



**Salisbury Plain  
Academies**

**St Michael's Primary School**



**Deputy Headteacher**

**APPLICATION PACK**

Required from 1<sup>st</sup> September 2021

Salary details L 6 – L 10  
£46,457 - £51,311

*Salisbury Plain Academies are committed to safeguarding and promoting the welfare of children. All posts are subject to a Disclosure and Barring Service (DBS) check.*

## DEPUTY HEADTEACHER

### Role to commence 1<sup>st</sup> September 2021

Thank you very much for your interest in the role of Deputy Headteacher at St Michael's Primary School. This application pack is electronic; there is no printed version. Candidates who are successful in being short-listed will receive further information and details to assist with preparation for interview. We hope you find everything you need and that our Salisbury Plain Academies and St Michael's websites will be helpful.

St. Michael's CE Primary School serves a varied community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

We realise that we cannot possibly teach our pupils everything they need to know, but we can spark interest, ignite passion for learning and fire up ambition to inspire every child to recognise and exceed expectations.

We want our pupils to go out from our school and shine brightly, stand out in their communities and succeed in a rapidly changing world.

If you have any queries please do not hesitate to contact the school office on 01980 670268 or [admin@stmichaelsprimary.org.uk](mailto:admin@stmichaelsprimary.org.uk)

In this application pack you will find the following:

- Introduction to Salisbury Plain Academies
- Salisbury Plain Academies – Mission, Vision and Values
- Role Overview
- Our Requirements
- Job Description
- Person Specification
- Information about how to apply

# INTRODUCTION TO SALISBURY PLAIN ACADEMIES

Our vision is that our current and future schools will benefit from working as part of a wider family of schools. All our academies collaborate very closely in sharing school improvement strategies and in supporting one another.

It is clear that a group of academies working together will provide a powerful tool for school improvement and for raising standards. We operate with a central Trust Board who provide strategic direction, while local Academy Advisory Boards support individual schools and also work together to share skills.

The schools are led by their Principals, working as part of a supportive community. Our aim is to reduce bureaucracy, share best practice, co-operate in professional development and provide higher quality support than would be available to any single school working alone.

To find out more, please visit our website <https://salisburyplainacademies.org.uk/>



# Salisbury Plain Academies - A family of schools

## **Our Mission**

To transform life chances for children through educational excellence

## **Our Vision**

United as a family of schools by our core values, SPA will be a beacon of educational excellence. SPA schools will be schools of parental first choice because of our uncompromisingly high standards, and our reputation for achieving success through pride and ambition.

SPA learners will be confident, compassionate and curious global citizens, contributing positively to society and thriving in a rapidly changing world. SPA staff will be ambitious and well-trained leaders, engaging in research such that their practice is data driven and grounded in evidence. SPA stakeholders will be proud of schools that transform life chances for children through educational excellence.

## **Our Values**

- Honesty
- Endeavour
- Fairness
- Mutual respect

## **Our Mantra:**

Inspiring & Enabling -  
Success  
Pride &  
Ambition

# ROLE OVERVIEW:

## Deputy Headteacher

<b>Start date:</b>	1 <sup>st</sup> September 2021
<b>Salary:</b>	L 6 – L 10 (£46,457 - £51,311)
<b>Hours of work:</b>	Full time
<b>Location:</b>	St Michael's CE Primary School
<b>Contract Term:</b>	Permanent

Due to rapidly rising pupil numbers, we are seeking to appoint a highly effective Deputy Headteacher from September 2021, with a minimum of one day teaching a week, to work alongside the Head Teacher and existing leadership team. This is an exciting new role, and would suit a senior leader who seeks the challenge of leading in an innovative environment. We are looking for someone who can combine strategic thinking, with the ability to build strong teams and implement programmes with operational rigour.

The successful applicant will be passionate and dynamic in their drive to improve teaching and learning within the school.

We are looking for someone who:

- ***will be instrumental to supporting and furthering the vision and values of the school***
- ***can facilitate the school's commitment for continual improvement of teaching and learning across the school***
- ***is caring and committed, with excellent interpersonal skills***
- ***has experience and is able to lead the pastoral needs of a school and build strong relationships with the school community***
- ***is able to provide strong curriculum leadership***
- ***to strategically lead behaviour systems within the school***

We can offer you:

- ***the opportunity to work in a welcoming, caring and happy environment***
- ***a supportive and dedicated governing body***
- ***wonderful children who respond well to challenge and high expectations***
- ***an opportunity to develop your skills, interests and ambitions***
- ***ongoing high quality, professional development***

St Michael's Primary School has a bright and exciting future ahead of it, and as well as focusing on our children and their progress we work and collaborate with the other schools that are part of **Salisbury Plain Academies**.

