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**Primary, Secondary & Sixth Form**

**“A SCHOOL FOR EVERYONE…” Ofsted 2020**

**Deputy Headteacher**

**Application Pack**

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**Primary, Secondary & Sixth Form**

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**An Introduction to Washwood Heath Academy**

Dear Candidate

Thank you for your interest in our current role of Deputy Headteacher at Washwood Heath Academy. Due to promotion of the current Deputy Headteacher to Headteacher in September 2022, we are now seeking to appoint a new Deputy Headteacher with overall responsibility for Pastoral: admissions, safeguarding, behaviour, attendance and personal development. The Deputy Headteacher must have vision and drive to support the Head of Academy in delivering continuous Academy improvement. Washwood Heath Academy is a successful and popular All-through Academy with 1700 learners aged 4 – 18 years.

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**In March 2020, Washwood Heath Academy experienced its first Ofsted inspection as an All-through Academy and was graded ‘Good’ in all categories. Ofsted reported that *‘Leaders have a clear and ambitious view of what pupils should learn. They have reviewed the curriculum and made changes in short and longer term’.***

Since I became Headteacher in 2019, we have had a relentless focus on curriculum and teaching and we have a strong CPD programme in place to support this. In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. In addition, we have embedded Direct Instruction into Key Stage 3 and we are keen to introduce it into the Primary phase as a catch-up strategy. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.

To support teaching, we have a whole Academy behaviour policy that teachers consistently use. This means that behaviour in lessons is good and low-level disruption is rare. We want our teachers to focus on their pedagogy and practice, not managing disruptive behaviour. Our behaviour policy also promotes diversity and inclusion, and we are proud to be an Academy that stands against bullyingand discrimination. We are part of the Anti-Bullying Alliance and in November 2021 we were awarded the UNICEF Gold Rights Respecting Schools status.

Our pastoral system is at the heart of everything we do at Washwood, with pupils being assigned to one of eight Houses within Academy – each with its own designated colour and name. The eight Houses each have a range of ages within them with 2 form classes per year group making up the 8 forms in each House. The Heads of House work closely with their Guidance Managers and SLT links to support the development of pupils through the Academy. Pupils remain in the same house from Year 7 to Year 11 which helps foster and develop supportive relationships between the pastoral teams, the form tutors and the pupils. Houses really become a strong factor in the pupils’ identities at Washwood Heath Academy, each one building its own identity, led by the Head of House, and developing a close family feel within the larger overall Washwood family. In addition, we are establishing the House system in our Primary phase too.

At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we also do this for each other as well.  We are a caring and nurturing environment which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief.  We go above and beyond to ensure that everybody within our Academy community feels respected, challenged, supported and safe.  We believe in being: **Ready, Respectful and Safe** and we expect all visitors to our Academy to uphold our three rules.

We aim to equip our pupils with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our pupils’ journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the Academy. Primary pupils have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through Academy.

We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally. Together as one Academy,Washwood Heath Academy provides a safe and caring environment for our pupils led by highly effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.

Washwood Heath Academy really is *‘a school for everyone’* and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.

**Curriculum**

We are extremely proud of the ambitious, broad and balanced curriculum we offer to all of our learners. We are committed to providing children with the best life chances possible, irrespective of their background or starting point. We deliver a powerful knowledge-rich curriculum to our learners with the view to their development as global citizens able to make a positive contribution in the local and wider communities of the future.

**What is a knowledge-rich curriculum?**

A knowledge-rich curriculum at Washwood Heath Academy:

* places powerful and rich knowledge at the heart of the curriculum
* has carefully chosen content
* embraces diversity and develops character
* is organised in a coherent way, ensuring it builds knowledge and skills from year to year
* is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time
* is coherent and ensures that teaching does not jump from topic to topic, but enables children to develop knowledge and skills, foster curiosity and ignite a love of learning
* is an entitlement for every child, regardless of their background
* it equips learners with the cultural capital they need to succeed in life by introducing them to ‘the best that has been though and said and helping to engender an appreciation of human creativity and achievement’.

