



## Thank you for considering Ferndown First School for your next appointment.

Ferndown First School is part of the Castleman Academy Trust – a Trust which prides itself on putting children first always and puts its values of Respect, Independence, Creativity and Inclusion at the heart of everything we do.

It is the staff in our academies who make our schools vibrant places of learning – who do all they can to make sure our children become confident individuals, successful learners and responsible citizens. Our staff want to make a real difference to the lives of the children they work with and are learners themselves who relish professional development opportunities.

Working in a Castleman Academy Trust school, you will be working with other forward thinkers, who see possibilities and are optimistic. You will have the support of like-minded colleagues and together we will ensure everyone has a great work life balance. Being part of the Castleman Academy Trust means there are a whole host of opportunities for you to develop and flourish.

Ferndown First School is situated in Ferndown adjacent to Ferndown Middle School. The school has 362 pupils, covering the age range 4 to 9 years old (year groups EYFS to Y4). The school is part of the Castleman Academy Trust.

### School Vision

At Ferndown First School, we are committed to fostering a love of learning and ensuring our children meet their potential. We want all the children to make progress, achieve and develop as confident individuals who are able to live a safe, healthy and fulfilling life. We will encourage them to be responsible citizens who can make a positive contribution to society.

We have developed a modern, creative and personalised curriculum which prepares children for the future, supports and encourages them to aspire to achieve their dreams, together with encouraging respect and care for each other. Staff are dedicated to providing a stimulating, exciting learning environment where everyone feels valued.

Our impressive school premises enable us to offer facilities beyond what you may expect in a first school setting. We also have extensive grounds which provide many opportunities for play and 'out of class activities'.

We value highly the partnership between home and school and encourage all parents to take an active part in their children's education. The partnership between school staff, parents, governors and other stakeholders is an essential one. Children are at the heart of all we do and their achievements are very important.

### The Application Process

Applications should be made on the school's application form and should include details of experience. Please ensure a full work history is completed including any gaps of employment and two referees are given. Please note Ferndown First School does not accept CVs in place of an application form. Incomplete application forms will not be shortlisted.

**The closing date for applications is 9.00am on Tuesday 2 May 2023.**

Please return your completed application form by the closing date to Mrs Tranter [HR@fernfirst.dorset.sch.uk](mailto:HR@fernfirst.dorset.sch.uk)  
An email will be sent to all candidates with the outcome of their application. Only applicants meeting the relevant criteria will be taken forward from the application.

### Interview

**Shortlisted candidates will take part in an interview on Tuesday 16<sup>th</sup> Wednesday 17<sup>th</sup> May 2023.**

At least two references will be requested, normally from previous and current employers. These may be contacted before the interview and in all cases, before an offer of employment is made.

The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people in our care and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the Person Specification and will be subject to pre-employment checks including an Enhanced DBS check, satisfactory references and a health check.

*As outlined in KCSIE 2022, we are now required as part of our shortlisting process to carry out an online search as part of our due diligence. If you are shortlisted for the role, an appropriate online search will be undertaken on your name(s). Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.*

## Queries

If you have any queries on any aspect of the application process or need additional information, please contact Helen Tranter on 01202 873747 or email [office@fernfirst.dorset.sch.uk](mailto:office@fernfirst.dorset.sch.uk)

## Visits to the School

If you would like to visit the school, please contact the school office to arrange an appointment.

To gain a greater understanding of our school values, curriculum offer and premises, please visit our school website and refer to the application pack.