*A warmth can be felt in the relationships that exist in the St Michael's school community. The vision reflects leaders' determination to provide a holistic education for pupils and to support families and*

*neighbours in the housing developments growing around the new school building. The motto to 'Shine brightly. Stand out' reflects the vision. Pupils flourish because of the safe relationships that they build with staff and the wider community.*

**SIAMS February 2020**

If you would like to become part of our dedicated team, it is essential that you get in touch to arrange a visit to the school.

# OUR REQUIREMENTS:

## HIGH EXPECTATIONS

We set exceptionally high expectations of ourselves and of our pupils. Our aspirations are no lower for our most vulnerable pupils. We work hard, across the curriculum and in every facet of school life, to ensure that all pupils receive high quality provision, to allow them to achieve their full potential.



## EXCELLENT TEACHING

Nothing is more important than excellent teaching, underpinned by high quality professional development. We prioritise learning for all and ensure that teaching staff have access to high quality personalised professional development, at all stages of their career. The Trust places huge emphasis on professional development for all staff and it is vital that our teaching staff are active learners, seeking higher accreditation and research opportunities to benefit pedagogical practice in the classroom.

## EXEMPLARY BEHAVIOUR

There is a clear focus on providing a respectful and orderly atmosphere, where teachers can focus on teaching and pupils can focus on learning. Teachers are models of their expectations at all times, inside and outside the classroom.

## COMMUNITY RELATIONSHIPS

Positive relationships between pupils, pupils and staff and staff and parents, reinforce a culture of excellent behaviour and commitment to learning. In each area of our academy and across the Trust, we ensure that all pupils, and their families, are well known to the school so no child will go unnoticed.

## THE PRIMARY CURRICULUM

All leaders of learning across Salisbury Plain Academies and within each school as well as all other adults who work within the Trust, work closely and collaboratively to develop and improve teaching, learning, social and emotional development. This is our primary concern: to develop independent, happy and confident citizens of the future.



## EARLY YEARS

We have developed a specific Early Years curriculum, which combines the development of personal, social and emotional skills, opportunities for child-initiated learning and a broad curriculum with daily Mathematics and Literacy sessions.



## OUR CURRICULUM

### KEY STAGE 1 AND 2

At Key Stage 1 and 2, pupils are provided with a broad and cross curricular approach to teaching the curriculum including History, Geography, Art, DT, RE, PE and MFL (KS2 only).

### MATHEMATICS

In Mathematics, we follow a curriculum which ensures all pupils gain mastery of mathematical concepts, so they become competent and confident mathematicians.

### ENGLISH

Our English work is enriched with a study of high-quality texts. Mastery of phonics at the earliest opportunity means that pupils can go on to become successful readers and writers.

## **JOB DESCRIPTION: DEPUTY HEADTEACHER**

**Reports to** : Headteacher  
**Start date** : 1<sup>st</sup> September 2021  
**Salary** : Salary – L6 – L10

### **MAIN PURPOSE**

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

If the headteacher is absent, the deputy headteacher will deputise, as directed by the Trust Board.

The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

### **DUTIES AND RESPONSIBILITIES**

#### **Qualities and knowledge**

Under the direction of the headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

## **Pupils and staff**

Under the direction of the headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

## **Systems and processes**

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

## **The self-improving school system**

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organizations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

## **Other areas of responsibility**

As we are currently a rapidly expanding school, with an ever changing dynamic, there would be a teaching commitment for the first year for release and PPA, however, this will change but be based on the needs of the school.

