

DEPUTY HEADTEACHER CANDIDATE PACK





WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our school community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions.

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching

staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check, and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results.





WELCOME FROM THE HEADTEACHER *continued*

Moving into our new building in November 2023 (phase 1/2), we are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the

position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A D'Onofrio
Headteacher





SCHOOL BACKGROUND

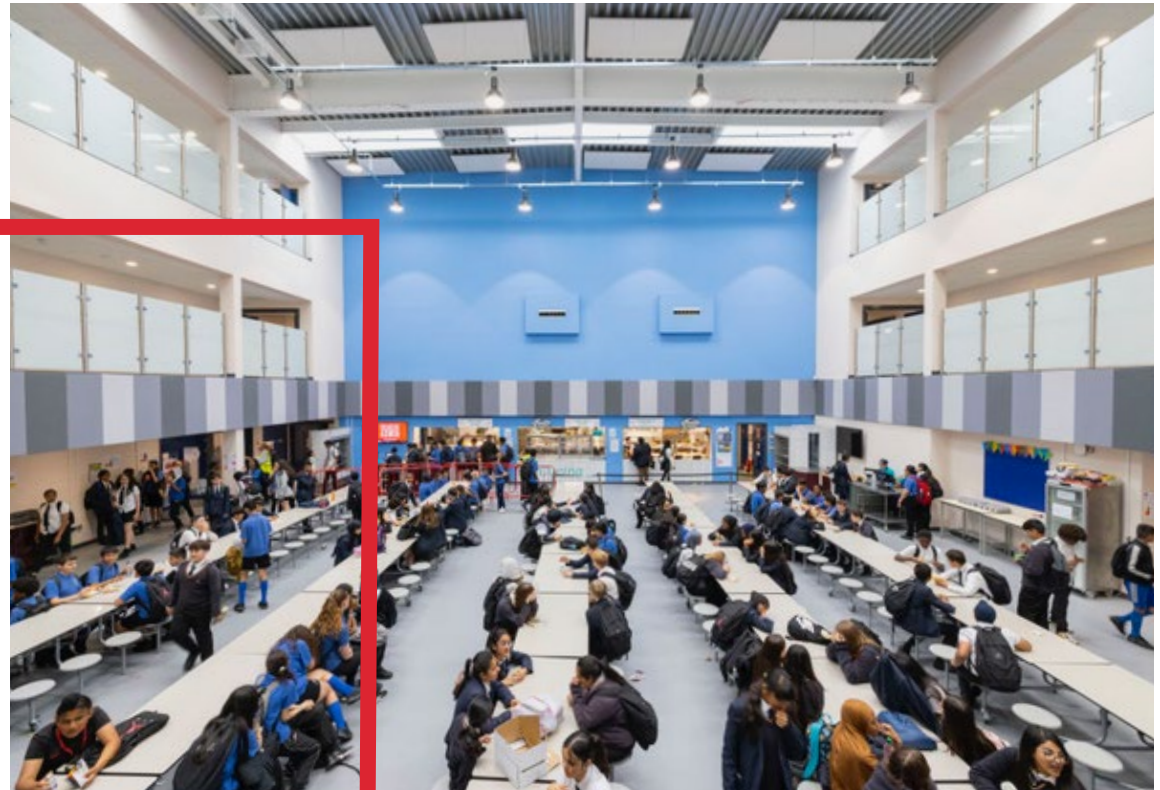
Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. We employ 191 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including

the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review: <https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in November 2024, the school was judged as continuing to be Good. <https://reports.ofsted.gov.uk/provider/23/102451>





DEPUTY HEADTEACHER JOB DESCRIPTION

JOB PURPOSE

Job Description (please note, this is the general job description and person specification for the post of Deputy Headteacher. Specific leadership tasks and responsibilities are negotiated annually with the Headteacher, in line with the needs of the school).

Please note that where this is a position for a Deputy Headteacher (Behaviour & Safeguarding) it is essential that any candidate is skilled in and aware of the Therapeutic Thinking Model alongside a Trauma Informed model. We are moving forward with a positive child centred model that support, develops and helps sustain better choices today for a brighter future tomorrow.

THE ROLE

SALARY: L19 £81,506 to L24 £91,600 – depending on experience

If staff are successfully recruited via an agency, we expect that a proportion of the finders' fee will be reimbursed to the school if you leave (except by mutual consent) within 2 academic years.

HOURS: Full time, Permanent.

This is a full time, permanent role, with contractual obligations based upon the Teacher 'Burgundy Book' conditions of employment.

SCHOOL AND DEPARTMENT:

It is an exciting time to join the team at Harlington School. With a new Headteacher in post since Summer 2022, a new building opened in October 2023 and Good Ofsted rating in November 2024, it is the perfect time to join our journey. Harlington is a happy, successful and oversubscribed school, where staff retention rates are excellent. We are a dynamic and passionate team of associate and teaching staff, who put the students in our Harlington family at the heart of everything we do. We employ colleagues who have a passion for working in a diverse, multicultural school.



