

# North Farnborough Infant School



## Deputy Headteacher

## Information Pack

*Have you visited the school yet?*

Please phone 01252 5544606 to make an appointment to visit, and fully understand this great opportunity.

February 2021

Dear Applicant

Thank you for your interest in our school.

Being part of the North Farnborough Infant School staff team is both exciting and very rewarding. As the next Deputy Head you will be joining a leadership team with great ambition and drive to further develop the school and continue to make it the best for our children.

At North Farnborough Infant School, you will be greeted by children who are happy, motivated and eager to learn. The team are enthusiastic and keen to further develop their teaching and the curriculum. We have a culture where staff work closely together and help each other with planning and meeting the needs of our children. Our parents are extremely supportive and find us approachable and friendly.

I strongly recommend that you arrange an informal chat with me. I would be delighted to show you around so you can see for yourself why this is an exciting and rewarding place to work.

Please contact the school office on 01252 544606.

I look forward to meeting you and receiving your application.

Yours faithfully



Abigail Morgan

Headteacher

# Contents

Letter from the Headteacher

## Section One - The school

Our School and Our Community .....3

Our School Values..... 6

The School Curriculum ..... 7

## Section Two – Job Details

Job Description ..... 8

Person Specification ..... 11

Section Three –Application Process ..... 13



## Our School and Our Community

At North Farnborough Infant School, we are committed to giving our children the very best start to their education. We are a caring community school which believes in always putting the children's needs first, listening to them and supporting them to be the best they can be. We are committed to continually improving our school.

### Location

North Farnborough and Infant School is situated near North Farnborough Station. We are a Community School serving the local area. Our feeder schools are St Peters C of E Junior School and South Farnborough Junior School.

### Pupils

We can accommodate up to 180 children within 6 classes of 30 children. The school community is mixed. We value the diversity of all our pupils and currently have approximately 20% of children with English as their second language. The school has below the national average number of pupils for pupil premium at 7.5% and lower than average number of children on the SEND register at 10%. We are committed to ensuring all children whatever their need receive the best education.

The atmosphere in school is calm and the children are friendly, eager to learn and very keen to please.

The majority of our children start Year R in line with the national average and we work hard to ensure that children make good progress while they are with us. We have high expectations of all our pupils and find ways to support them effectively.



### Staff

#### **Teaching Staff**

- 1 Head Teacher & currently SENCO
- Deputy Head Teacher (with class responsibility)
- 5 Class Teachers

(We manage the majority of our release / PPA cover using our HLTAs)

#### **Support Staff**

- 1 Admin Officer
- 1 Admin Assistant
- 10 Learning Support Assistants
- 2 HLTAs
- 3 Lunchtime Support Assistants

Staff are the school's most valuable resource and we are committed to the retention and development of staff. Time and opportunity is given to all staff to build on their skills and expertise in order to develop their knowledge. Members of the leadership team have regular, dedicated release time to fulfil their responsibilities.

### **The North Farnborough Approach to Workload**

At North Farnborough we all aim high and we expect the highest commitment by staff to promote the best possible learning and progress for the children in our care, however this should not come at the cost of anyone's mental or physical well-being. We value our teachers as professionals and aim to create a sustainable approach to work so that everyone can thrive. We believe:

- Staff are our most precious resource
- There is too much unnecessary paperwork in schools
- Systems should be streamlined and support leaders, teachers and pupils
- A positive and happy work place is key to success

### **Inclusion**

The school is committed to inclusion by:

- Having high expectations of all children no matter what their starting point
- Assessing and meeting the needs of each pupil
- Providing quality teaching and learning opportunities
- The provision of a creative curriculum

We expect children at North Farnborough to show courtesy, thoughtfulness and respect for themselves, others and their environment. Our behaviour curriculum and school values are central to our ethos of positive behaviour management and celebration of achievement.

### **Governing Body**

Our Governing Body are very supportive of the work of the school and work hard to build relationships with staff and ensure that they are fully informed as to the school's successes and challenges.

