



DEPUTY HEADTEACHER

APPLICATION PACK

DANEGROVE PRIMARY

APPLY NOW!

WINDSOR DRIVE, LONDON, BARNET EN4 8UD
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WWW.DANEGROVESCHOOL.CO.UK



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JOIN
US
AT
DANEGROVE

At Danegrove, we are proud to deliver a high-quality education that inspires creativity and a love for learning. Our inclusive environment celebrates diversity and ensures that every child and staff, regardless of their background or ability, feels valued and supported.



WINDSOR DRIVE,
EAST BARNET,
HERTFORDSHIRE
EN4 8UD

RIDGEWAY AVENUE,
EAST BARNET,
HERTFORDSHIRE
EN4 8TN

CONTINUE YOUR
JOURNEY WITH US



WELCOME TO OUR SCHOOL

Danegroveschool.co.uk

Dear Applicant,

Welcome to Danegrove Primary School and thank you for your interest in becoming our new Deputy Head teacher.

I am delighted that you have taken the time to download this information pack and find out more about our wonderful school. If you have not already done so, I would urge you to visit our school website www.danegroveschool.co.uk to gain further information and a better understanding of who we are.

I am so proud to be the Head teacher of Danegrove Primary school and, alongside our amazing staff team, look forward to working in partnership with someone who has a strong vision, is intrinsically motivated and a forward thinker. Someone who is not afraid to think outside the box, values creativity and can rise to the challenge of an ever-changing educational landscape.

At Danegrove, we have high expectations for all our pupils, and we aim to create a warm and stimulating environment where children are encouraged to take risks, explore their interests, and grow into confident, well-rounded young people who know how to reach their potential. Can you, as a leader of today, empower our children to be the leaders of tomorrow?

We know that applying for a new position can be a little unnerving and we want to make the process as comfortable as possible. We are not expecting you to be a perfect leader or a perfect candidate. We are however, looking for someone who has a clear understanding of themselves as a leader – knows their strengths, their development points and wants to make a big difference in Education.

It is important that we recruit a like-minded, passionate, dynamic Deputy Head who wants to be an integral part of a team that takes our school on the next steps of an exciting journey. I would strongly recommend that you visit the school; it is important that, not only are you the right fit for us, but also that we are the right fit for you.

If, after reading this pack, having a look at our website and visiting the school, you already feel part of our senior leadership team then I look forward to receiving your application form.

Yours sincerely,

Lorita Oliver
Head teacher.



About our school



Danegrove Primary School is a large three form entry school located in the London Borough of Barnet. The school spans two sites, with a 5 minute - 10 minute (if you're one of our little ones!) walk from one to the other. The Windsor Drive site accommodates years two to six, with the Ridgeway Avenue site being for reception and year 1 pupils.

WINDSOR DRIVE SITE

Our Windsor Drive Site houses our second wellbeing room - The Rainforest Retreat - as well as a new London/transport themed reading for pleasure library. It has a dedicated computing suite, well stocked music room, art room, AstroTurf pitch, a school field and three playgrounds. Our SEND provision on Windsor Drive includes a large SEND room, a sensory hut and a soft play/ball pond hut.

To further develop outdoor learning and sustainability, the setting up, management and running of a school allotment has been added to our year 3 curriculum.

Our KS2 children are encouraged to take leaderships roles as Prefects, Head Pupils, House Captains, School Council members, Sports Ambassadors, Play Leaders and Reading Champions, with the opportunity to become members of the Green Team and Wellbeing Champions coming soon.



RIDGEWAY AVENUE SITE

Our Ridgeway Avenue site is blessed with beautiful open spaces, with reception and year 1 having both their own playgrounds, alongside extensive outside learning areas. It has a well stocked library and a dedicated themed wellbeing room - The Water Wonderland.

The Ridgeway Avenue Hall is used to host all our wonderful productions with reception sing-a-longs, Nativity Plays, Aladdin, Robin Hood and The Greatest Showman to name but a few.

We are currently in the process of developing a Forest School to further enhance our curriculum offer, which will be accessed by all year groups from September.



WELLBEING

At Danegrove School we put wellbeing at the core of all we do. We have a dedicated wellbeing curriculum that runs from reception through to year six, with Ridgeway Avenue children having weekly well-being sessions and Windsor Drive children two, six week blocks across the school year; children are taught mindfulness, meditation, peer on peer massage, yoga and Tai Chi. Our wellbeing curriculum covers all aspects of safeguarding and is intended to support our pupils to be resilient, empathetic and caring young people.

