

# Deputy Headteacher Recruitment Pack



**Dorchester**  
Middle School

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## How to apply:

### **APPLICATIONS CLOSE:**

Sunday 7th November 2021

### **SHORTLISTING:**

w/c: 8th November 2021

### **INTERVIEWS:**

Thursday 18th and Friday 19th November 2021

### **SCHOOL VISITS:**

Visits to the school are encouraged and will be welcomed from 1st November to 14th November 2021. To arrange a visit, please contact the PA to HT, Mrs Ali Araya on 01305 265651 or via email:

[aaraya@dmsschool.co.uk](mailto:aaraya@dmsschool.co.uk)

Map reference: <https://www.google.com/maps/place/The+Dorchester+Middle+School/@50.7083943,-2.4533715,16z/data=!4m5!3m4!1s0x0:0x4a7c96caeb5eef55!8m2!3d50.7083943!4d-2.4489941>



*"Pastoral leaders provide strong care and nurture for pupils."*

*"Teachers use their subject knowledge well to develop pupils' understanding..."*

*(Ofsted report May 2019)*



## Welcome from the Head Teacher

Dear Applicant,

Thank you for taking the time to consider applying to become Deputy Head Teacher of Dorchester Middle School, located in the lovely historic county town of Dorchester, right in the heart of Thomas Hardy country.

As Headteacher, and having only been in post for just over a year, I am very excited about the future of our school and the potential we have to become a centre of learning excellence for the children in our local community.

Our ethos and values are based on strong, collegiate, supportive relationships, where the children are at the heart of everything we do. The successful candidate will need to be able to work as part of a team, where every member has a vital role to play. We are an inclusive school that values equally the contribution of all staff and at our school all staff go above and beyond to support our pupils.

Joining the Wessex Multi Academy Trust in January 2022 will mean that the successful candidate will have the opportunity to work at a strategic level across a group of schools. With our main feeder first school already in the Wessex MAT, we will become very much a 'through school' as our Year 8 pupils transfer to the outstanding Thomas Hardy School.

The new Deputy Head of Dorchester Middle School will have the opportunity to shape and influence the future of the school - this will be both challenging and rewarding.

Best wishes and good luck.

Caroline Pluck

**Head Teacher**



*"The support provided enables pupils to be fully involved in the life of the school."*

*(Ofsted Report November 2018)*



## Vision and Values

At Dorchester Middle School we believe that every child is extraordinary and that education has the capacity and the possibility to change lives for the better. We are committed to providing children with the best possible educational experience within a positive, caring and supportive environment.

At Dorchester Middle School teaching and learning is built upon a foundation that is inclusive, challenging and empowering.

It is our aim to ensure that every child is encouraged to achieve and aspire to the highest standards. We offer opportunities that inspire our children and encourage them to become independent learners, which enables them to establish the values, qualities, skills and knowledge they need to achieve success, gain fulfilment in the future and become lifelong learners. When our pupils leave us at the end of Year 8, we expect them to be responsible, caring and confident young people ready and equipped to move on to the next stage of their education.

It is our aim to ensure that every child feels happy and safe in school. We work together to ensure that courtesy and mutual respect underpin all that we do and that all pupils have the opportunity to achieve their academic, personal and social potential for excellence.



*"The school's work to promote pupils' personal development and welfare is good."*

*"Pupils behave well around the school. They are confident and articulate".*

*(Ofsted report May 2019)*



## About Dorchester Middle School

Dorchester Middle School converted to a Single Academy trust on June 2012 and we will potentially become part of the Wessex Multi Academy Trust in January 2022. There are currently 585 pupils in the school, with a 5-form entry at Year 5.

On leaving Dorchester Middle School, pupils usually transfer to the neighbouring Thomas Hardy School (THS), which is also part of the Wessex Multi Academy Trust.

Dorchester Middle School is proud to be a strong, cohesive learning community that reflects well its values of co-operation, total inclusion and success for all. We are proud to have a specialist mainstream physical disability base within our school.