## Contact Details

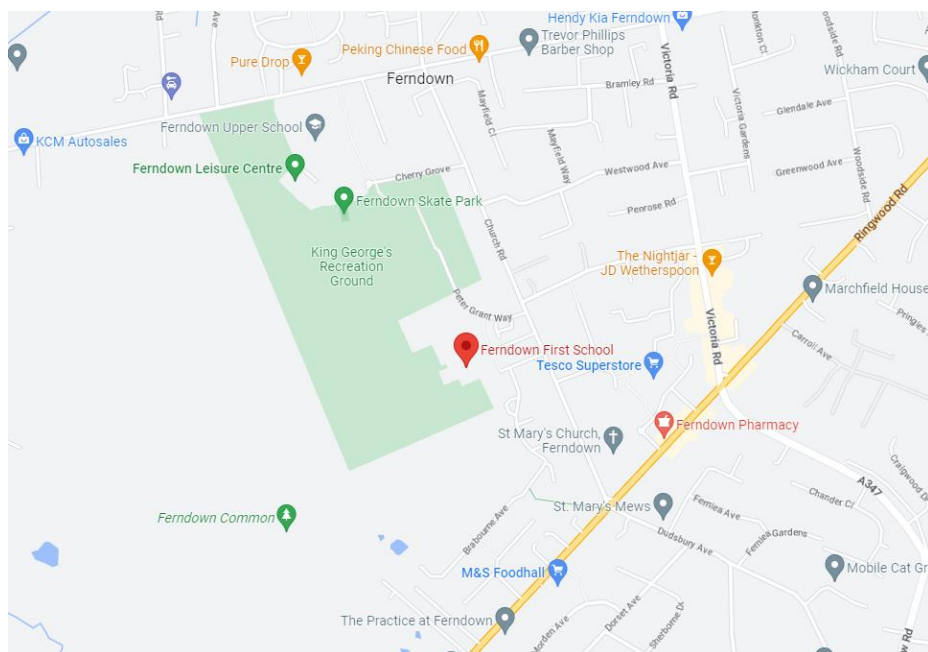
### Ferndown First School

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BH22 9FB

**Telephone:** 01202 873747

**Email:** [office@fernfirst.dorset.sch.uk](mailto:office@fernfirst.dorset.sch.uk)

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|                         |  |
|-------------------------|--|
| <b>Job Title</b>        | <b>Deputy Headteacher</b>                  |
| <b>Responsible to</b>   | <b>Headteacher</b>                         |
| <b>Salary</b>           | <b>Leadership L8 £52,659 - L12 £58,105</b> |
| <b>Working time</b>     | <b>Full-time</b>                           |
| <b>Appointment type</b> | <b>Permanent</b>                           |
| <b>Start date</b>       | <b>1st September 2023</b>                  |

**As Deputy Head Teacher at Ferndown First School, part of the Castleman Academy Trust, you will have the chance to help shape our school and deliver the kind of education that inspires and develops the whole child.**

Working with the Head Teacher, you will set the vision for the future of the school, ensuring we have the right people and plans in place to see that our young people – whatever their needs – leave the school achieving their full potential, feeling proud of what they have achieved and are ambitious for the next stage in their learning journey.

We are looking for an outstanding teacher, with a genuine passion for an exciting, broad and balanced curriculum. You will be resilient, innovative and have the type of enthusiasm that is infectious, so that you bring about change in a positive way. You are also sensitive, respectfully challenging, patient and kind: just the type of leader our young people, staff and community can relate to.

This is a strategic role with lead responsibility for the quality of learning, teaching and assessment as well as supporting new entrants into the profession.

This demanding role is a very exciting opportunity where you can make a difference. Strong leadership is a key pillar to our journey. The successful candidate will be driven by moral purpose and a passion for learning, able to demonstrate a track record of excellent leadership with impact and demonstrate a strong knowledge of how to improve the Quality of Education and outcomes.

There may be a requirement for a teaching commitment within this role.

**We are looking for a leader who can inspire and influence a range of stakeholders and who:**

- Is an outstanding classroom practitioner, with particular experience around teaching early maths and English.
- Is committed to high standards of teaching and learning and the professional development of staff.
- Has excellent leadership and communication skills.
- Is innovative, inspirational and up to date with current educational research.
- Is enthusiastic and committed to a strong belief in teamwork.
- Is able to lead, challenge and motivate children and staff.
- Is committed to working with parents and the wider community.
- Is passionate about the children's learning, progression and welfare.
- Has experience of strategically developing the curriculum and approaches to teaching and learning in order to support high levels of progress and attainment.

As a part of the CAT, you will join a community of staff dedicated to transforming education. With regular progression discussions, there will be a wealth of opportunities for you to grow your career across our Trust.

Celebrating 8 years as a growing Multi Academy Trust, we were founded upon the values of Respect, Independence, Creativity and Inclusion.

We work as a community whilst ensuring each school maintains its own unique identity and are committed to helping each other ensure children and young people receive the best possible education.

**We offer:**

- A thriving, successful school
- Motivated and well-behaved pupils
- Highly professional training and support to ensure excellent career development
- Supportive colleagues
- A committed team of staff and Governors
- Eligibility to join the Teachers' Pension Scheme
- Free access to the Employee Assistance Programme
- Cycle to Work Scheme.

