



Beechwood
CE Primary School

Deputy Headteacher: Beechwood CE Primary School

Application & Information Pack



Start date: January 2023



Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

**'All pupils
achieve the
highest standard
of educational
outcomes
regardless of
circumstance or
background'**

Contents

1. Welcome from the Chief Executive and Executive Director of School Improvement *Page 4*
2. About drb Ignite Trust *Page 6*
3. Our Family of Schools *Page 8*
4. About Beechwood CE Primary School *Page 11*
5. Our Vision, Values and Operating Principles *Page 12*
6. One Trust One Organisation *Page 16*
7. Employee Benefits *Page 20*
8. Disability Confident Committed Employer *Page 22*
9. Job Description *Page 23*
10. Person Specification *Page 27*
11. What you need to do next *Page 30*
12. Any Questions? *Page 32*

1

Welcome from the Chief Executive and Executive Director of School Improvement

Thank you for your interest in joining drb Ignite Multi Academy Trust as the Deputy Headteacher of Beechwood CE Primary School.

This is an exciting and unique opportunity for a highly effective and inspiring senior leader to move this school forwards and improve outcomes for all pupils.

The recruitment of dynamic, committed, and inspirational staff is at the heart of our Trust's vision to ensure:

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

At our Trust, we believe that every child is a special individual, capable of extraordinary things. All schools support and challenge every child to do what they think they cannot, to persist, to work hard and to be their best.

A defining feature of the Trust is that it is a specialist primary phase Trust. This means that our work is driven by the distinctive needs of primary schools.

The Trust currently operates nine primary schools across the Birmingham and Dudley areas of the West Midlands and intends to grow further over the coming years.

We value excellence through shared effort whilst respecting the identity of every Trust school, ensuring each reflects both context and community. We promote a culture in which openness to peer and external scrutiny are balanced by an expectation that we share talents, strengths, and expertise across our schools.

Our values reflect a commitment to operating in a spirit of professional generosity.



We are looking for a Deputy Headteacher who shares our values and has the drive to support the Headteacher to lead Beechwood CE Primary School to secure rapid and sustained improvement whilst also developing the culture and ethos of the school.

We prioritise staff wellbeing and are deeply committed to investing in staff at every level of our organisation through clear professional development pathways and opportunities.

Interested candidates are encouraged to contact the Headteacher to discuss the opportunity in more detail.

This information pack has been developed to provide you with a summary of all of the information you need to learn about the role and our Trust, and we hope it will inspire you to submit an application for this exciting role.

We wish you every success with your application.

Best wishes,



Rob Bowater
Chief Executive Officer



James Hill
Executive Director of
School Improvement

2

About drb Ignite Trust

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

drb Ignite Multi Academy Trust is a vibrant and growing charitable organisation. As a unique family of nine primary schools, our vision and values are shared and constantly lived across all schools.

drb Ignite Trust was founded in October 2014 and is an ambitious and developing multi academy trust committed to driving educational improvement across its family of schools.

We see ourselves as a new civic structure with a remit to advance education for public benefit.

Everyone involved with the Trust is clear about the central role of strong leadership and collaborative endeavour in achieving and sustaining this ambition for all pupils.

We are a specialist primary phase Trust operating nine schools across Birmingham and Dudley.

Our schools are close enough to be able to share practice and resources easily, travel between each other and collaborate around the things that matter most to pupils and families locally.

This capacity to work together and get to know each other's schools and communities is an important and central feature of our system design. Although we are a relatively young academy trust, we have plans for further growth within the West Midlands area. Currently, we operate an annual budget of £20m provided by the Department for Education through our Funding Agreement.

We use this carefully by planning and prioritising spending decisions to ensure we can maintain a consistently high standard of education to over 3000 pupils.