Dorchester Middle School is part of a pyramid of local schools, receiving pupils from Damers First School, also part of the Wessex MAT, and Prince of Wales First School in Dorchester as well as local village first schools.

There are strong links and good working relationships with all of the feeder first schools and the Thomas Hardy School, which enables smooth transition between the various stages of our pupils' education. The school is also part of the Dorchester Area Schools Partnership (DASP), designed to enhance and benefit learning within the pyramid. Being part of the Wessex MAT will formalise these links.



*'Staff are responsive to pupils' ideas to make the school more environmentally aware.'*

*(Ofsted Report May 2019)*



## Curriculum

The school provides a rich and varied learning experience both within the school day and through extra-curricular activities. 'All aspects of the enrichment programme are fully inclusive, in line with the school's ethos.'

The curriculum is currently taught in mixed attainment groups by specialist subject teachers at KS2 and KS3. We teach a broad and balanced curriculum and the children in Y5/6 who are taught in specialists rooms for DT, ICT and Music, benefit from a provision that they would only experience if they were in a secondary school.

The school constantly reviews the ongoing needs of all pupils and tailors learning in the classroom to ensure that pupils, of all needs and abilities, are appropriately challenged and make good progress.

At Dorchester Middle School we are all learners and we use evidence based approaches and research to constant challenge and improve our practice.

Underpinning our curriculum are the values of our Dorchester Middle School pupils, who are encouraged to be reflective, empowered, articulate, curious, creative and resilient individuals.



*“Governors are supportive of the school and share the ambition to raise standards.”*

*(Ofsted Report November 2018)*



## Staffing Structure

The school is currently led by the Headteacher, Caroline Pluck, who has been in position for 18 months.

The current leadership structure consists of the Headteacher, Deputy Headteacher, four assistant headteachers and SENDCo.

We have over 65 other members of staff, including teaching and support staff.

## Governing Body

DMS has a dedicated and active Governing Body made up of representatives from staff, parents and the wider community. There are also Associate Governors who provide specialist knowledge to the various committees. On joining the Wessex Mat this will become the Local Governing Body.

## The Dorchester Middle School Community

We welcome and encourage parents and other members of the community to participate both in school and with extra-curricular events. Dorchester Middle School is at the heart of Dorchester community, where staff, pupils, parents and carers feel a sense of pride and belonging.

There is an active PTFA, supporting the school through various fund-raising events as well as a Parent Forum, where parents support the school's development.

## Policies

Policies, information about Pupil Premium and Attainment can be found on our website, as can the latest Ofsted reports (November 2018 and May 2019).

## Job Description

Position	Deputy Head Teacher
School name	Dorchester Middle School
Position reports to	The Head Teacher
Specific area of responsibility	To be determined according to the strengths and skills of the successful applicant.

### Key priorities

To support the Head Teacher to provide professional leadership and management of the school and to promote high standards in all areas of the school.

The Deputy Head Teacher will:

- Effectively lead in a way that reflects the school's visions and values.
- Promote excellence, equality and high expectations of all members of the school community.
- Support the Head Teacher in the day to day leadership and management of the school, deputising when required.
- Build effective relationships with all members of our community.
- Role model excellent practice in all aspects of their role.
- Keep abreast of educational developments and evidenced based research.
- Evaluate performance and identify priorities for continuous improvement.
- Promote the safeguarding and welfare of all children in line with school's policies and practices.
- Create a safe and productive learning environment that is engaging and fulfilling for all pupils.
- Lead and line manage a team to bring about school improvement.

### Key responsibilities

- To carry out the duties and responsibilities of a teacher and to fulfil the professional responsibilities of a Head teacher, when deputising, as detailed in the pay and conditions of service document.
- Work with the Head Teacher and other key stakeholders to ensure that the school's vision is clearly articulated, shared, understood and acted upon.
- Work with the Head Teacher to continue to evaluate and sustain school improvement.
- Work with the Governing body and attend relevant meetings.
- Work collegiately with the senior leadership team and within the school community to promote and translate school improvement into a shared culture.
- Work with the CPD lead to provide research led CPD within an area of responsibility.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community.