KEY TASKS AND RESPONSIBILITIES

JOB PURPOSE

- Deputy Headteachers shall deputise for the Headteacher (in her/his absence or in the absence of the Associate Headteacher) and in all aspects of her/his role.
- Deputy Headteachers are part of the senior leadership team that is responsible for the strategic and day to day operational leadership of the school. Each Deputy Headteacher has a number of named whole school responsibilities, for which they take the lead in developing, monitoring and evaluating the impact of their nominated key responsibilities, and reporting to external stakeholders, including the Governing Body and agencies such as OfSTED. When developing workstreams, workload and wellbeing must be a key consideration when planning the work that we do, and that we ask colleagues to undertake.
- Deputy Headteachers are responsible for a team of Assistant Headteachers and other staff within their area of delegation. You will be expected to be a leading role model, supporting and coaching them in their roles, and holding them to account for their work as senior leaders.
- The Senior Leadership Team is a highly visible team, that works to support one other, and all staff in the pursuit of providing excellence to all of our students. We seek to be 'out and about', rather than predominantly office – based when the students are in school.
- Deputy Headteachers are teachers as well as leaders, and as such are high calibre classroom practitioners that are held in high regard by other staff for the quality of their teaching and student outcomes. As such they are expected to prepare and deliver high calibre learning experiences that stretch and challenge students' educational development, and lead to excellent progress and outcomes in public examinations. All teachers must have high expectations of work completion, behaviour, conduct and positive attitudes to learning from all students.
- All senior leaders are responsible for developing emotional and behavioural self – regulation, so that our students are fully equipped to take their place in the wider world, being able to communicate, listen and have a high regard for other people at all times. All staff are expected to model appropriate behaviour and to engage in restorative practice as well as consistently upholding the rewards and sanctions outlined in our behaviour policy.





- All senior leaders should recognise and relish both the rewards and the challenges of educating adolescents, and be committed to guiding, mentoring and supporting our young people on their way to their adult lives. It goes without saying that the staff we employ are committed to the highest standards of awareness and action in respect of safeguarding children, and to keeping up to date with the latest guidance to keep children safe from harm.
- All senior leaders should also be committed to working with others in a supportive manner, even when holding colleagues to account. They should be committed to regular reflection to develop best leadership and pedagogical practice. Finally, we expect that all staff adhere to professional expectations in matters of courtesy and conduct.

CULTURE FOR LEARNING.

Therapeutic thinking approach to developing behaviours and attitudes – summary of roles and responsibilities

- Will use a Therapeutic Thinking model to develop our behaviour response and support strategy.
- Will identify with a Trauma Informed approach to build a student-centred model.
- Will ensure that no student is 'left behind' and that all students, including the most vulnerable, are engaged, attending school and demonstrate impeccable behaviour. The role will be pivotal in ensuring the students attending the school have the best pastoral support and that barriers to learning are eliminated as far as possible allowing them to achieve the very best outcomes.
- Will ensure that students behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment where commonalities are identified and celebrated, difference is valued and nurtured, and where there's no tolerance for bullying, harassment and violence.
- Will ensure that students consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties, make a highly positive, tangible contribution to the life of the school and/or the wider community, and they actively support the wellbeing of other pupils.
- Will ensure that students behave consistently well and demonstrate high levels of self-control and positive attitudes to their education. If pupils struggle, the successful candidate will take intelligent, fair and highly effective action to support them



MANAGEMENT OF PASTORAL CARE

- Oversee all pastoral matters from Year 7 to Year 11, delegating where necessary, and being responsible for keeping student wellbeing at the forefront of the school's provision and ahead of the competitors.
- Chair and organise all aspects of the Pastoral Team meetings.
- Be aware of the pastoral needs of all individual new starters.
- Coordinate the pastoral data and comments required for all pupil references.
- Deal directly with pastoral concerns from parents, staff and students in respect of behavioural and pastoral matters, that have been escalated above Heads of Years.
- Develop proactive pastoral care strategies that help to mitigate emerging negative trends.
- Have a good understanding and knowledge of personal development of children and adolescents, keeping up to date with relevant issues affecting them and providing or seeking support to meet their needs.
- Keeping abreast of educational issues in the wider community and sharing those issues with the teachers.
- Lead on the monitoring, evaluation and development of the pastoral systems and practices across the whole school, delegating responsibility to Heads of Years and the Pastoral team.
- Provide and promote pastoral liaison between different sections of the school.
- Take responsibility for the content of the pastoral element of the School Development Plan, its creation, monitoring and the fulfilment of its targets, delegating where necessary.