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**Washwood Heath Academy’s Curriculum Principles**

We believe our curriculum should:

* Be broad, balanced and appropriate and remain as broad as possible for as long as possible regardless of demographic or starting point.
* Be coherent and sequential so that new knowledge and skills build on what has been taught, to secure strong pupil outcomes.
* Allow all learners to develop their potential, achieve and experience success.
* Be informed by evidence, theory and research e.g., utilising cognitive science strategies to help pupils retain and recall knowledge to allow future learning.
* Acknowledge our contextual needs by giving high priority to increasing learners’ mastery of functional literacy, vocabulary and numeracy to maximise learners’ opportunities for future learning and employment.
* Ensure effective transition at all key stages; from pre-school to Reception, Y2 to Y3, Y6 to Y7, Y9 to Y10 and Y11 to Y12.
* Provide opportunities to develop SMSC, Character, Careers and Equality/Diversity education.
* Enable learners to keep safe, and to know about options available to them to enjoy healthy lifestyles, relationships, experience of the world of work and play a full part in society by learning what it means to be a British citizen.
* Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare pupils for life and work.
* Provide opportunities for learning outside the classroom, increasing cultural capital, raising aspirations and increasing pupils’ appreciation of subjects beyond just examination content.
* Meet statutory National Curriculum expectations

The curriculum is thoughtfully constructed to reflect the Academy’s local context and to incorporate what informed leaders firmly believe should be taught, in what order, whilst reflecting upon what learners remember and how they remember it. This allows learners to make meaningful connections and gain an understanding of how our world is connected. The curriculum provides opportunities through all subjects and for all ages to be exposed to the diverse world in which we live, to explore and develop character and help learners to act ethically, with compassion, empathy and with a sense of citizenship. Exposing learners to a rich and varied range of experiences in turn raises the cultural capital for all.

**Washwood Heath Academy’s Curriculum Construction Principles**

* Our curriculum is structured in a logical and chronologically appropriate manner.
* Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points.
* Our understanding of cognitive psychology is used to maximise potential learning gains. For example, opportunities to regularly revisit knowledge are carefully planned to allow the best opportunities to improve pupil retention and recall.

**You can find out more about Washwood Heath Academy at the website:** [**https://washwood.academy/**](https://washwood.academy/)

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**JOB DESCRIPTION – DEPUTY HEADTEACHER**

**Job Title: Deputy Headteacher: Pastoral – Safeguarding, Behaviour, Attitudes, Admissions, Personal Development, Pupil and Staff Wellbeing.**

**Accountable to: Head of Academy**

**Accountable for: -** Providing outstanding safeguarding

* Developing an outstanding behaviour for learning
* Pastoral care, guidance, and support
* The pastoral Senior and Middle Leadership Team
* The personal development, behaviour and welfare of pupils
* Inclusion provision
* Whole Academy attendance
* Admissions

*Please note that there may be some change of roles to ensure that they best match the skill set of the Deputy Head and team and provide future professional development opportunities.*

**Strategic Direction and Core Purpose**

Work with the Head of Academy to develop the strategic direction of the Academy and analyse and plan for its future needs and further development within the local, national, and international context.

All members of the Senior Leadership Team share responsibility for providing leadership and strategic direction with regard to Academy culture, vision and policies. This includes but is not limited to: pupil achievement; maintenance of good behaviour and discipline; support for Academy activities and cultural capital; and both maintaining and promoting the positive reputation of the Academy. There is a shared Senior team responsibility for whole Academy planning, monitoring, review and evaluation.

The Deputy Headteacher will assist the Head of Academy in ensuring the safety of all children and conduct the affairs of the Academy for the benefit of all children and the community it serves. All members of the Leadership Team should be learning-centred ensuring all stakeholders reach their potential, focused on sustainable leadership and reflect the highest possible professional standards including the health and safety of all stakeholders whilst in the Academy’s care.

At Washwood Heath Academy, Leaders endorse and protect values and beliefs which tie in with the Academy’s vision. We are inspired by our purpose to improve the life-chances of all of our pupils, and to develop new expertise in our teachers and ensure all teachers and support staff improve and develop.