- Core subject leaders report to the governors committee on progress and attainment in their subject at appropriate times of the year
- Governors often join staff for school events
- There are specific Governors for key roles e.g. SEN, Safeguarding

### **Community**

Parents are supportive and help with fund-raising, and enjoy school events. Parent evenings are held twice a year, together with additional formal and informal liaison opportunities. FONFIS (Friends of North Farnborough Infant School) organise a wide range of events for the children and fund-raising events e.g. Summer Fair.

## Our School Values

### Nurturing the Future, Inspiring Success

At North Farnborough Infant School, we want to instil a love of learning whilst creating happy, confident and aspirational children who are well prepared to be good citizens of any community they join.

#### Our Aims:

- To ensure a happy, safe, secure and healthy school environment where children have freedom to express themselves and want to learn.
- To value children and develop in them self-confidence, self-respect and self-esteem
- To provide an inspiring curriculum, which enable the children to discover an enthusiasm and joy for learning.
- To engage the children so that they want to participate in the life of the school and make the most of the opportunities available.
- Educate the whole child so that they become independent, responsible and caring individuals.
- Develop enthusiastic, resilient and positive children who have high aspirations to do their best.
- To work in partnership with parents and the community to ensure we have happy, confident children.
- To foster a community where respect for others, the school and its surroundings are highly valued.
- Recognise the essential role which parents play in their children's education and encourage parental involvement.

#### Our Core Values:

<b>Cooperation</b>	<b>Independence</b>	<b>Happiness</b>
<b>Confidence</b>	<b>Respect</b>	<b>Responsibility</b>

#### Our School Rules:

- Be Ready
- Be Respectful
- Be Safe

Each class also develops their own class charter and revisits it regularly throughout the year.

## Our School Curriculum

At North Farnborough, we believe that every child is an individual and should be supported to become a confident, resilient, independent, lifelong learner and encouraged to be the best that they can be.

Our curriculum aims to develop the personal qualities and life skills of pupils; widen their horizons and enrich their experiences as well as enabling them to achieve high standards.

Our curriculum is currently under development, but central to our decision making is that we meet the needs of **all** children. It is being designed around a set of progressive knowledge and skills. The knowledge and skills are planned so that the sequence enables children to become more knowledgeable, develop and increase their skills and remember previous learning.



The curriculum adheres to the requirements of the National Curriculum and the Framework for Early Years Foundation Stage but is tailored to the needs of our pupils. Subject leaders are responsible for supporting and developing plans for their subject area alongside each year group.

It is our belief that children will be most successful when school and home work in partnership. Our curriculum is shared with parents and children are encouraged to continue their learning at home. Feedback from parents tells us that children are excited by their learning and this is reflected in the things they bring from home to further enhance their learning.

Our curriculum aims to be purposeful and meaningful for the children in our school at this time, based on first hand experiences and provides memorable experiences. It is carefully planned to allow all children to be able to access the curriculum as well as achieve success from their starting points.

Our aim is for all children to leave North Farnborough with a sense of belonging to a community where they have developed the confidence and skills to make decisions, make connections and become lifelong learners, so that they are prepared for the next stage in their education.

## **Job Description**

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.*

This job profile recognises the demands of current Pay and Conditions regulations and reflects the policies established by the Governors of this school.

**Name of School:** North Farnborough Infant School

**Post Title:** Deputy Head Teacher

**Grade:** Leadership Scale

**Responsible to:** Head teacher and Governing Body

**Responsible for:** Leadership and management of the Curriculum, SEND and development of Teaching and Learning across the school.

### **MAIN PURPOSE**

- 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 own policy.
- To work with the Headteacher to provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
- Take full responsibility for the school in the absence of the Headteacher.
- Carry out the professional duties of a teacher as required.
- Take responsibility for child protection issues as appropriate.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

### **DUTIES AND RESPONSIBILITIES**

Shaping the future

- In partnership with the Headteacher and governors, 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.
- In partnership with the Headteacher manage school resources.
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate 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.