### Managing the organisation

- Produce and implement clear, evidence based improvement plans and policies for the development of the school.
- Deploy resources effectively to achieve the school's aims.
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives.
- Manage budget responsibilities and resources effectively and efficiently to achieve the school's educational goals and priorities.
- Manage and deploy staff appropriately and assist in managing their workload to achieve the school's vision and aims.

### ***Learning and teaching***

- Maintain a consistent and continuously school-wide focus on raising pupil's achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Create a culture and ethos of challenge and support where all pupils can achieve success and become effective independent learners.
- Maintain and further improve strategies that secure high standards of behaviour and attendance.
- Take a strategic role in the development of new and emerging technologies to enhance and extend learning experience of pupils.
- Monitor, evaluate and review classroom practice and propose improvement strategies.

### ***Developing self and working with others***

- Regularly review own practice, set personal targets, and take responsibility for own personal development.
- Develop and maintain effective strategies and procedures for self induction, professional development and performance reviews.
- Treat people equitably and with dignity and respect to create and maintain a positive school ethos.

- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation and support and evaluation work.
- Acknowledge responsibilities and value and celebrate achievements of teams and individuals.
- Actively engage with other schools in the locality to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.

### ***Strengthening the community***

- Build a school culture and curriculum which takes into account the richness and diversity of the school's communities
- Ensure learning experiences for pupils are integrated with the wider community and that some are community based.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create an effective partnership with parents and carers to support and improve pupil's achievement and personal development.
- Cooperate with relevant agencies to protect children.

The Deputy Head Teacher will carry out their professional duties in accordance with the National Conditions of Employment for Deputy Head Teachers' and Education and Employment legislation.

This job description is subject to a review at any time when requested by either the Governing Body or Head Teacher.

## Person Specification

Requirements	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>• NPQ or further professional qualifications</li> </ul>
Knowledge and Experience	<ul style="list-style-type: none"> <li>• Secure knowledge of effective inclusion practice</li> <li>• Relevant teaching experience</li> <li>• Experience of Senior Leadership in school</li> <li>• Monitoring of staff and deployment of support staff</li> <li>• Committed to safeguarding and well being of pupils</li> <li>• Experience of setting and monitoring a budget</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School System</li> <li>• Understanding of positive impact of working in partnership – academy/other organisations.</li> </ul>
Skills & Qualities	<ul style="list-style-type: none"> <li>• Good and effective communicator with a wide range of people</li> <li>• Ability to inspire, challenge and motivate others to implement the school vision</li> <li>• Promote positive behaviour, realise potential and celebrate achievement of pupils and colleagues</li> <li>• Ability to work with other schools to achieve best practice</li> <li>• Evidence of working successfully with parents</li> <li>• Skill at managing change</li> <li>• Suitability to work with children and promote their welfare</li> <li>• Commitment to safeguard children</li> <li>• Open to new ideas and potential change</li> </ul>	
Leadership and Management	<ul style="list-style-type: none"> <li>• Knowledge of current legislation and developments in education</li> <li>• Experience of successfully leading change</li> <li>• Leading staff development</li> <li>• Team building ability – to motivate staff and support their personal and professional development with empathy</li> <li>• Be able to hold staff to account for their professional conduct and practice</li> <li>• Using IT as a management tool</li> <li>• Good communication skills both written and verbal</li> </ul>	
Curriculum	<ul style="list-style-type: none"> <li>• Understanding the challenges of the curriculum and effective assessment practice</li> <li>• Understanding of effective inclusion strategies</li> <li>• Understand how best to use data analysis to improve how pupils learn</li> <li>• Develop excellent classroom practice</li> </ul>	
Relationships	<ul style="list-style-type: none"> <li>• Proven ability to promote school within the community</li> <li>• Commitment to active involvement of parents/carers</li> <li>• Commitment to a good working relationship using tact and sensitivity</li> <li>• Ability to develop close working ties with local schools and organisations</li> </ul>	