



Deputy Head Teacher Appointment

Information for Candidates

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Dalling Road, Hammersmith, London, W6 0BA

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Letter from the Executive Head teacher

April 2024

Dear Candidate,

On behalf of the Staff and Governors, I would like to thank you for the interest you have shown in our advertisement for a Deputy Head at Brackenbury Primary School. This position has become available following the promotion of the existing post-holder to a Head of School position within our federation.

We intend to appoint a committed, knowledgeable and determined teacher. The successful candidate will have the vision and skills to support school leadership by working as part of the staff team in developing Brackenbury as a school at the centre of our local community.

Brackenbury is a Community School is set in a diverse area. It abuts the leafy streets of "Brackenbury Village", a popular and desirable residential area, as well as some areas of greater deprivation. The area is well served by public transport, and includes the beautiful and much-loved Ravenscourt Park.

Brackenbury is part of a Federation with Kenmont Primary and Wendell Park Primary Schools, both in LBHF. We share an Executive Head teacher and offer staff many opportunities to work with colleagues across our partnership of school and share best practice and undertake joint professional development

You will see from the enclosed pack that ours is a caring, inclusive school and we are looking to appoint someone who will maintain and build on the ethos that has been created.

Governors are keen to ensure that our school continues to develop in order to provide the best environment for learning, maximizing opportunities and attainment outcomes for our children.

The school is fortunate to have a committed and experienced Governing Body, supported by a hardworking and dedicated staff, as well as a very active Parents Association who tirelessly raise funds for the school.

I hope that you will decide to apply and, if this is the case, please include with your completed application form your supporting statement, which should relate closely to the personal specification as well as identifying your vision for Inclusion within primary teaching. The completed form should be emailed to admin@brackenbury.lbhf.sch.uk.

We look forward to receiving your application and thank you once again for your interest.

Yours sincerely,

Executive Head Teacher



Brackenbury Primary School is a successful, vibrant and popular two-form entry school in Hammersmith, near Ravenscourt Park. We are a happy, inclusive school, which is firmly committed to raising standards of achievement. The community we serve is culturally and socially diverse, and the school is fully reflective of that diversity. We were graded "Good" by OFSTED in December 2022

We are looking for someone who can support our vision, where we *"nurture ambition and develop lifelong learners who have the confidence and skills to be happy and successful in an ever-changing world. Our children learn to respect themselves, each other, and the wider community."*

The Governors are looking for someone who:

- Is committed to providing the best education, experiences and opportunities to children at Brackenbury
- Has a proven track record of raising and maintaining high levels of achievement for all children and a record of raising standards
- Has successful experience as a Senior Leader (Assistant Head, Phase leader or KS Leader) within a Primary school setting
- Has experience of teaching with Key Stage One and or the Early Years Foundation Stage.
- Is a people person with excellent communication and interpersonal skills, who is willing to take risks
- Can think creatively and who has a commitment to working collaboratively with all members of our immediate and wider school and partnership community
- Can lead, inspire and support colleagues through professional development and promotion of well-being – identifying potential in others, those who can be our future leaders
- Has excellent pedagogy and expertise in curriculum design and delivery
- Has an understanding of how children learn best, backed up by research
- Has experience/skills in coaching and mentoring, enabling staff to give their best
- Has experience of or willingness to train to act as a Designated Safeguarding Lead within a school setting and lead on pupil's pastoral well-being.
- Has experience of working with parents and external agencies in supporting children's well-being, physical and mental health.
- Can further build on and strengthen parent and community links within the school

In return, we can offer:

- Enthusiastic, friendly children with a love of learning
- A creative environment which welcomes innovation and new ideas
- An opportunity to work alongside the Executive Head teacher and Head of School in establishing the new partnership between the three schools
- Opportunities to work in partnership with a range of professionals across the three schools
- An innovative curriculum that enthuses and engages children
- The opportunity to work alongside an enthusiastic and supportive team of teachers and support staff, well behaved children and a dedicated governing body.
- Excellent location with close transport links
- A school committed to staff wellbeing
- Inner London weighting

Brackenbury is a large, vibrant, welcoming school in the borough of Hammersmith and Fulham.

‘At Brackenbury we nurture the desire and ability to learn so that all our children have the confidence and skills to be happy and successful in an ever-changing world. Our children learn understanding and respect for each other and the community we live in.’