## JOB DESCRIPTION – DEPUTY HEADTEACHER

|                          |  |
|--------------------------|--|
| <b>Line Managed by:</b>  | Headteacher  |
| <b>Responsible for:</b>  | Teaching and Learning, Assessment, Supporting ECTs |
| <b>Working Time:</b>     | Full-time  |
| <b>Disclosure Level:</b> | Enhanced   |

Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The role encompasses the professional duties of Headteachers as specified by the current School Teachers Pay and Conditions Document (STPCD) and the Headteacher's Standards.

The job description is based on the Headteacher Standards, 2020. The successful candidate will be expected to work with the Castleman Academy Trust and the School's Standards Board (Local Governing Body) to promote and achieve the Trust's and the School's vision and strategic objectives.

### Section 1: Ethics and professional conduct

Deputy Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Deputy Headteachers uphold and demonstrate the "Seven Principles of Public Life" at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Deputy Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside the school, Deputy Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

As leaders of their school community and profession, Deputy Headteachers in the Castleman Academy Trust:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the Trust and statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- support and challenge their Headteacher to ensure the best possible outcomes for pupils in their school and the wider Trust
- make a positive contribution to the work of Castleman Academy Trust and the wider education system.

## Section 2: Professional standards

### 1. Trust & School Culture

Deputy Headteachers, with the Headteacher:

- establish and sustain the school and Trust's ethos in partnership with their School Standards Board, and the Trust and with other Trust schools
- establish and sustain the school's ethos, individual identity and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across their school, the Trust and school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- adhere to the Trusts principles, underpinned by the Trust commitment to "Children First, Always".

### 2. Teaching

Deputy Headteachers, with the Headteacher:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of assessment information
- contribute to excellent teaching in their own and all Trust schools through peer-to-peer review, engagement with professional development networks, school improvement partner advice and guidance and Trust expectations.

### 3. Curriculum and assessment

Deputy Headteachers, with the Headteacher:

- ensure the Trust's Curriculum Principles and Values underpin curriculum decisions in their school
- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing leaders with high levels of relevant expertise, accessing and contributing to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum, in line with School and Trust expectations.

### 4. Behaviour

Deputy Headteachers, with the Headteacher:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen.

## **5. Additional and special educational needs and disabilities**

Deputy Headteachers, with the Headteacher:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with the Trust SEND Strategic Lead, parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## **6. Professional development**

Deputy Headteachers, with the Headteacher:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of the Trust, whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it and the Trust, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- are pro-active in their own professional development programme and seek to learn from and with others in school, with other Trust Schools, locally, regionally and nationally
- strive to keep up to date with educational issues, research and development.

## **7. Organisational management**

Deputy Headteachers, with the Headteacher:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- and with Trust staff, prioritise and allocate financial and human resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- work with the Trust to establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- with the Trust and Governors, ensure rigorous approaches to identifying, managing and mitigating risk
- The Deputy Headteacher will deputise for the Headteacher in their absence.

## **8. Continuous school improvement**

Deputy Headteachers with the Headteacher:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- work to support other Trust schools and Schools Standards Boards to support and enhance school improvement in all Trust schools.

## **9. Working in partnership**

Deputy Headteachers, with the Headteacher:

- forge constructive relationships with Trust schools, beyond their own school, working in partnership with parents, carers and the local community
- commit their school to work successfully with Trust schools, other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

#### **10. Governance and accountability**

Deputy Headteachers, with the Headteacher:

- understand and welcome the role of effective governance, within the Trust structure, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance at both Trust and School Standards Boards levels
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required Trust and regulatory frameworks and meets all statutory duties.

#### **11. School Specific Leadership Responsibilities**

The Deputy Headteacher will be responsible for:

- the development of teaching and learning across the school ensuring that it meets the aims and visions for the school ensure that assessment is accurate and embedded as part of teaching and learning.
- ensuring robust assessment procedures are in place and support high quality outcomes for children.
- ensuring that the curriculum is developed to meet the needs of the young people that it serves as well as the requirement of the National Curriculum.
- ensuring early career teachers (ECTs) are well supported.