Our staff are amazing and their wellbeing is as important as our children's. **We offer:**

- One additional day off every school year (taken at a time of their choice).
- Teachers PPA and management time is blocked in the morning or afternoon so that it can be taken off site.
- Work-life balance week every half term, with no meetings/training to take place before school, at lunchtimes or after school.
- Staff are always given time to attend their own children's sports days, assemblies, plays etc.
- Every half term, we arrange cover for our staff to drop off/collect their own children.
- A clear cut-off time for communication with parents and colleagues.
- Access to an Employee Assistance Scheme
- Staff yoga
- Support in the use of AI to reduce workload.



OUR BRILLIANT CHILDREN

WOULD LIKE THEIR NEW
DEPUTY HEADTEACHER TO:

BE A GOOD
LISTENER

BE NICE, BUT A
LITTLE STRICT

BE POSITIVE,
TRUSTWORTHY
AND REASSURING

FOLLOW OUR
SCHOOL
VALUES

HAVE A
SMILEY
FACE

ALWAYS
RESPECT
US

BE CALM,
PATIENT &
POLITE

HAVE A
SENSE OF
HUMOUR

DO YOU FIT THE BILL?

How to apply

DANEGROVE PRIMARY

Visit us

Arrange a visit - we would love to meet you!

Contact us

If you still have any questions, please feel free to contact us.

References & DBS

References will be obtained for shortlisted candidates prior to the scheduled interview. The successful applicant will be required to undergo an enhanced DBS check.



01

Make sure to read

Please make sure to read this application pack carefully to ensure you submit all the right documents and have all the information you need.

02

Complete form

Complete the application form; CVs will not be accepted.

03

04

Interview

Once the application review process is complete, shortlisted candidates will be contacted to schedule an interview.

05

06

Success

The selected candidate will receive comprehensive, high-quality support and induction both prior to commencing and throughout the duration of the role.

07

PERSON SPECIFICATION

Qualification & Training

KEY = E- Essential, D-Desirable

Educated to degree level	E	
Qualified Teacher Status	E	
Recent professional development and training in aspects of school leadership and management (in the last 2 to 3 years).		D
Recognised qualification in educational leadership and management.		D

Experience of Teaching, School Improvements and Professional Qualities

Evidence of strong classroom practice across the primary phase	E	
Experience of working in more than one primary school		D
Senior Leadership experience in a primary school setting	E	
To have a thorough up-to-date knowledge of the primary curriculum including the EYFS framework and its effective implementation.	E	
Evidence of raising academic standards across the school as well as strong pastoral support for all pupils.	E	
Experience of leading teams and supporting teaching and learning by being a role model for the implementation of the Teachers' Standards (DfE).	E	
Evidence of successful whole school curriculum development that resulted in better outcomes for all pupils, that recognises the importance of creativity and adaptation.		D
Experience of planning and delivering high quality school-based training for teachers and support staff members.	E	
A clear understanding of what constitutes effective learning, and how to implement impactful strategies to improve outcomes.	E	
A strong understanding and experience of effective engagement with all parents.	E	
Ability to motivate and inspire others with passion and enthusiasm to work collaboratively and be driven by the school ethos.		D
A strong track record of school improvement as a school leader, and experience of supporting a teacher with the implementation of a support plan.		D

Leadership Qualities

To be an integral member of the SLT by actively promoting and supporting the shared ethos and vision of the school	E	
Demonstrate excellent decision-making skills with an ability to identify and implement solutions to problems.	E	
Committed to the safeguarding and well-being of all pupils and staff members.	E	
Knowledge and understanding of primary assessment, including assessment for learning, and the use of data to both identify gaps in learning and to set challenging targets.	E	
Ability to prioritise, plan and manage time effectively, demonstrating excellent organisational skills.	E	
A clear understanding of leadership commitment and professional integrity.	E	
To challenge others and hold them to account, including experience of providing clear and difficult messages to colleagues in a professional manner.	E	
Ability to lead by example in all situations, particularly during challenging times.		D
Excellent communication (verbally and written) and interpersonal skills, with an ability to listen and synthesise information.	E	
Belief in creating a learning environment that promotes positive mental health and wellbeing for all pupils.	E	
An excellent understanding and application of appropriate strategies for managing pupils' behaviours.	E	
Proven ability to work with outside agencies and the wider community.	E	
Understanding of child protection procedures and safeguarding children.	E	