‘A positive, respectful and hardworking ethos underpins everything in this school community. Pupils enjoy coming to school. Parents and carers confirm this. Pupils respond positively to the high expectations staff have for the way they behave and learn. Parents value the commitment of leaders and staff in helping their children to succeed.’

Ofsted 2022

Brackenbury Primary School - Data

Type of school	Maintained Primary School
Age range	3-11
Location	Dalling Road, Hammersmith W6 0BA
Denomination	Non denominational
Co-educational or single sex	Mixed
Budget	Budget of approx. £2.9M. Budget in balance.
Number of children on roll	351
Average class size	Average class size 24 Max class size 30. Two form entry of up to 60 pupils in each year group
Date school established	1879
% children entitled to pupil premium	39%
% children with EAL	49%
EYFS 2023 - % of children with GLD	72%
KS1 results 2023 Key ES = Expected Standard GDS = Greater Depth	Reading 80% ES 26% GDS Writing 73% ES 20% GDS Maths 78% ES 26% GDS
KS2 results 2023 Key ES = Expected Standard GDS = Greater Depth	Combined RWM 70% ES 10% GDS Reading 80% ES 27% GDS Writing 94% ES 24% GDS Maths 92% ES 22% GDS Progress Measures in: Reading +1.2 Writing +3.8 Maths +1.3



Deputy Head teacher

Job Description and Personal Specification

Job Description

Job Purpose:

In partnership with the Executive Head and Head of School provide professional leadership and management for the school, promoting high standards in all areas by effectively managing teaching and learning leading to high academic standards for all pupils, within and beyond the school. Support the Head of school to define a culture that promotes excellence and high expectations.

The Deputy Head teacher is the leading professional in the classroom who leads by example, modelling excellent practice, exhibits high standards of professional conduct encouraging the professional development of others.

This job description should be read in conjunction with the contractual requirements and responsibilities of Deputy Head teachers set out in the School Teachers' Pay and Conditions Document.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Curriculum, Teaching and Learning

- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being
- Work with the staff to develop, organise and implement the school curriculum, taking into account the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school.
- Monitor and evaluate the standards of teaching and learning in the school and ensure that proper standards of professional performance are established and maintained.
- Develop a culture of coaching and peer support to enable teachers and staff to develop professionally and enable the children and community to succeed.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

- Ensure that the progress of the pupils at the school is monitored, evaluated and effectively recorded. Analyse and use available school based and comparative data to assist in raising standards.

Pupils

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- To lead, develop and maintain outstanding practice for the pastoral care of pupils where safeguarding is fundamental to all procedures and practices.
- Maintain, review and develop policies and procedures for promoting pupil's self-discipline and good behaviour in the context of a proper regard for authority.
- Ensure the maintenance of good order and discipline during the school day, when pupils are present on the school premises, or when they are engaged in authorised school activities on and off school premises.

Staff

- Participate in the selection and appointment of the teaching and non-teaching staff of the school.
- Deploy and manage all the teaching and non-teaching staff of the school and allocate particular duties to them in a manner consistent with their conditions of service and the need to ensure a proper work/life balance.
- Ensure that cover is provided for absent teachers, taking account of conditions of service and the availability of supply teachers.
- Ensure that the teachers at the school receive the information they need to carry out their professional duties effectively.
- Supervise and participate in arrangements for the appraisal of the performance of teachers.
- Ensure that newly qualified teachers and those returning to work after a break in service have access to adequate support and training in their first year of service or resumed service.
- Exercise responsibility for the supervision and training of teachers during their induction periods.
- Work to identify opportunities for continuing professional development including in-house courses, external courses, job related training and use of external high-quality consultants.
- Maintain a professional working relationship with organisations representing the teachers and other persons on the staff of the school.

Resources

- Work with the Head of School to allocate, control and account for the financial and material resources of the school and be accountable to the Governing Board for their proper use.
- Be responsible for the organisation and management of staff within the school in accordance with statutory guidance on teachers' pay and conditions.
- Work with the Head of School to ensure the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

Relationships

- Make and maintain arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
- Build on and strengthen parent and community links within the school.
- Work with children, parents, Governors, the local community and other stakeholders to ensure that they contribute to the evaluation of the school.