The deputy head teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

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 headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

## PERSON SPECIFICATION: Deputy Headteacher

Salisbury Plain Academies Trust Board are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

ASPECT	ESSENTIAL	DESIRABLE	IDENTIFIED BY
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> <li>• Continuing CPD in teaching and learning, leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of Leading from the Middle, NPQSL or similar leadership qualification</li> <li>• Experience as a DSL</li> </ul>	Application
Teaching and Learning  Leadership and Management	<ul style="list-style-type: none"> <li>• Recent and successful teaching experience in the primary range, significantly raising standards in the classes and subjects led, including leading a core subject</li> <li>• An excellent classroom practitioner, who can model good practice to others and support their improvement, including the effective delivery of CPD</li> <li>• Excellent and current knowledge of curriculum requirements, and how to implement, monitor and support these effectively</li> <li>• The ability to develop a curriculum which promotes pupils' spiritual, moral, social, cultural, academic, creative and physical development and well-being</li> <li>• A proven record of good behaviour management and understanding and delivery of the SEN code of practice</li> <li>• Experience of successful and sustained school leadership in a senior role in a primary setting, including evidence of bringing about school improvement through self-evaluation and action</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in a Church of England School</li> <li>• Successful teaching experience across the primary range with knowledge of EYFS curriculum</li> <li>• Experience of mentoring a NQT</li> <li>• Experience of leading staff appraisals</li> <li>• Knowledge of the role of governance and experience of working with local governors</li> </ul>	Application Interview References

ASPECT	ESSENTIAL	DESIRABLE	IDENTIFIED BY
	<ul style="list-style-type: none"> <li>planning</li> <li>• Experience of using successful team building to create stimulating, efficient, effective and safe learning environments</li> <li>• Proven success in the monitoring and evaluating of teaching and learning, resulting in improved outcomes</li> <li>• Proven track record in raising standards and improving learning for pupils of all abilities</li> <li>• A secure understanding of assessment strategies and the use of assessments to inform the next stages of learning</li> </ul>		
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Data analysis skills and the ability to use data to set targets and identify weaknesses</li> <li>• Effective communication and interpersonal skills, including the ability to communicate a vision and inspire others</li> <li>• The confidence and ability to lead inspiring, inclusive and invitational collective worship (1944 Education Act)</li> </ul>		Application Interview References
Personal attributes and professional skills	<ul style="list-style-type: none"> <li>• A commitment to maintaining, developing and promoting the Christian ethos and values of the school</li> <li>• Ability to develop and maintain effective working relationships and apply good interpersonal skills that are consistent with the ethos of the school, within and beyond the school</li> <li>• Ability to prioritise effectively, work under pressure whilst remaining positive and problem solve</li> <li>• Principled, self-motivated, reflective</li> <li>• Commitment to safeguarding and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of a coaching approach to school improvement</li> </ul>	Application Interview References

ASPECT	ESSENTIAL	DESIRABLE	IDENTIFIED BY
	<ul style="list-style-type: none"> <li>An enthusiasm to lead school improvement co-operatively within a professional learning community and to work with external agencies for the well-being of pupils</li> </ul>		

### Safe Recruitment Procedure

This post is subject to a Disclosure and Barring Service (DBS) check. The post holder must be committed to safeguarding the welfare of children.

SPA is committed to safeguarding and promoting the welfare of children and young people on its sites. To meet this responsibility, SPA follows a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below but can be provided in more detail if requested.

### Disclosure

This post is classified as having substantial access to children, and appointment is subject to a Disclosure and Barring Service (DBS) check.

Applicants are required, before appointment, to: disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

### Shortlisting

Only those candidates meeting the requirements of the role, and who are well suited to the school's ethos and requirements as listed in the advert and person specification, and who include a fully completed application form, will be taken forward from application.

### Interview

1. Shortlisted candidates will be subject to a reference checking process and will take part in a formal interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### Reference checking

References from the previous and current employer will be taken up for shortlisted candidates and, where necessary, employers may be contacted to gather further information.

# HOW TO APPLY

If you decide to apply for this post, please complete the application and monitoring form which can be found at <http://www.stmichaelsprimary.org.uk/vacancies-1/> or by emailing [admin@stmichaelsprimary.org.uk](mailto:admin@stmichaelsprimary.org.uk)

Please also submit a personal statement, which should be no longer than two sides of A4, and should explain why you are applying for the post, why you are suitable for the post and what qualities and experience you will bring to the role. A Curriculum Vitae is not required and will not be accepted.

Under the reference section, you should provide the names, positions, organisations, email addresses and telephone contact numbers of at least two referees, one of whom **must be** your current employer. Please note, we will be seeking references during the short-listing process.

Most of our communication will be done via email but we would appreciate it if you could provide daytime, evening and mobile contact numbers.

All posts are subject to a Disclosure and Barring Service (DBS) check. We are committed to the safeguarding of children.