



# Archdale School

Deputy Headteacher Information Pack

**glover recruitment  
consultancy**



# Welcome to Archdale School, a thriving learning community for all

*'As a parent of a child who attends Archdale School, I can see how much the staff are dedicated to their job and the children who attend Archdale School. The bond my son has with his teachers is amazing. The staff nurture the children and provide an environment which is filled with love, fun and learning opportunities. This for me is something that makes me feel confident that my child will grow and progress in a number of areas in his development.'*

## Staff and Pupils

Archdale currently has 98 pupils on roll. Our staff team includes 12 teachers (in addition to the current Headteacher, Deputy Headteacher and Assistant Headteacher); 37 teaching assistants; 2 healthcare staff; and a range of therapists and assistants, including a speech and language therapist, an occupational therapist and a physiotherapist. The school also draws on the expertise of colleagues from the local authority, the NHS, and other partners to work in the best interests of our children.

## Curriculum

Our curriculum has recently been redesigned and offers three curriculum pathways: EYFS, semiformal and informal. Some children, at times, will also access elements of a typical mainstream curriculum. The content is varied to meet the needs of individual pupils depending on the pathway they take and is structured to allow for pupils to work on relevant aspects at their own pace. Pupils work on a variety of components in the curriculum as informed by our multi-disciplinary team. We provide opportunities to enhance cultural capital, and, to ensure diversity of provision, make use of partnerships from a variety of external arts and sports agencies.





## Facilities

Our current premises include purpose-built facilities for hydrotherapy, rebound therapy, soft play, and a sensory room. Additional teaching areas – such as our food technology room, library and dedicated quiet group rooms – enable children to embed the skills they learn in the classroom. All classrooms have an integrated hoist system to facilitate moving and handling.

## Governance

Archdale benefits from a well-functioning and supportive Governing Board. Governors work alongside the senior leadership team, school staff and the families of our children to ensure the delivery of the school's strategic vision. Our priority is the safety, wellbeing, happiness and success of our children, and governors regularly review their impact to ensure the school delivers this.

## Context

The school was awarded 'Good' in our last Ofsted inspection (2022) and following the inspection we continue to focus on developing our curriculum offer and sequences of learning. We responded positively to the recent Covid-19 crisis and have made the most of our learning during this period, including the use of digital communications to improve relationships with families and carers. Archdale benefits from a number of collaborative relationships with local schools via the South East Sheffield Learning Partnership, and with other organisations such as Sheffield Hallam University, Sheffield Music Hub, Learn Sheffield and LINKS sports.

Please use the personal statement of the application form to demonstrate how you meet each element of the person specification, with examples, and, wherever possible, evidence of positive impact.

The deadline for receipt of applications is 1.00pm on Friday 5th July 2024. Completed forms (and any enquiries) should be submitted to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk). As stated in the advert, school visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by 12 noon on Tuesday 9th July.

An assessment centre and interviews will take place on Tuesday 16th and Wednesday 17th July.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key attitudes, skills and knowledge required for the post. Candidates will be fully briefed at the beginning of the process and supported throughout the day.

Archdale School values and respects the diversity of its employees, and aims to recruit a workforce which reflects our diverse community. We welcome applications irrespective of people's age, disability, gender, race or ethnicity, religion or belief, sexual orientation, or other personal circumstances. We have policies and procedures in place to ensure that all applicants are treated fairly and consistently at every stage of the recruitment process, including consideration of reasonable adjustments for people who have a disability.







# Deputy Headteacher

Archdale Road, Sheffield, S2 1PL  
Tel: 0114 272 6165  
Email: [enquiries@archdale.sheffield.sch.uk](mailto:enquiries@archdale.sheffield.sch.uk)

**Group 4 NOR 97**  
**L12-L16 – £61,882-£68,400 (starting point dependent on experience)**

**To start January 2025 (or earlier, if possible)**

We are looking for a dedicated and empathetic school leader to work alongside the headteacher and governing body as we continue to deliver our shared vision of 'a thriving learning community for all'

Situated in the east of Sheffield but serving a city-wide catchment, Archdale is a designated school for children with special educational needs. We deliver a broad and bespoke curriculum for children between the ages of three and eleven with profound and multiple learning difficulties, severe learning difficulties, complex medical needs and autism.

The right candidate will not only have previous experience of working with SEND children (whether in a special or mainstream setting), but ambitious aspirations for all our pupils and the ability to motivate and inspire every child to reach their full potential.

The appointed candidate will:

- have a strong interest in continuing to develop our curriculum to meet the needs of our children
- have a proven track record of successfully delivering quality first teaching that has secured high standards of learning and progress
- be someone with a thorough understanding of and unwavering commitment to safeguarding
- be able to demonstrate that they have monitored, evaluated and reviewed classroom practice, challenging underperformance and promoting improvement strategies

In return, we can offer:

- the opportunity to work with our happy, talented and engaged children alongside a dedicated, child-focussed staff team
- a positive and supportive parent community
- a specialised learning and working environment with a strong focus on equal opportunities
- a commitment by the headteacher and governing body to your continual

professional development

At Archdale, we fully embrace new ideas and understand that, as Deputy Headteacher, you will want to make your mark. If this sounds like you, please get in touch.