**Duties Specific to the Post Holder**

**Safeguarding, Behaviour and Attendance**

* Carry out the duties of the Designated Safeguarding Lead for the Academy
* Line manage the Pastoral system and DSLs and ensure the highest standards of safeguarding along with the Head of Academy. This includes working closely with the Head of Primary phase to ensure consistent strong safeguarding policies and procedures across the Academy.
* Leadership of the pastoral team to ensure all safeguarding policies and practices in the Academy enable a culture of vigilance where pupils’ welfare is actively promoted.
* Develop, monitor and evaluate the effectiveness of all Academy safeguarding systems and practices which identify and report on pupils who may be at risk of neglect, abuse or sexual exploitation and ensure comprehensive training is in place for staff and other stakeholders.
* Develop, monitor and evaluate a comprehensive pastoral programme in which pupils are taught how to keep themselves safe, how to keep themselves healthy, issues related to emotional and mental health, safe and positive relationships and how to prevent the misuse of technology
* Lead and deliver the highest standards of pastoral care so that pupil behaviour and attendance is consistently good or better.
* Develop and lead Assistant Heads and other Academy leaders to ensure high standards of behaviour and attendance are achieved throughout the Academy and embedded across all year groups and departments.
* Support staff within your team and the whole Academy in achieving high standards of behaviour management through effective CPD.
* Develop whole-Academy strategies to promote positive attitudes to learning and high standards of behaviour.
* Oversee the development of recognition and rewards across the Academy.
* Ensure a professional, visible presence to support and embed high standards of pupil conduct in lessons and round the Academy.
* Promote and model good relationships with parents and carers, which are based on partnerships, to support and improve pupils’ behaviour and attendance.
* Develop strategies to help remove barriers pupils may experience in achieving their personal best with a commitment to disadvantaged pupils.
* Gain a thorough understanding of the support young people and colleagues need to help all pupils enjoy their time at Washwood Heath Academy and achieve success.
* Lead and promote the mental health provision across the Academy for both pupils and staff.
* Implement, monitor and review systems to promote high levels of attendance and excellent punctuality, particularly for key groups of pupils.
* Ensure that information on pupil behaviour, attendance and punctuality is used to improve pastoral care.
* Develop positive working relationships with a number of outside agencies including other Academies, the Local Authority, alternative provision providers, etc.
* Contribute to ITT, ECT and Teach First Induction and Training.
* Provide professional leadership and management in order to raise standards and achievement in all areas of the Academy’s work, particularly in a core or EBACC subject area.
* Promote continuous improvement through collaboration within the institution and with other organisations which adopt best practice.

**Pupil Care and Development**

* Oversee the development, organisation and implementation of the Academy’s policy for the personal and social development of pupils including pastoral care and guidance.
* Oversee the effective induction of pupils during transition, mid-year admissions and managed moves.
* Promote among pupils, standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour.
* The handling of individual disciplinary cases.

**Line Management**

* Line manage and develop Assistant Heads responsible for behaviour and personal development
* Line manage Heads of House, Guidance Managers and DSLs
* Line manage and hold designated Subject Leaders to account for the quality of the curriculum provided in terms of intent, implementation and impact.
* Work with designated Subject Leaders to build an inclusive shared vision and practices so that where pupils fall behind there is swift intervention and support.
* Develop the leadership skills of all leaders across the Academy.

**Other Key Accountabilities**

**The Deputy Head should be prepared to lead on such areas as curriculum development, quality of education, personal development, monitoring of standards and teacher effectiveness, tracking and analysis of results/data, behaviour management, external relations and community links, staff development, training and induction. As a member of the senior leadership team, the Deputy Head will also be centrally involved in the overall leadership and management of the Academy and will help to establish an Academy culture that is both nurturing and rigorous.**

