a degree level in a specialist subject | Essential |
| • Qualified Teacher Status | Essential |
| • Demonstrable experience of leading and managing staff successfully | Essential |
| • An understanding of whole-school issues and their implications for financial management | Essential |
| • Evidence of the ability to demonstrate strategic thinking particularly regarding the provision of high quality education that meets the needs of all students, including those with Special Educational Needs | Essential |
| • Experience of working as part of a senior leadership team | Essential |

Attributes and personal qualities

- Exceptional fluency of written and spoken communication skills and attention to detail
- Desire to create and develop an exceptional educational environment based on our Philosophy and Practice
- Ability to ask for support and advice where necessary and act to improve own performance and that of others
- Ability to take the lead and effectively delegate
- A positive attitude with the ability to lead by example and motivate others
- Ability to maintain personal and professional boundaries
- Suitable to work with young people, to include an enhanced DBS check
- An understanding of adolescent development, dealing with trauma, bullying and its effects
- Exceptional time management and personal organisation with the ability to set clear and high expectations of others
- Flexible and adaptable
- An excellent listener
- Empathetic, patient and compassionate
- Open-minded and non-judgemental and able to understand and implement restorative practices
- Approachable, with a positive attitude
- To understand and use unconditional positive regard
- The ability to work under pressure and meet deadlines
- A sense of humour and professional resilience

Deputy Headteacher Person Specification

Red Balloon staff commitment

- Safeguard and promote the welfare of students and staff
- Abide by the Philosophy and Practice of Red Balloon
- Foster good working relationships with colleagues across Red Balloon
- Attend staff meetings and in-service training (INSET)
- Provide feedback to colleagues, governors, trustees, commissioners and families as required
- Undertake professional development

Role performance indicators

- Successful proportion (80%+) of KS4 students achieving forecast grades in external examinations and thereafter attaining transition goals;
- Successful proportion of KS3 (90%+) students achieving predicted progress rates in core subjects;
- Successful engagement in our wellbeing provision with positive self-evaluation from (90%+) of service users;
- Successful outcomes (90%+) of agreed staff targets and continually improving staff wellbeing survey;
- To ensure that teaching delivery and monitoring systems show that teaching and learning is deemed at least 'good' following external audits.
- Undertake professional development

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 William Bridge at Academicis, our recruitment partner, on wbridge@academicis.co.uk or by phone on 07825 346535 / 01223 907979

*A*CADEMICIS