#### **Leadership and Management**

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.
- Be a proactive and effective member of the senior leadership team.
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate.
- To support the Headteacher in appraisal of staff, providing challenge and support for the Headteacher and colleagues in holding staff to account for poor performance, whilst recognising and developing the leadership potential in others.



- To support the Headteacher and Governing Body in the recruitment and deployment of staff, arranging cover for absent staff.
- To lead on developing a programme of induction for new staff and students, arranging mentors, and ensuring students and NQTs are fully supported within school.
- To show an enthusiastic and positive approach to instigating new initiatives, motivating and inspiring others.

### **Teaching and Learning**

- Undertake a teaching commitment and be one of our most effective and inspirational teachers.
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Liaise with all teachers to ensure pupils experience a programme that is personalised to their particular needs, identified through a robust assessment programme.
- Assist the Headteacher, to maintain high standards of teaching and learning throughout the school.
- 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.
- Ensure that pupils across the school make good progress by regularly monitoring classroom practice and analysing assessment information.
- Take a lead in planning for intervention support to close the gap for pupil groups, especially SEND and EAL.
- Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
- Ensure through leading by example the active involvement of pupils and staff in their own learning.

### **Leading SEND**

- To coordinate SEND Provision across the school in accordance with the SEND Code of Practice.
- To liaise closely with the staff in school to ensure that everyone understands and supports the strategies being used to develop all pupils' skills for learning and behaviour.
- To work with the Headteacher to ensure that Quality First Teaching is embedded in teaching and learning.
- To work with the leadership team to ensure efficient and effective use of Teaching Assistant support.
- To ensure that the SEND Development plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision.
- To ensure the SEND Report and SEND Policy are kept up-to-date and acted upon.
- To be responsible for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision and that it forms an essential part monitoring, evaluation and review.
- To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress.
- To be responsible for the day-to-day management, control and operation of SEND provision within the school, including effective deployment of staff and physical resources.
- To be responsible for ensuring that the Annual Review process for pupils with EHCPs is in place and that reports accurately reflect progress within the school preparation and submission of applications for Statutory Assessments; High Needs Funding applications; annual reviews of EHCPs and provision/personal plans..
- To monitor the progress of children with additional needs, ensuring that the school policies for children are achieved by advising the Headteacher and supporting the work of teaching colleagues

### **Securing Accountability**

- 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 practice, 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.

**Undertake any professional duties of the Headteacher reasonably delegated to the post holder by the Headteacher. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards across the school.**

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate

## North Farnborough Infant School - Deputy Headteacher: Person Specification

*This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.*

Essential	Desirable
<b>Professional Qualifications</b>	
<ul style="list-style-type: none"> <li>• Degree, QTS and evidence of recent further relevant study or training</li> <li>• Substantial, successful and current experience of teaching in FS and KS1</li> <li>• Experience of working in partnership with Headteacher/Deputy Headteacher e.g. as part of senior leadership team</li> <li>• Evidence of continuous self-development and updated knowledge in the fields of teaching and learning and education management, particularly in the areas of responsibility for this post</li> </ul>	<ul style="list-style-type: none"> <li>• National Professional Qualification for Middle Leadership (NPQML)/ Senior Leadership (NPQSL) or equivalent</li> <li>• National Award for SENCO</li> </ul>
<b>Experience, Knowledge &amp; Understanding</b>	
<ul style="list-style-type: none"> <li>• Excellent classroom practitioner, able to adapt to meet the needs of learners and with the ability to inspire colleagues</li> <li>• Has high standards and is able to model this level of expectation</li> <li>• Promotes and maintains high standards of behaviour, through trust, respect, empathy, firm boundaries, humour and high expectations</li> <li>• Understands the principles underpinning high quality EY/KS1 teaching and learning and can explain how to translate these into practice</li> <li>• A strong commitment to inclusion with high expectations for all learners</li> <li>• Experience of monitoring, evaluating and improving the quality of teaching and learning</li> <li>• A good understanding of assessment for learning and how it can be used to plan interventions which accelerate pupil progress</li> <li>• Experience of working in partnership with parents to promote children's learning</li> <li>• Experience of effective working with a range of partner agencies in order to achieve the best possible outcomes for children</li> <li>• Demonstrate secure understanding of a range of needs/barriers to learning and how best to support them</li> </ul> <p><i>An in-depth understanding of:</i></p> <ul style="list-style-type: none"> <li>• The National Curriculum, Development Matters and the EYFS Statutory Framework, assessment and reporting arrangements</li> <li>• Promoting pupils' spiritual, moral, social and cultural development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing the practice of colleagues e.g. through mentoring, coaching</li> </ul>