| DEPUTY HEADTEACHER – PERSON SPECIFICATION |  |  |
|---|--|--|
|   | Essential Attributes   | Desirable Attributes   |
| <b>Professional Standards</b>             | <p>First degree</p> <p>Qualified Teacher Status</p> <p>Evidence of further professional development</p> <p>Clear DBS</p>   | <p>Safer Recruitment Training</p> <p>Willingness to complete NPQH</p>  |
| <b>Safeguarding</b>                       | <p>Have a clear understanding of the protection and safeguarding of children, ensuring a robust safeguarding culture.</p> <p>Knowledge and understanding of current legislation, guidance and best practice for child protection including safer recruitment.</p> <p>Able to co-operate and work with relevant agencies to protect children.</p>   |  |
| <b>Philosophy &amp; Commitment</b>        | <p>Ability to uphold the Trust vision and values.</p> <p>Clear and appropriate vision for the continued development of the school.</p> <p>Ability to articulate a clear philosophy of Early Years and primary education.</p> <p>Commitment to promoting equal opportunities and meeting the educational needs of all pupils.</p> <p>Champion inclusion and value pupil voice to provide all children to succeed.</p> <p>Understanding of and experience with children with special educational needs and disabilities.</p> <p>Commitment to ensuring the safeguarding of pupils.</p> <p>Understanding of and commitment to developing links between home, school and Trust.</p> <p>Commitment to leading teams to ensure the highest standards of pupil achievement.</p> <p>Commitment to publicising the development and achievements of the school.</p> <p>Commitment to the highest standards, continuous improvement and quality assurance.</p> <p>Commitment to putting pupil outcomes at the core of all aspects of leadership and management.</p> | <p>Growth Mindset</p> <p>Involvement in successful school improvement work</p> <p>An understanding of Pupil Premium</p> <p>Experiences of promoting home-school and other partnerships</p> |
|   | Essential Attributes   | Desirable Attributes   |
|   | <p>Demonstrate a full understanding of the EYFS and primary curriculum that provides a rich, balanced and coherent experience for all pupils and is in line with Trust values.</p>   |  |

|  |   |  |
|--|---|--|
| <b>Personal Qualities</b>                    | <p>The ability to lead by example, showing inspirational leadership and excellent interpersonal skills.</p> <p>Demonstrate a sense of perspective and the ability to be reflective and identify areas for personal and professional development.</p> <p>Creativity combined with attention to detail.</p> <p>The ability to establish positive and productive working relationships with a wide range of people including pupils, parents, colleagues, governors, Trust staff and Board members, pre-school providers and people outside school.</p> <p>The ability to guide and influence others when change is necessary.</p> <p>The ability to accept support from others and to ask for help.</p>   | <p>Evidence of enthusiasm; flexibility; coolness under pressure; effective networking; being able to hold the wider perspective and sense of humour</p> <p>Demonstrable commitment to succession planning and team development</p> |
| <b>Professional Skills</b>                   | <p>Proven successful senior leadership role.</p> <p>Ability to establish, develop and promote a positive Trust and school ethos with an emphasis on high achievement for all.</p> <p>Demonstrable record of working with an Academy Trust and/or school governors to identify improvement areas, analysing and interpreting relevant data in order to accurately prioritise objectives for school development and to raise standards.</p> <p>Ability to communicate the aims, objectives and values of the school to people within the community.</p> <p>Ability to communicate effectively, both orally and in writing, with a wide variety of people both inside and outside the school.</p> <p>Evidence of managing and developing the performance of others.</p> <p>Ability to empathise with children across the age range and wide ethnic backgrounds and to be firm, fair and consistent.</p> <p>Ability to set up effective teams and develop team approaches.</p> <p>Ability to act effectively as a Team member.</p> <p>Ability to enhance existing strengths of the Trust and the school while offering challenge to establish meaningful positive change.</p> <p>A competent user of ICT with a clear understanding of its use to aid and promote the quality of teaching and learning.</p> | <p>Experience of promoting the school within the community</p>   |
| <b>School Specific Needs</b>                 | <p>An understanding of the patterns of children's learning</p> <p>Experience of teaching early reading and phonics</p>  | <p>Experience of KS2 teaching or leadership</p>  |
| <b>Safeguarding and Special Requirements</b> | <p>The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.</p> <p>The successful applicant will be required to meet all elements of Safer Recruitment and will be the subject of pre-employment checks including an Enhanced DBS Check, including Child Barring List, a medical questionnaire, online search and satisfactory references.</p> <p>It is a prerequisite that you familiarise yourself with the safeguarding policy and safer working practices policy and procedures of the school and follow them.</p> <p>The Castleman Academy Trust expects all employees and volunteers to be committed to the Trust's Policies and ethos</p>   | <p>Experience of safeguarding</p>  |