



Recruitment
information for the
position of

**Deputy
Headteacher – 2
positions available**

**Fox Hill Primary &
Woodseats Primary**



Dear Applicant

Thank you for your interest in the position of Deputy Headteacher at Steel City Schools Partnership.

Steel City Schools Partnership is Multi Academy Trust that has a proven track record of school improvement and in transforming the lives of the children and families we serve. The successful candidate will therefore play a pivotal role for the Governors, staff and community at Fox Hill and Woodseats on behalf of SCSP.

The role of Deputy Headteacher is to support the Headteacher in providing the day to day leadership and management of the school, particularly around educational outcomes and the quality of education, which enables the school to give every child a high quality education and which promotes the highest possible standards of achievement and attainment. You will be expected to secure the success of the school by maximising potential from the skills and resources available from the school and across the partnership and by working very closely with me as Chief Executive Officer (CEO), the Executive Director School Improvement (EDSI), the Headteacher and other Trust leaders.

You will form part of the School's Leadership Team and will work with us on the development and improvement model for Fox Hill / Woodseats. Being part of Steel City Schools Partnership means that the school benefits from the Trust's centralised services. You will also have the opportunity to share your expertise with other schools in the Trust and benefit from our support networks to further your own development.

You will be joining a highly innovative, inspirational and ambitious organisation, so we are seeking an outstanding candidate who can:

- Realise the highest possible quality of service to support our educational vision
- Evidence strong leadership and effective support to colleagues
- Support the school, Governing Body and Trust to achieve the best possible outcomes for children

This is an exciting and very rewarding role and I look forward to receiving your application and hopefully meeting you in the near future.

Yours faithfully

Nicola Shipman
Chief Executive Officer

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Dear Applicant

Thank you for your interest in working for Steel City Schools Partnership.

Steel City Schools Partnership is a Multi Academy Trust that currently leads a partnership of 9 primary academies. We have a proven track record of securing transformational change and sustainable school improvement. Our current academies have all made good progress towards meeting the challenging targets set and expected by the DfE, RSC, ESFA and by us as trustees.

Our vision is to provide high quality education and deliver the best outcomes for young people within an ethos based on our vision and underpinning aims:

To provide a first class, innovative education for all.

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Our desire is to provide outstanding educational provision for children and families, firmly rooted in the context of the local communities. We seek to support lifelong learning, and provide excellence in teaching through high expectations that adhere to traditional values and standards.

This is an exciting time in our development as we continue our journey of improvement and look to expand our partnership of schools and services to have further impact on the lives of young people. We are delighted that in the last year we have had 3 more schools join SCSP and we look for this growth to continue, supported by our external partners to do so.

You will be joining an ambitious and innovative group of leaders, therefore we are seeking an imaginative and creative member of staff who can secure positive outcomes for our young people, staff, families and the wider communities we serve. We are looking for an outstanding leader who can take the school onto greater success, inspiring the children to attain the highest level possible by working with our CEO and the Trust.

If you share our vision and passion for children and their families, then we would like to hear from you.

Yours faithfully

Paul Doherty (Chair of Trustees)
on behalf of the Trustees:

Anita Dell, Sonia Gayle, James Glover, Juliet Rowson, Alison Roy and Nicola Shipman

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Welcome to Steel City Schools Partnership – Who are we?

Thank you for your interest in working for Steel City Schools Partnership. As a Multi-Academy Trust with a very clear vision and ambition, Trustees are keen to ensure they recruit and retain the highest calibre of candidates to be part of Steel City Schools Partnership to provide the very best education possible to the children we serve.

Steel City Schools Partnership was formed on April 1st 2013 following a long established partnership between three local schools – Fox Hill Primary, Mansel Primary and Montenev Primary, a National Support School. Following a period of improvement, SCSP welcomed two new schools to the Trust – Greenhill Primary and Windmill Hill Primary – both on February 1st 2018. Woodseats Primary joined SCSP on September 1st 2019, Brook House Junior on April 1st 2021 and Lound Infant and Lound Junior joined on September 1st 2021. The Trust is delighted to be working with Sheffield Local Authority and with more schools who are considering joining SCSP.