Outstanding
pupil experience

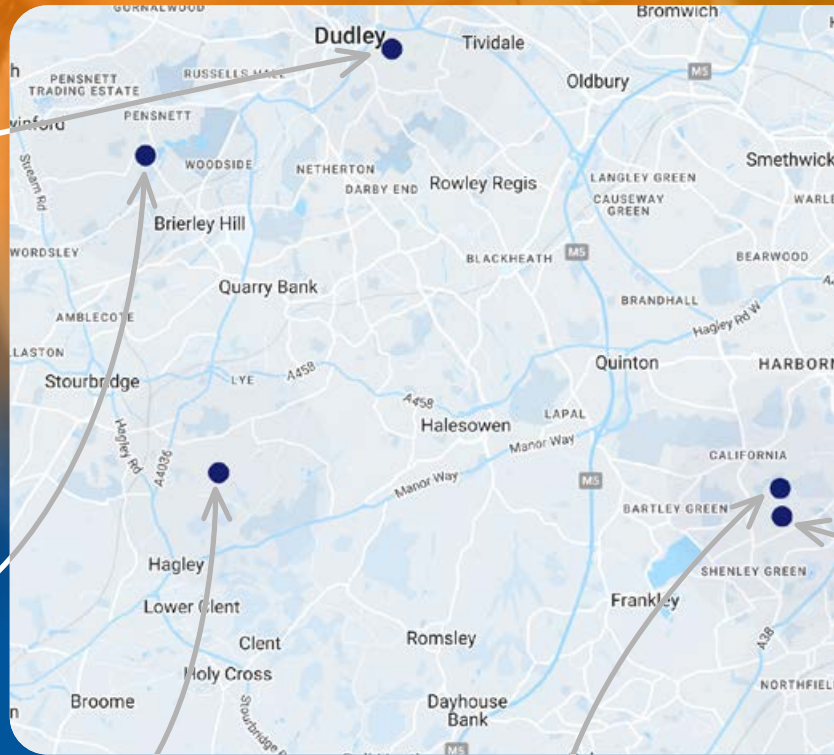
Excellence
in education

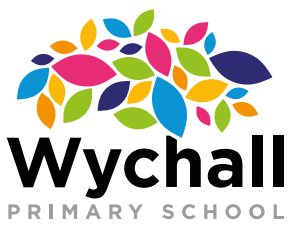
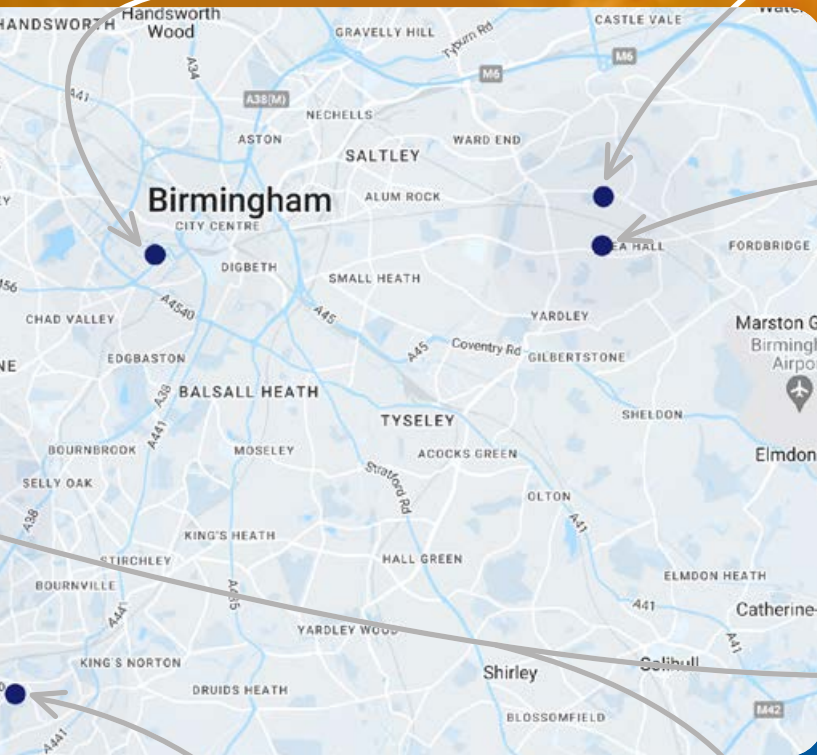
Impactful
teaching

Effective
partnerships

3

Our family of schools





Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

4

About Beechwood CE Primary School

Beechwood CE Primary School is a one form entry primary school with pupils age ranging from 4-11 years, situated in Dudley. Our school is deeply committed to helping support parents and respond to the diverse needs of our local community.

It is important that we teach our children about Christian values and how to apply them in their lives. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident and happy citizens

We create firm foundations to ensure we develop the knowledge, skills and experiences that enable all children and adults to succeed in their future.

We aspire to reach our full potential. We encourage everyone to be strong, confident and successful. We celebrate and recognise individual talents and abilities, valuing all God's children.