**Leadership and Management**

* To deputise for the Head of Academy in their absence.
* To play a major role in setting and establishing future strategy for the Academy.
* To share responsibility for the management of the Academy and to contribute to the consultative and decision-making process.
* To fully support whole Academy policy decisions, contribute to their initiation and sustain their implementation and review.
* To actively promote the Academy and liaise with outside agencies as necessary, representing the Head of Academy, the Academy or the Trust as appropriate.
* Monitoring progress towards the achievement of the aims and objectives and taking prompt action to rectify anticipated deficiencies.
* Playing a lead role promoting the ethos of the Academy, creating and maintaining an environment which promotes and secures good teaching and effective learning, ensuring that all relevant standards of conduct are met be pupils and staff.
* Contributing to the monitoring and evaluation of the quality of education and standards of pupils’ achievements using all available local and national data and internal assessments.
* Critically reviewing all aspects of the Academy’s operation and contributing ideas to the development of improvement strategies.
* To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
* To provide an excellent role model for all members of staff and pupils in all aspects of Academy life.
* To be an exemplar of all Academy policies and practices.
* To actively promote the aims of the Academy and to offer support and guidance to colleagues.
* To make a significant contribution to the Academy’s CPD programme, including coordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
* To assist the Head of Academy in Academy self-review and evaluation and in the effective planning and management of Academy resources to secure improvements.
* To maintain an informed view of standards and the quality of education across the Academy.
* To assist the Head of Academy in all aspects of the day-to-day administration and organisation of the Academy, as agreed with the Head, including taking responsibility for agreed areas, e.g., timetables, duty rotas etc.
* To support the Head of Academy in the implementation of the Academy’s performance management process, to secure Academy improvement and individual CPD.
* To participate in recruitment and selection, as agreed with the Head of Academy.
* To ensure that the Academy QA policy and calendar are implemented and any subsequent follow up is actioned.
* To provide a strong and empathetic approach in order to ensure an inclusive and supportive environment to enable pupils and staff to work creatively and successfully.
* To be mindful of the wellbeing and mental health of pupils and staff.
* To work closely with the principle in dealing with difficult and sensitive issues in the Academy.

**Teaching and Learning**

* Be an outstanding teacher.
* Lead a core faculty and other faculties across the Academy in order to raise standards.
* Support the training and development of teaching staff so as to improve the quality of teaching and raise the level of challenge in lessons.
* Provide support and coaching to staff to all levels in the Academy, encouraging and supporting their professional development and enabling them to function effectively and with confidence.

**Academy Ethos and Culture**

* To maintain a presence around the Academy to ensure the highest standards of behaviour and to contribute to the overview and review of pupil behaviour.
* To be active in issues of staff and pupil welfare and support.
* To maintain the Academy culture and ethos that is utterly committed to delivering high standards of education.
* To develop and maintain strong partnerships and ensure regular and productive communication with parents and carers.

**Other Duties and Responsibilities**

* To attend daily and weekly meetings, in accordance with Academy policy and to lead such meetings as required.
* To take whole Academy assemblies and to support other colleagues with assemblies.
* To prepare and present reports as required e.g., governors, parents and outside agencies.
* To attend occasional meetings during evening hours, at weekends or in Academy holidays as required.
* To demonstrate commitment to equality of opportunity and the safeguarding and welfare of all pupils.
* To have a willingness to be reflective and undertake development opportunities.
* To be personally accountable for delivering services efficiently, within budget and to implement any approved savings and investment allocated to the service area.

**Support to the Academy**

* To promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
* To comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Will be aware of, support and ensure equal opportunities for all.
* Will contribute to the overall ethos/work/aims of the Trust.
* Will establish constructive relationships and communicate with other agencies/professionals.
* To attend and participate in regular meetings.
* Will participate in training and other learning activities and performance development as required.
* Will recognise own strengths and areas of expertise and use these to advise and support others.

**In Addition**

* To make suggestions to improve the ongoing effectiveness of non-teaching support.
* To undertake any other reasonable duties within the overall function, commensurate with the grading level and responsibility of the job.
* All staff are expected to work in a flexible and versatile manner as directed by their line manager.
* To take part in a Performance Review System.

**Health and Safety**

* To ensure a work environment that protects peoples’ health and safety and that promotes welfare, and which is in accordance with the Trust’s Health and Safety policy.
* To comply with the requirements of Health and Safety, or relevant legislation and Academy/Trust documentation.