The Multi-Academy Trust has been established to ensure a Sheffield, primary-led partnership of schools with an ambition to work closely with other academies and schools in both formal and informal arrangements. The Trust aims to provide a high quality learning environment that inspires and motivates children, staff and the wider community to engage in education and learning. The “To provide a first class, innovative education for all” philosophy drives policy, practice and governance in order to achieve this. Leadership development, succession planning and capacity building are also priorities for the Trust.

As a Multi Academy Trust we work closely and value greatly our relationship with a number of local and regional partners, being a Strategic Partner with the regional Teaching School Hubs. SCSP has been very successful with our CPD programme and outreach work, leading training for a range of educational and leadership programmes. We have lead staff who are subject experts at all levels of the current National Professional Qualifications. Our CEO is a National Leader of Educations and an Ofsted Inspector.

Academies currently within Steel City Schools Partnership:

- **Brook House Junior**

Brook House is a rapidly improving school (Good – November 2019) in the west of the city serving the Beighton area. The school serves a close knit community and has wonderful external grounds, backing onto the Rother Valley Park. Brook House joined SCSP in April 2021 and in that time has made rapid improvements. Brook House works closely with its feeder secondary, Westfield as well as with other local and regional schools.

- **Fox Hill**

Fox Hill is a successful school (Ofsted Good - July 2019) in the north of Sheffield serving predominantly the Fox Hill estate. The school has approximately 57% of the cohort deemed disadvantaged pupils and also hosts an Integrated Resource base for 24 pupils with ‘complex and multiple’ special educational needs. The school was rehoused in a new building in 2015.

Fox Hill works closely with the local secondary school and is a targeted English Hub (Whiston Worrygoose) network school for early reading and phonics.

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- **Greenhill**

Greenhill Primary is a rapidly improving school (Ofsted Requires Improvement – December 2015) serving the Greenhill village community in the south of the city. Since joining SCSP in February 2018, the school has made progress towards raising the outcomes and progress for the pupils. A new leadership team started in September 2019. SCSP are delighted that an IR for 12 children with SEMH/ASD is to be opened on site and the pre-school provision, currently on site will become a school based nursery. Both of these changes are due to take place in September 2022.

- **Lound Infant and Lound Junior**

Operating on 2 sites, Lound Infant and Lound Junior, formally Lound Academy Trust, are the most recent schools to have joined SCSP in September 2021. Both schools are Good (Infant May 2017 and Junior July 2017) and serve the Burncross / Chapeltown area. Lound works closely with the other SCSP and locality schools in the north of the city as well as with its feeder secondary Ecclesfield.

- **Mansel**

Mansel is an effective school (Ofsted Good- January 2017) in the north of the city serving the Parson Cross estate. Approximately 62% of the pupils are deemed to be disadvantaged yet despite this challenge, has recorded very strong outcomes. The school has benefited from strong leadership and governance. Mansel works closely with the neighbouring secondary school and is a targeted English Hub (Whiston Worrygoose) network school for early reading and phonics.

- **Monteney**

Monteney (Ofsted Good – March 2020) is a National Support School serving the north of the city and the Parson Cross and Shiregreen estates. Approximately 28% of the pupils are deemed to be disadvantaged and the school is oversubscribed every year. The school has a track record of Innovation and Leadership development. Monteney works closely with a range of external partners including the feeder secondary school, as well as Learners First and Learn Sheffield.

- **Windmill Hill**

Windmill Hill Primary (Ofsted Good – November 2013) joined SCSP in February 2018 after a period of time working in conjunction with the CEO. Windmill Hill serves the Burncross / Chapeltown area in north Sheffield. The biggest challenge facing the school is the condition of the building and in 2021 SCSP submitted a fourth bid to the ESFA for a new build with the support of the Governors, local councillors and the local MP. The school has made an application to reduce pupil numbers (30) due to a fall in the local birth rate. This is due to take effect from September 2023.