We flourish academically and spiritually so that we can be positive, courageous citizens who embrace life in all its fullness. We believe we can all make a difference to the world, especially when we work together, living out our Christian values.





What Ofsted said about Beechwood

The school has the following strengths:

"The Headteacher and senior leaders are successfully improving teaching, outcomes and attendance. Through accurate monitoring, they are well informed to build on strengths and tackle weaknesses across the school."

"Pupils enjoy the interesting range of topics and curriculum activities planned. Trips, clubs and sporting activities add to pupils' enjoyment of school."

"Pupils are making good progress. Attainment is rising rapidly across the school and moving closer to the national average in all subjects at the end of key stage 2."

5

Our Vision, Values and Operating Principles

Our Vision

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

The Trust supports the concept of simplicity over complexity and uses this as a principle to drive improvement. In essence this means:



- children are at the centre of all thinking at all times
- inclusion, equity, and equality matter
- respectful partnerships with parents, carers and the local community make a real difference
- staff wellbeing and professional development are central to effective school improvement
- passionate leadership by all senior leaders provides inspiration to act and motivation to hold each other to account
- collaboration within and between schools is supportive and drives rapid improvement
- no school is an island
- sustainable school improvement is underpinned by effective governance and financial systems and processes



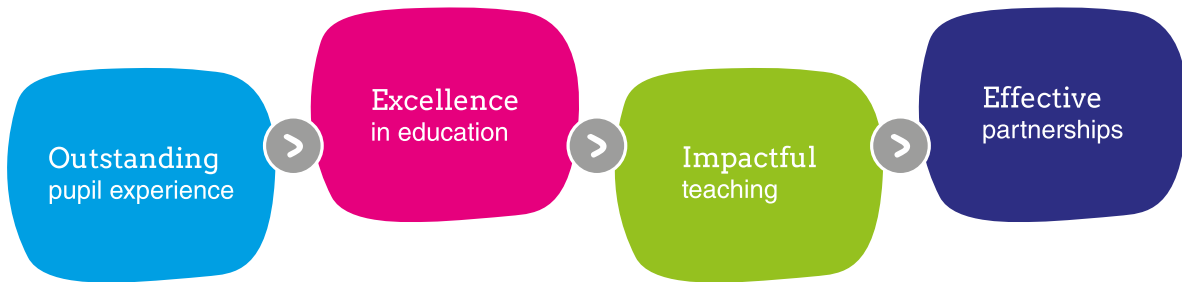
Our Values

As a family of schools, we have a set of shared values which are central to our vision and approach. They articulate how we respect pupils, work together, and develop effective partnerships within and beyond the Trust.



Our Operating Principles

Our vision and values are supported by four operating principles which shape our planning and create the conditions for deep collaboration, helping us to retain a strong focus on our intended outcomes:



Outstanding pupil experience

Indicators of success

- ✓ Pupils enjoy coming to school and learning
- ✓ Pupils make good progress and achieve well
- ✓ Pupils are safe and well
- ✓ Pupils develop as confident, responsible social and community citizens

Excellence in education

Indicators of success

- ✓ The curriculum is current, relevant, and exciting
- ✓ Pupils develop transferable skills, rigour of thought, resilience, and a positive outlook
- ✓ Pupils are engaged by the cutting-edge learning experiences and opportunities
- ✓ Learning environments are safe, welcoming and enticing
- ✓ Teachers and pupils have great learning relationships



Impactful teaching

Indicators of success

- ✓ The Trust has a leading reputation and increases its profile and impact steadily over time
- ✓ Teacher development is strongly embedded and leaves a tangible footprint on curriculum and teaching
- ✓ Teaching is consistently good across all phases
- ✓ Teachers enjoy their work and want to develop their knowledge, skills and understanding

Effective partnerships

Indicators of success

- ✓ The Trust is a partner of choice for parents through its compelling school improvement work
- ✓ The Trust understands the complexity behind achievement gaps and responds by working collaboratively with others
- ✓ Collaboration is at the heart of the Trust's school improvement model
- ✓ Our outward facing approach sustains a range of enhancing partnerships beyond the Trust

6

One Trust One Organisation

To achieve great outcomes for pupils and sustain effective performance over time we keep our strategic design model simple:

'One Trust One Organisation'

We strongly believe that more can be achieved by working together than individual schools can achieve by working alone. This involves building a deliberate system that is fit for purpose, robust, and flexible enough to face both immediate and future challenges.