Archdale is committed to safeguarding and promoting the welfare and safety of children and expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any cautions or convictions prior to interview. The amendments to the ROA Exceptions Order 1975 (2013 & 2020) provide that certain convictions and cautions are 'protected' and are therefore not subject to disclosure to employers. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website. Please also note that an online search will also be conducted for all shortlisted candidates prior to interview.

The successful candidate will be required to complete an enhanced Disclosure and Barring Service check and a Children's Barred List check. Please note that it is a criminal offence to apply for this post if you have been placed on the Children's Barred List. Candidates are asked to read the school's safeguarding policy, which is available at: <https://www.archdale.sheffield.sch.uk/policies>.

The governing body wants Archdale to reflect the diversity of the population we serve and welcomes applications from people from all backgrounds. For more on our commitment to diversity, see the attached candidate information pack.

Visits to our school are strongly encouraged. To arrange a visit or request an informal conversation about the role, please contact the school office on 0114 2726165.

Completed applications forms, queries about the recruitment process, and any requests for the information pack in a different format, should be addressed to Scott Glover at [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk).

Please use the attached Sheffield City Council application form. We are unable to consider CVs or applications not submitted on this form.

**Closing date for applications: 1.00pm on  
Friday 5<sup>th</sup> July 2024**  
**Assessment centre and Interviews: Tuesday  
16<sup>th</sup> and Wednesday 17<sup>th</sup> July 2024**



# Deputy Headteacher job description

<b>Salary range:</b>	<b>L12 — L16</b>
<b>Role of the Deputy Headteacher:</b>	<p>A deputy headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:</p> <ul style="list-style-type: none"> <li>• formulating the aims and objectives of the school;</li> <li>• establishing the policies through which they are to be achieved;</li> <li>• managing staff and resources to that end;</li> <li>• monitoring progress towards their achievement;</li> <li>• and undertake any professional duties of the headteacher reasonably delegated by the headteacher</li> </ul> <p>If the headteacher is absent from the school, a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.</p> <p><i>(Paragraph 49, School Teachers' Pay and Conditions Document)</i></p>
<b>Responsible to:</b>	The Headteacher, the Governing Body and the Executive Director, Children Young People & Families, Sheffield City Council
<b>Responsible for:</b>	The teaching and support staff of the school and its children and young people.
<b>The Deputy Headteacher will be expected to work with the Headteacher to:</b>	<ul style="list-style-type: none"> <li>• Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.</li> <li>• Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015.</li> <li>• Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.</li> <li>• Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.</li> </ul>



# Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Governing Body has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<p><i>Deputy Headteachers:</i></p> <p>1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.</p>	<p><i>Deputy Headteachers:</i></p> <p>1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.</p>	<p><i>Deputy Headteachers:</i></p> <p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p>	<p><i>Deputy Headteachers:</i></p> <p>1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p>
<p>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.</p>	<p>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</p>	<p>2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.</p>	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p>
<p>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</p>	<p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p>	<p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.</p>	<p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.</p>
<p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p>	<p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p>	<p>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.</p>	<p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p>



## Job Description continued

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

**The Governing Body is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.**

**The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).**

## Person Specification

The 'National Standards of Excellence for Headteachers' can be used to underpin and shape role descriptions and person specifications for leadership posts. A Deputy Headteacher will require specific professional knowledge, skills, attributes, experience, training and qualifications in order to carry out effectively the main functions of the role as set out in the job description. In your personal statement, you should demonstrate how well your knowledge, skills and experience meet the requirements of the person specification. The shortlisting decision will be based on how well your application demonstrates that you meet the person specification.

### Qualifications and experience

#### Candidates should have:

1	Qualified Teacher Status (QTS)
2	Experience across the appropriate age range(s)
3	Experience of working with children with SEND
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	Supported whole school strategic improvement to improve pupil outcomes

### Personal qualities

#### Candidates should:

1	Demonstrate a passion for teaching and learning
2	Communicate effectively and develop positive relationships with all stakeholders in the school community
3	Demonstrate excellent interpersonal skills
4	Be decisive, consistent and focused on solutions
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable
6	Be able to motivate and inspire others
7	Listen carefully and consider the views of others

### Skills

#### Candidates should be able to:

1	Support a vision for the school and secure commitment to it from others
2	Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress
3	Support systematic and rigorous whole school monitoring and evaluation
4	Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes
5	Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes
6	Support the development of teaching and learning in school
7	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines



Professional knowledge and understanding	
Candidates should:	
1	Be committed to securing equality of opportunity for pupils in school
2	Have an understanding of curriculum and assessment developments and how they support pupil's learning
3	Have a secure knowledge of what constitutes highly effective and its impact on the outcomes for all pupils
4	Maintain high standards of pupil behaviour and attitudes to learning
5	Have experience of supporting vulnerable pupils in school
6	Take a lead in the supporting staff in their professional development

Safeguarding	
Candidates should have:	
1	Knowledge of national and local safeguarding guidance
2	Experience of safeguarding and promoting the welfare of children and young people
3	A commitment to co-operate and work with relevant agencies to protect children and young people
4	Knowledge of best practice and procedures for safeguarding children and young people

## **glover recruitment consultancy**

Queries about the application and recruitment process  
should be addressed to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or  
by phoning 07766773682.