- **Woodseats**

Woodseats Primary (Ofsted Good – November 2016) joined SCSP in September 2019 after a period of collaboration with Greenhill Primary. The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged yet recorded results in 2019 that were in line with or above national in all key stages.

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Our Deputy Headteachers will be part of the individual school strategic leadership team and work closely with the CEO, the Executive Director School Improvement (EDSI) and Chief Officer Operations (COO), as well as the Trust and school leadership teams. The ability to work in collaboration with others within the setting and beyond is a prerequisite of the role. We strongly believe that partnership working leads to high performing teams, delivering on children's outcomes and life chances as a result. You will be working in the first instance with the Headteacher who will work in conjunction with the designated EDSI and the CEO in shaping the vision for the school within that of the Trust.

Through strong, visible leadership, coupled with a thirst and enthusiasm for learning, you will be a role model in inspiring and motivating others within the school and across the Trust. It is essential you are able to articulate clearly and communicate the vision of the Trust and the school for the future to pupils, parents, staff, Governors and our wider partners.

I trust this flavour of SCSP excites you as much as it does us. We still have much to do across the 9 schools including ensuring standards are maintained and increased at all key stages. With the dedicated team and collaborative approach, we are well placed to build on our many strengths and I hope by joining the Trust, you are excited at how you can help to be able to shape the future and community at Fox Hill and Woodseats and make a difference to children's lives.

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Deputy Headteacher Salary L8 – L12

The Trustees of SCSP are looking to recruit 2 Deputy Headteachers who, in conjunction with the CEO of Steel City Schools Partnership, the Headteacher of the school and the Local Governing Body

- Can articulate and role model a clear vision for the school within the Trust, for the development of education to meet the demands of a rapidly changing agenda, one which we are shaping ourselves.
- Consistently demonstrate effective leadership and management which enables the Trust to give every child a high quality education and which promotes the highest possible standards of achievement and attainment.
- Contribute to the long-term success of the Academy by maximising potential through the skills and resources available from across the partnership and beyond.
- Builds and sustains leadership capacity in the Academy.
- Contributes to the work of Steel City Schools Partnership and our wider partners.
- Will deliver specialist continuous professional development across the partnership at all levels.

In return Steel City Schools Partnership can offer you:

- Wonderful children with a thirst for learning.
- A knowledgeable and innovative leadership team to support school to school improvement.
- Keen, passionate and well-motivated staff teams who are eager to learn and involve themselves in all aspects of Academy and Trust life.
- A warm, welcoming ethos based on collaboration, care and respect for all.
- Parents who are keen to engage with and contribute to their children's learning.
- Strong links with schools within the Trust, the immediate family of schools, the locality and beyond including regional Teaching School Hubs and Research Schools.
- The opportunity to co-create, implement and share new and innovative practice.
- A supportive Local Governing Body and Board of Trustees, committed to improving outcomes for all.
- Alongside the support of the CEO, Headteacher, Trustees and Governing Bodies, the challenge of shaping and implementing a school and Trust vision.
- A supportive Local Governing Body and Board of Trustees committed to improving outcomes for all.

Please note that successful candidates will be appointed to the Trust and as such can be deployed at any site across the Partnership as directed by the CEO. In the first instance these roles will be based at Fox Hill Primary and Woodseats Primary. It is expected that the successful candidate will take up post from September 2022.

Informal discussions about the roles are warmly welcomed. These can be arranged through contacting Nicola Shipman, CEO on nshipman@steel-city-schools-partnership.org.

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Visits to the schools are welcomed and planned for:

- Fox Hill - Friday 13th May 1-4pm or Tuesday 17th May 8am - 12noon.
- Woodseats - Thursday 12th May 8am - 12noon or Thursday 19th May 8am-12noon

The CEO will be available to show you round and answer any questions you may have about the role. The visits can be arranged by making an appointment via nshipman@steel-city-schools-partnership.org.

You can find further information about the schools and Steel City Schools Partnership by visiting our websites: www.foxhill.sheffield.sch.uk, <https://www.woodseatsprimaryschool.org.uk/> and www.steel-city-schools-partnership.org.