Personal Qualities

High expectations of self, demonstrating reliability, professionalism and integrity.	E	
To be a creative, dynamic and flexible in their thinking and be prepared to take risks, whilst being reflective of their own practice.	E	
Dependable, honest, trustworthy, empathic and the ability to uphold confidentiality.	E	
Ability to work as both part of a team and independently.	E	
Ability to maintain successful working relationships with other colleagues.	E	
To be a positive and approachable role model for the school community.	E	
To be able to maintain a good work life balance.		D

Salary and grade: Leadership Scale Outer London L13-17 (range from £70,873 to £77,773) in line with the current School Teachers' Pay and Conditions Document

Reporting to: The Head teacher

Main purpose of the job:

- To have a shared vision, with all members of the SLT, to ensure continuous school improvement.
- To ensure that teaching, learning, personal development and wellbeing for all pupils is always of a high standard across the school, making certain that there is equality of opportunity for all.
- To raise standards and ensure outstanding progress and achievement of individuals and groups for all pupils.
- To promote and facilitate a high quality educational provision, that offers children a stimulating and engaging environment, both promoting collaboration and encouraging independent learning.
- To provide professional challenge and support to the staff team to ensure great learning, which is consistent over time.
- To inspire staff to achieve the highest possible standards for our pupils across the school.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, staff and external agencies in the best interests of pupils.
- Take a lead responsibility for promoting and safeguarding the welfare of children and young people within the school. This includes undertaking the role of Deputy DSL, as necessary.
- Deputising for the Head teacher in their absence.

Main Duties and Responsibilities:

- To perform at a higher level of all of the teacher standards as set out in the current School Teachers Pay and Conditions Document. Teachers/Leaders should also have due regard to the Teacher Standards (2012).

Leadership and Management

- To contribute to the development of the school by working as part of a team on writing, reviewing, amending and monitoring the SIP, SEF and other associated documents.
- Write, review, amend and be responsible for monitoring the implementation of policies (linked to areas of responsibility) in line with school, local and national directives.
- Support the Head teacher in the effective use of school resources.
- Governing Board – prepare all necessary reports and relevant statistical additions to the HT reports in relation to the responsibilities as laid out in this role.
- To attend committees/FGBs and to present reports relevant to Deputy Head responsibilities.
- To assist the Head teacher in supporting Governors to fulfill their strategic responsibilities.
- Make a positive contribution to the wider life and ethos of the school by attending school events outside of normal school hours.
- Monitor staff wellbeing, working with other senior leaders to address wellbeing challenges as appropriate.
- Champion the school both within the local community and beyond.

The Deputy Head will lead on these key aspects of the school:

Curriculum & Assessment

- To drive the curricular, including supporting staff in planning, assessment and the effective use of resources.
- To support all staff to deliver creative, inspiring and ambitious learning opportunities based on the school curricular.
- To ensure that all curricular across the school are implemented as intended.
- To ensure that the Danegrove curricular are purposeful, creative and dynamic to best meet the needs of the children and context of the school.
- To lead all staff in ensuring that the curricular is adapted to meet the needs of all pupils, including SEND, disadvantaged and any other vulnerable categories.
- Alongside the Head teacher, to be accountable for pupil outcomes across the school.
- To support teachers in the development of effective assessment for learning strategies.
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.
- To support staff in setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment and progress, e.g. through pupil progress meetings.
- Ensure all statutory assessment obligations across the school are met; including all associated paperwork and organisation of external tests. Ensure that all relevant stakeholders are informed.
- Take a lead role on recording, analysing, reporting and sharing pupil's achievement data for a range of pupil groups. Identify strengths and areas for development and share this information across the school to all relevant key stakeholders.
- Build upon and further develop internal assessment procedures so that pupils' individual attainment and progress is accurately tracked and can be effectively used to adapt and develop approaches, diminish the difference and influence curriculum decisions.
- To make effective use of data in order to raise standards and identify areas for development.
- Be aware of assessment trends, both locally and nationally by using external sources – FFT Aspire, Perspective etc.
- Ensure that OFSTED framework requirements are taken into account when leading and developing assessment across the school.
- Take the lead on organising PPMs, and alongside other SLT members attend meetings accordingly.

Quality of Teaching & Learning

- To share exemplary practice, knowledge and expertise throughout the school, including modelling high quality lessons
- To lead the development of subject leaders by empowering them to drive forward high quality provision and delivery across the curriculum.
- Ensure that colleagues working with you are appropriately involved in supporting learning, and understand the roles they are expected to fulfil.
- Provide feedback to staff based on observations to identify training needs and provide continuing professional development (CPD), including the delivery of high quality training.
- To support staff in promoting high standards of literacy including the correct use of spoken English.