- Provide information and to work with the Governors of the school to ensure that they carry out their role effectively.
- Recognise and support the work of the parents' and carers' group (PSA) in supporting school initiatives.
- Identify and offer opportunities for approved volunteers to support the work of the school in terms of curriculum and extra-curricular activities.
- Work with parents and external agencies in supporting children's well-being, physical and mental health.

Additional Responsibilities

- To act as Deputy Designated Safeguarding Lead as set out in 'Keeping Children Safe in Education. To promote and safeguard the welfare of all children in school, by ensuring that the School's policies and procedures relating to safeguarding and child protection are fully implemented and followed by all staff; that resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
- Participate, as appropriate and where necessary, in the teaching of pupils at the school.
- Have due regard for school policies on equal opportunities, health and safety and any other relevant areas.
- Have regard for the work-life balance of all school staff.

Note: The post-holder will be expected to comply with any reasonable request from the Executive Head teacher / Head of School to undertake work that is not specified in this job description.

Personal Specification

Expertise	Essential and (Desirable) Skills
1. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of continual professional development or further professional study
2. Experience	<ul style="list-style-type: none"> • Recent and successful experience as a Senior Leader (Assistant Head, Phase leader or KS Leader) within a Primary school setting • Successful teaching experience within Key Stage One and or Early Years Foundation Stage • Experience of working in an ethnically diverse school • Experience of working with advisors on school improvement and curriculum development work in line with Ofsted framework. • Experience of being or willingness to train as a Deputy Designated Safeguarding Lead.
3. Strategic Direction and Development of the School	<ul style="list-style-type: none"> • Ability to provide clear educational vision and lead by example • Ability to formulate policies and development plans which support the realisation of the school vision • Commitment to continuous improvement • Ability to prioritise and delegate appropriately • Experience of monitoring, evaluation and reviewing the impact of plans and policies • Ability to collect, analyse and use information to identify problems and their solutions • Ability to work in partnership with the governing body
4. Leading and	<ul style="list-style-type: none"> • Understanding of the principles of effective leadership of staff • Ability to work as part of a team

Managing Staff	<ul style="list-style-type: none"> • Ability to set clear expectations of all staff, and command credibility and respect as the leading professional • Ability to motivate all staff • Ability to plan, allocate, support and evaluate work undertaken by groups, teams and individuals • Commitment to the continuous professional development of all staff, based on analysis of need • Experience of implementing effective systems for managing the performance of all staff • Experience of leading in-service training for staff • Willingness to consult and negotiate • Experience of recruiting staff
5. Standards	<ul style="list-style-type: none"> • Commitment to raising standards • Ability to collect, analyse and use data on pupils' progress and performance to raise standards • Ability to set challenging but achievable targets for the school, teachers and pupils
6. Teaching and Learning	<ul style="list-style-type: none"> • Understanding of the principles of effective learning and the ability to promote a culture of learning throughout the school • Successful experience of organising and implementing an appropriate curriculum and its assessment • Experience of monitoring, evaluating and improving the quality of teaching and learning • Experience of providing a curriculum which promotes the personal, social, moral, cultural and spiritual development of pupils and which promotes educational inclusion
7. Ethos and Inclusion	<ul style="list-style-type: none"> • Ability to create and maintain an environment and a code of behaviour which promotes good behaviour and discipline • Understanding of the factors which create barriers to learning and a commitment to reducing the resulting inequalities • Willingness to consult with pupils on relevant issues and act on their views • Experience of monitoring attainment, attendance and behaviour by specific groups and act on this information to reduce inequalities
8. Relationship with Parents and the Wider Community	<ul style="list-style-type: none"> • Successful experience of creating and maintaining an effective partnership with parents, to support pupils' learning • Ability to promote the school within the community • Ability to develop effective links with the community, including business and industry, to extend the curriculum • Experience of creating effective links with other schools, and the LA, to promote good practice
9. Deployment of Staff and Resources	<ul style="list-style-type: none"> • Ability to interpret and manage a curriculum budget • Experience of creating rotas and timetables • Experience of recruiting, selecting and deploying staff
10. Other Skills and Abilities	<ul style="list-style-type: none"> • Ability to manage time well and work under pressure to deadlines • Good IT skills • Excellent interpersonal, communication and presentation skills • Ability to write clearly and accurately and with an appropriate sense of audience • Resilience, flexibility and a sense of humour