To apply for this post, please complete the SCSP leadership application form available from: jobs@steel-city-schools-partnership.org or by downloading from the SCSP website. Completed forms should be returned to jobs@steel-city-schools-partnership.org stating Deputy Headteacher - application in the subject line.

Closing time and date for applications: **12 noon Friday 20th May 2022**

Process: **Tuesday 24th, Wednesday 25th or Thursday 26th May (Venue and process TBC)**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The successful candidate will be required to undertake an enhanced Disclosure and Barring Check in line with the Rehabilitation of Offenders Act (ROA) 1074 (Exceptions) Order 1975 and the Police Act Regulation.

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Deputy Headteacher Job Description

JOB PURPOSE: Working with the Headteacher to provide leadership for the school which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement in accordance with statutory requirements and the 5 outcomes of Every Child Matters.

RESPONSIBLE TO: The Chief Executive Officer of the Trust and the Headteacher of the school.

RESPONSIBLE FOR: Teaching and support staff of the school and its children and young people.

ACCOUNTABILITIES: To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers. The job description is based on the Headteacher Standards (October 2020)

SPECIAL FEATURES: The post holder shall be required to work in any of the Academies within the Steel City Schools Partnership as directed by the Chief Executive Officer. In conjunction with the Headteacher and Trustees you are expected to undertake the following:

Shaping the Future - Working with the Headteacher to:

- Develop and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school, the Trust and its community as part of Sheffield and in its wider context.
- Translate the vision into clear, agreed objectives and operational plans that promote and sustain school improvement.
- Ensure that the school moves forward for the benefit of its pupils and their community using data and benchmarks to monitor progress and attainment.
- Motivate and inspire all stakeholders to create a strong, shared culture of learning, through distributed leadership through teams and individuals within an inclusive environment.

Learning and Teaching - Working with the Headteacher to:

- Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensure an school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensure a culture and ethos of challenge and support where all children can achieve success, become engaged and take ownership of their learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

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Developing Self and Others - Working with the Headteacher to:

- Build a collaborative learning culture within the school and actively engage with other schools within and beyond the Trust and other schools and settings to build effective learning communities and partnerships.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff in line with agreed Trust expectations.
- Set high expectations for all and address underperformance.
- To act as a role model for the highest professional standards within the framework of the Trust and the school's expectations.
- Regularly self evaluate, set personal targets and take responsibility for own personal professional development.
- Implement performance management systems that ensure high quality education provision.

Managing the Organisation - Working with the Headteacher to:

- Ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.
- Organise and manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities and the best possible outcomes for children.
- Recruit, deploy, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- To deputise for the Headteacher as necessary
- To undertake any professional duties of the Headteacher, as delegated, or in the event of their absence from school.

Securing Accountability

- Effective fulfilment of all roles and responsibilities outlined in this document
- Provide information, advice and support to the Headteacher and Governing Body to enable them to meet their responsibilities for securing:
 - Effective teaching and learning
 - High standards of achievement
 - Efficiency and good value for money
 and enabling them to present full, clear and accurate accounts of the school's performance to a range of audiences including the Children's Service Authority, OFSTED, the local community and others.
- To assist the Headteacher in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school.
- To assist the Headteacher in ensuring all parents are well informed about:
 - curriculum attainment and progress
 - realistic and challenging targets for improvement
 and to make a fully informed contribution to achieving them.

Strengthening Community - Working with the Headteacher to:

- Co-operate and work with relevant agencies and partners to ensure the well being of children in line with the 5 Every Child Matters outcomes.

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- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Build an school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Manage effective relationships with all stakeholders and partners to ensure children's and the community's needs are met.