Behaviour and Social Development

- Responsibility for whole school behaviour in and outside the classroom.
- To oversee the behaviour management procedures within the school and the implementation of them; to oversee their review when necessary and to be responsible for the effective introduction of any appropriate changes;
- In consultation with the HT, review and oversee the awarding of rewards and sanctions.
- To support pupils who may have challenging behaviour, exhibiting empathy and an understanding of needs, whilst being clear about behaviour expectations.
- Take a lead in matters surrounding or involving bullying, including ensuring that all allegations/incidents/communications are fully recorded, with the relevant stakeholders being updated.
- To produce regular reports for the SLT and/or governors to identify any patterns or trends in relation to behaviour across the school.
- Ensure positive communication with parents on all issues relating to behaviour.
- To work alongside the Mental Health and Wellbeing Lead to ensure the wellbeing of all stakeholders.

Attendance Champion

- Ensure all statutory attendance obligations are met,
- Take a lead role on analysing, reporting and sharing pupil's attendance data for a range of pupil groups. This should include using external sources to demonstrate an awareness of attendance trends, both locally and nationally.
- Build upon and further develop attendance and punctuality procedures, strategies and initiatives so that attendance/punctuality improves across all key stages, ensuring that that year groups/school at least meets the Government target.
- Identify areas for development and share this information across the school to all relevant key stakeholders.
- Model and promote high aspirations for children's attendance and punctuality by championing attendance and ensuring that positive attendance is celebrated across the school e.g. through termly attendance assemblies.
- To have an overview of the school attendance MIS system, overseeing that it is kept up to date, has accurate clear records (in line with Government recommendations and directives) adheres to GDPR requirements and that links effectively with other data management systems in school where necessary.
- Liaise with the LA EWO, meeting regularly to ensure that Persistent Absentees are identified and supported to attend school accordingly. Identify which families/children will be supported by the LA, Learning Mentor or MHW Lead.
- Alongside the MHW Lead, offer support and guidance to families struggling with regular attendance – including running parent workshops and information sessions.

Monitoring Cycle to Support School Improvement

- To develop the monitoring of teaching and learning to best inform school improvement priorities, through rigorous self-evaluation. Assess how well the two curriculums are being implemented and how well they are delivered.
- To ensure that monitoring includes an appropriate range of observation, book looks, and pupil voice to evaluate the effectiveness of teaching and learning across the school.
- Development of Staff – Induction Lead
- Take a leading role in inducting new staff and making sure they uphold expected values and teaching standards.
- Coach and model excellent practice.
- If applicable, undertake the role of ECT Mentor, AO route mentor or Teacher Apprentice mentor.
- As part of the SLT, undertake staff appraisals for allocated staff.

Deputy Designated Safeguarding Lead (DDSL)

- The Deputy Designated Safeguarding Lead (DDSL) will, when necessary, deputise for the DSL and where needed assist the Designated Safeguarding Lead in their role.
- This may include:
 - Taking part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
 - Advising and supporting other members of staff on child welfare and child protection matters, including the implementation of school practices.
 - liaising with relevant agencies such as the local authority and police.
 - Supporting the DSL in referring cases of suspected abuse to the local authority children's social care.
 - Using CPOMS to keep detailed, accurate and secure written records of concerns and referrals.
 - Supporting the DSL in ensuring staff can access and understand the school's child protection and safeguarding policy and procedures (especially new, part time staff and agency staff).
 - Supporting the DSL in ensuring the school's child protection policies are known, understood and used appropriately.
- Safeguarding Training:
 - Undergo training to develop and maintain the knowledge and skills required to carry out the role.
 - Refresh knowledge and skills at least annually so to remain up to date with any developments relevant to the role.
 - Understand the assessment process for providing early help and intervention.
 - Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
 - Undertake Refresher DSL training every 2 years as currently required.



Personal Professional Development

- Keep fully informed and up to date with educational theory and practice, as well as school and LA policies, paying particular regard to the EYFS and National curriculum, alongside local and national priorities, both by individual research and by attendance at courses, workshops, conference and meetings.
- Be up to date with OFSTED framework requirements.
- Be aware of own professional development needs and source/access relevant training accordingly.

Please note that this is illustrative of the general nature and level of responsibility of the role, it is not a comprehensive list of all tasks that the Deputy Head teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head teacher.

The Danegrove School community is built on respect, and all staff are expected to be considerate, courteous and empathetic to pupils, colleagues, parents and visitors alike by demonstrating the values that underpin the school ethos.



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