**Corporate Responsibilities**

* To assist with pupil needs as appropriate during the Academy Day.
* To show support for and uphold our ethos, value, all policies and procedures.
* To promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
* Understand and represent the views of staff to the Leadership Team and to represent the Leadership Team to staff seeking, through influence and persuasion, to ensure that the Academy functions as an effective and cohesive team in pursuit of the Academy’s aims and objectives.
* Representing the Academy to parents, members of the local community and all other external contacts, inspiring confidence and promoting the national and local profile and good reputation of the Academy.
* To support the induction of new staff, pupils and apprentices.
* To communicate effectively and professionally, both orally and in writing.
* To make a positive contribution to the wider life and ethos of the Academy.
* To act with professionalism, integrity and with due regard to matters of a confidential nature at all times.
* To comply with any reasonable request from a manager or Head of Academy to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.

*This job description may be modified by the Head of Academy, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.*

**PERSON SPECIFICATION**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Education/Knowledge/Qualifications** | | | |
| Qualified Teacher Status | ✓ |  | Application |
| Degree | ✓ |  | Application |
| Professional Qualification, e.g. NPQ, Masters |  | ✓ | Application |
| A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate | ✓ |  | Interview |
| Sound knowledge of the developments in curriculum, attendance, pastoral care, behaviour and exclusions, etc. | ✓ |  | Application/Interview |
| Evidence of recent and relevant training and development in preparation for and / or development of leadership | ✓ |  | Application/Interview |
| **Experience** | | | |
| Substantial experience of teaching in at least 2 different urban secondary schools | ✓ |  | Application |
| At least 2 years’ experience as an Assistant Head or Deputy Head | ✓ |  | Application |
| Successful strategic experience of leading and managing at assistant headship/deputy headship level in a multicultural secondary Academy | ✓ |  | Application/Interview |
| Extensive experience of managing pastoral, behaviour and attendance in at least one Academy with clear evidence of impact |  | ✓ | Application/Interview |
| In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues | ✓ |  | Interview |
| Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change | ✓ |  |  |
| Proven track record of excellent teaching | ✓ |  | Interview |
| The ability to plan, monitor and evaluate Academy effectiveness and lead by example | ✓ |  | Application/Interview |
| An understanding of how an all-through Academy works operationally, financially, staffing and so on |  | ✓ | Interview |
| Knowledge and understanding of strategies to promote inclusion and equality provision within the Academy | ✓ |  | Application/Interview |
| Extensive experience of safeguarding and knowledge of the issues that face young people in East Birmingham |  | ✓ | Application/Interview |
| A commitment to the extra-curricular life of the Academy | ✓ |  | Application/Interview |
| Understanding the legal issues relating to managing an Academy including safeguarding, suspensions and permanent exclusions | ✓ |  | Application/Interview |
| A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning | ✓ |  | Application/Interview |
| A commitment to the Academy’s Strategic Purpose, Commitment and Intent | ✓ |  | Interview |
| High level of written and oral communication skills for communicating within and beyond the Academy | ✓ |  | Application/Interview |
| To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines | ✓ |  | Interview |
| **Personal Skills** | | | |
| Has a friendly yet professional and respectful approach which demonstrates supports and shows mutual respect | ✓ |  | Interview |
| Open, honest and an active listener | ✓ |  | Interview |
| Able to motivate and inspire pupils and staff | ✓ |  | Application/Interview |
| Takes responsibility and accountability | ✓ |  | Application/Interview |
| Committed to the needs of pupils, parents and other stakeholders and challenges barriers to providing effective service | ✓ |  | Application/Interview |
| Ability to initiate ideas | ✓ |  | Application/Interview |
| Demonstrates a ‘can do’ attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations | ✓ |  | Application/Interview |
| Is adaptable to change and welcomes change | ✓ |  | Application/Interview |
| Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills | ✓ |  | Application/Interview |
| Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance | ✓ |  | Application/Interview |
| Resilience and motivation to lead the Academy through day-to-day challenges while maintaining a clear strategic vision and direction | ✓ |  | Interview |
| Ability to set own targets and meet own and other  people’s deadlines | ✓ |  | Application/Interview |
| **Equal Opportunities** | | | |
| Must have an understanding of and commitment to the Trust’s equal opportunities policies and procedures | ✓ |  | Application/Interview |
| To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting | ✓ |  | Application/Interview |

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