RELATIONSHIP WITH PASTORAL PRACTITIONERS

- Work closely with and line manage the Heads of Years in the fulfilment of their pastoral duties
- Line manage relevant Assistant Headteachers where necessary
- Be responsible for the oversight of high quality PSHE working closely with the Head of PSHE, ensuring that the curriculum addresses emerging and relevant pastoral issues, meets statutory guidance and reflects best practice
- Monitor the interventions utilised by the Heads of Years and Heads of Departments on pastoral issues
- Monitor the use of rewards and sanctions with the Heads of Years and Heads of Departments to ensure they are being used consistently and fairly across all groups of students
- Work with Heads of Years and Heads of Department, ensuring consistency across the school in respect of pastoral care and analysing pastoral data including attendance and late arrivals to look for trends and emerging issues



GENERAL SLT KEY TASKS AND RESPONSIBILITIES

(to be read alongside the annual published responsibilities list for individual members of the senior leadership team, and the National Standards for School Leadership, as outlined below)

To play a full and active part in the Senior Leadership Team including, but not confined to:

- Leading on our Therapeutic Thinking Model and approach alongside a Trauma Informed model for more effective student support and engagement.
- Leading on our pastoral and culture for learning Inclusion and Intervention strategy.
- To provide a visible and highly supportive presence around the school, particularly when students are in attendance; this includes 'settling the school', undertaking morning, breaktime and after school daily duties, a minimum of three lunch duties per week as part of the role and support for staff when requested.
- Fulfil appropriate Line Management duties, providing support but also challenge and accountability for assistant headteachers, middle leaders and /or senior associate staff.
- Provide support for middle leadership development, including attendance at/ running of the Leadership Committee, joint participation and coaching for whole school quality assurance processes, such as faculty visits, work scrutiny and Raising Attainment meetings.
- Supporting colleagues in developing effective pedagogy and classroom practice.
- Taking responsibility for the performance management or appraisal of nominated staff.
- Play a full and active part in the Senior Leadership Team, including attendance at, and leadership of aspects of SLT and Governor meetings where required, the submission of a weekly report evaluating workstreams, regular evaluation and reporting to a wide range of stakeholders, and attendance and support for school events.
- Take a proactive and robust enquiring approach to all aspects of safeguarding, reporting and managing concerns where required, including undertaking Level 3 Safeguarding Training every three years
- Engage with the recruitment and retention of high calibre staff, including participating in recruitment drives, and robustly evaluating planned work streams for effectiveness and the potential to affect work life balance if implemented.
- Demonstrate an absolute commitment to promoting the ethos and values of the school, in all stakeholder engagement and in the wider community.
- Lead on pupil attitudes to learning across the school, working closely the Senior Leadership Team and Heads of Years and the Pastoral Team to ensure that systems and supervision enables the best environment for positive student behaviour.



- Liaise with key staff to ensure that parents receive timely and effective feedback on their child's welfare through face-to-face consultations and written reports; including parent's evenings.
- Providing the information required by the Headteacher for the accurate and up to date maintenance of pastoral records required for OFSTED inspection.
- Leading on the formal processes required for the presentation of a suspension or exclusion, in line with policy and procedure

REVIEW OF THE JOB DESCRIPTION

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher.

This job description will be reviewed and updated as required, in consultation with the post-holder and the Headteacher.

Person Responsible: Headteacher.



DEPUTY HEADTEACHER PERSON SPECIFICATION



PERSONAL AND INTERPERSONAL QUALITIES – ALL POSTS	ESSENTIAL	DESIRABLE
Be prepared to adopt and support the core values of Harlington School, in order to play your part in providing high quality education and support to our students and other staff colleagues	■	
Be aware of and abide by the Seven Principles of Public Life (Nolan Principles of Public Office)	■	
Have an awareness of a Therapeutic Thinking Model		■
Have an awareness of a Trauma Informed Model		■
Understand, promote and uphold policies for safeguarding children and young people	■	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	■	
Excellent interpersonal and communication skills; a non – judgemental team player	■	
Positive, ‘can do’ approach to tasks and workstreams	■	
Calm and patient; emotionally resilient in challenging situations	■	
Energetic, enthusiastic and good attendance and punctuality	■	
Professional in attitude, conduct and appearance – a role model to young people	■	
Planned and organised approach to workload	■	
Excellent written and verbal communication skills	■	
Good ICT skills	■	
Thinking laterally and open to new ideas and approaches	■	
Committed to professional training and development	■	
Committed to equality and diversity	■	
QUALIFICATIONS, UNDERSTANDING AND EXPERIENCE- SLT	ESSENTIAL	DESIRABLE
Appropriate First degree (2ii minimum pass)	■	
Qualified teacher status	■	
Further leadership qualifications, including NPQH		■
A continued commitment to own professional development.	■	
Teaching experience (including training practice) within the designated age range.	■	
Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children	■	
Level 3 safeguarding and child protection training		■
Knowledge of current legislation, guidance and developments	■	
Experience of OfSTED inspections, either as an inspector, or leading aspects of inspection as a school leader in the last 3 years		■
Experience of leadership in more than one school or academy		■
Experience of line management and leading performance management and appraisal procedures	■	
Competence and enthusiasm for VLE’s and technology – assisted learning		■

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 Alpha Parish at Academicis, our recruitment partner, on **aparish@academicis.co.uk** or by phone on **07436 971517 / 01223 907979**

Closing date: Monday 10th March 2025 (close at 8:30am)

Shortlisting: Tuesday 11th March 2025

Interviews: Monday 20th & Tuesday 21st March 2025