### Leadership and Management

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Successful experience of leading and managing whole school developments in a number of areas</li> <li>• Significant experience of leading, motivating and developing successful teams, recognising and utilising the skills of others</li> <li>• Experience of developing and maintaining a culture of high expectations, providing appropriate support and challenge for all staff</li> <li>• Ability to manage the process of change effectively and thereby deliver major projects through to a successful outcome by continuously reviewing and evaluating progress</li> <li>• Experience of delivering high quality INSET to staff</li> <li>• Evidence of positive impact on the outcomes of children with SEND</li> <li>• Experience of implementing and managing change</li> <li>• Experience of contributing to the development and performance of staff</li> <li>• Ability to use initiative to delegate, support and motivate others to achieve specific targets</li> <li>• Articulates strategies for leading and managing school improvement</li> <li>• Able to determine priorities for improvement and experience of setting targets to deliver them</li> <li>• Experience of school self-evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of conducting staff induction and performance management</li> <li>• Experience of Deputy DSL</li> <li>• Experience of working with governors to enable them to fulfil their role</li> <li>• Has contributed to school self-evaluation</li> </ul> |
|--|--|

### Personal Skills and Attributes

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Creative, enthusiastic, proactive and keen to embrace new ideas and challenges</li> <li>• A team player who is able to articulate our vision and policies</li> <li>• Leads with authenticity, integrity, motivation and enthusiasm</li> <li>• Committed to self-evaluation, continuous improvement and on-going CPD</li> <li>• An excellent communicator with the ability to listen and consider, where appropriate, the views of others</li> <li>• Able to cope under pressure whilst maintaining a calm disposition</li> <li>• Shows drive, energy and enthusiasm</li> <li>• Promote the positive involvement of parents and families in school life</li> <li>• Ability to tackle difficult issues tactfully for a positive resolution</li> <li>• Through reflection has an understanding of personal strengths and weaknesses</li> <li>• Able to foster good relationships with other schools and the local or wider community</li> </ul> <p><i>Demonstrate a commitment to:</i></p> <ul style="list-style-type: none"> <li>• Safeguarding and child protection</li> <li>• Raising standards for all children</li> <li>• Maintaining confidentiality at all times</li> </ul> | <ul style="list-style-type: none"> <li>• Ambitious about own career development</li> </ul> |
|--|--|

## Application Process

Candidates should complete the application form and return it to the school by email so that it is received no later than noon on Monday 15<sup>th</sup> March 2021.

Email: **c.morton@nfis.hants.sch.uk**

You should provide a full statement in support of your application, addressing the requirements of the job description and person specification, which should not exceed 2 sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

### Selection Procedure

The shortlist will be drawn up after the closing date and the interview process will take place in week beginning 22<sup>nd</sup> March 2020. Further details will be sent to those candidates who are selected for interview.

Applicants will be advised after the shortlisting date whether they have been successful or not in progressing to the next stage.

### Safer Recruitment

North Farnborough Infant School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Baring Service checks along with other relevant employment checks.

### Data Protection Act 1998

You should be aware that the information you provide will be stored on our database and will only be used to process your application. It will not be passed to other organisations (other than the Local Education Authority as part of the recruitment process).

### Equality Monitoring

All applicants will be required to complete an Equality Monitoring form.