Specific responsibilities

Curriculum Responsibilities

- Responsibility for Curriculum and Assessment
- Responsibility for Planning, Development, Monitoring and Assessment of whole Academy curriculum provision
- To plan develop and monitor curriculum provision
- To lead a team of staff through the component parts of planning, development and delivery of curriculum
- To develop distinctive features of the curriculum including extra curricular activities
- To develop and monitor assessment practice
- To develop a central pupil performance database
- To assist the Headteacher in formulating a system of performance management for all staff to include both staff and curriculum development
- Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress
- Assisting the Headteacher in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them

Pastoral Responsibilities

- Line manage Assistant Headteachers and support senior teachers in their line management.
- Ensure subject leaders meet their responsibilities in line with national standards
- Responsible for staff development, oversight of Pastoral provision, promotion of an inclusive strategic provision for pupils
- To plan implement and monitor a staff development programme including induction, mentoring, training and performance management
- To co-ordinate and evaluate pastoral provision
- To liaise with other providers to secure best opportunities for pupils
- To develop and implement strategies to ensure pupil progress, to monitor, evaluate and review those strategies and pupil progress, and develop extension and out of school hours activities working with partners in education
- Contribute to the provision of a safe, secure learning environment
- To act as Child Protection Liaison Teacher
- Assist the Headteacher in raising academic standards and raising attainment particularly in the areas of English, Literacy, Numeracy, ICT and other basic skills

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Person Specification/Profile – Deputy Headteacher

Qualification and Experience Requirements	
<ul style="list-style-type: none"> ▪ QTS (Qualified Teacher Status) ▪ Evidence of regular and appropriate professional development ▪ Evidence of recent management development ▪ Evidence of recent senior management experience demonstrating a substantial contribution to: <ul style="list-style-type: none"> - Developing and implementing a school ethos - Planning, developing, monitoring and assessing the whole school curriculum - Raising standards through systematic target setting and monitoring, including within the processes of OFSTED - Developing community involvement ▪ Experience of leading CPD ▪ Experience of implementing school improvement initiatives 	Application form
<p>Deputy Headteachers should be able to demonstrate their ability in:</p> <ul style="list-style-type: none"> ▪ Collaborative and flexible leadership in close partnership covering <ul style="list-style-type: none"> - Planning, development and monitoring whole school curriculum provision - Planning strategically and operationally ▪ Effective management, decision making and organisational skills, including: <ul style="list-style-type: none"> - Communication skills (oral and written) - Consultation and negotiation skills - Ability to delegate - Ability to motivate staff and pupils ▪ Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the school community and partners ▪ Active and effective internal school liaison work, including the promotion and development of team working ▪ To plan and make decisions that take full account of equal opportunities ▪ Performance review: a sharp focus on school self-evaluation, with particular regard to assessment and pupil progress 	Application Form, References, Assessment, Interview
Deputy Headteachers should be able to demonstrate their knowledge, experience and understanding of:	
<p>Shaping the future</p> <ul style="list-style-type: none"> • Local, national and global trends in education • Communication strategies both within and beyond the school • New technologies, their use and impact 	
<p>Leading teaching and learning</p> <ul style="list-style-type: none"> • Strategies to raise achievement and achieving excellence • Strategies to ensure inclusion, diversity and access • Strategies to develop effective teachers • Models of learning and teaching • Principles of effective teaching and assessment for learning • Models of behaviour and attendance management • Curriculum design and management 	
<p>Developing self and others</p> <ul style="list-style-type: none"> • Strategies to promote self and team development 	
<p>Managing the organisation</p> <ul style="list-style-type: none"> • Equal opportunities policy in service delivery and employment 	

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<ul style="list-style-type: none"> Legal issues relating to managing an Academy including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation 	
<p>Securing accountability</p> <ul style="list-style-type: none"> Relevant education legislation Principles and practice of quality assurance systems, including Academy review, self evaluation and performance management Data collection and analysis tools Performance monitoring and evaluation techniques Statutory educational frameworks, including governance Public service policy and accountability frameworks, including self evaluation and multi-agency working Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of Academy life. 	
<p>Strengthening community</p> <ul style="list-style-type: none"> Current issues and future trends that impact on the Academy's community Strategies to encourage parents and carers to support their children's learning 	
<p>Safeguarding and promoting the welfare of children</p> <p>Awareness, understanding and successful experience of:</p> <ul style="list-style-type: none"> Addressing Every Child Matters (ECM) agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance. Developing and ensuring a safe and supportive Academy culture. Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting. 	

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