The global pandemic has highlighted the effectiveness and efficiency that can be achieved by operating as one aligned organisation. Over this time, we have been able to provide high levels of support to our schools which has increased resilience and promoted resourcefulness and speedy decision making. For example, there has been real power in schools working together within a single governance framework. We call this the golden thread of governance.

We want our schools to respond to the diversity of their local context, taking decisions in accordance with the needs of the pupils and families they serve whilst also collaborating and sharing effectively together through a structured Scheme of Delegation with clear roles and responsibilities.

We believe this is the best way to enhance levels of support, retain a focus on improvement priorities and secure appropriate accountability.



Our workforce is fundamental to our success and growth

Our workforce is fundamental to our success and growth. Attracting and retaining staff who share our vision and ambition for pupils is a number one priority for leaders and Trustees. We believe the professional capacity and capability of our leadership, teaching, and support staff are central to effective teaching and learning.

As one Trust, we work together to create an expectation of ongoing professional development, teacher enquiry and evidence-based practice. We believe this improves the quality of pedagogy and learning for everyone. We are committed to developing improvement and intervention models that solve and overcome persistent problems, particularly for our most disadvantaged pupils.

Trustees and staff focus on expressing clear and consistent messages about the Trust's vision and ethos. This ensures a collective responsibility for the health and wellbeing of the whole school community.

Our schools use national, regional, and local information and data from our multi-agency partners like health and social care services, to understand the holistic challenges facing our pupils and families.

We think about ways to remove the barriers that sometimes get in the way of effective learning and impact on overall achievement.

Trust leaders and Headteachers meet regularly to build a sophisticated and evidenced understanding of strengths and weaknesses across the Trust.

Leaders make decisions about the best way to respond by reflecting on every detail of a pupil's experience. This approach enables leaders to respond rapidly when a need arises and reduces the risk of a school or group of pupils in difficulty being missed.

Educational Improvement

Educational improvement is the Trust's core business. We are set up to run and improve schools and this must always stand out as our purpose in all decision making. Our school improvement model reflects the centrality of great teaching that is consistent in providing high-quality learning across all schools and age groups. We are driven by passion about every detail of a pupil's experience, from school entry to transition to secondary school. We see this as central to our social justice responsibilities as a Trust working predominantly in areas facing multiple disadvantage. These challenges have been increased by the impact of the pandemic.

We have a relentless focus on what happens in classrooms every day, the practice of teaching and learning and the quality of the curriculum experiences of pupils. To enable and support this we have established a central school improvement team of senior educational leaders, each with a range of bespoke specialisms and experience.

An executive leader for school improvement has full responsibility for this team and reports directly to the Trust CEO. This has an immediate and positive impact through more effective and timely challenge, intervention and support.

To support the central school improvement team, we are also developing an in-house group of leading teacher improvement practitioners who not only lead practice within their own school but extend this support to other Trust schools. They are currently working in the key areas of



english, reading, mathematics, curriculum design, early years, religious education and curriculum enrichment.

A Trust Improvement Board has been established as a sub-committee of the Trust Board. This works to support, improve and challenge pupil achievement and school performance.

You will work with our Trust Inclusion Lead who, together with additional educational psychologist expertise, is working to understand and support pupil behaviour.

Pastoral teams are present in all schools to offer wider support to pupils and families. Each school has its own 'Children's Safeguarding Board' where pupils work together to contribute to the Trust's wider safeguarding work. For example, they lead

assemblies and undertake risk assessments alongside adults.

Recent projects include a focus on road safety and discouraging parents from smoking when they pick their children up at the end of the day.

We are an outward facing Trust that actively seeks opportunities to work with other academy trusts and teaching school hubs. This helps us to draw on best evidence and practice.

We are committed to system leadership that goes beyond collaboration and engages deliberate system design to improve teaching and learning.

We want all our schools to use professional reflection, theory and practice in the pursuit of improved outcomes.



7

Employee benefits

Working for drb Ignite Trust has many benefits. We want only the best people to take us forwards and help us to realise our shared vision.

Continuous Professional Development

One way we demonstrate this is by placing a significant emphasis on the continued professional development of all our staff.

We want everyone to grow and develop with us and believe that regardless of job role or career stage, there should be opportunities to develop skills and experience in order to be better and further your career.

To support chosen career pathways, the Igniting Our Potential Professional Development Programme provides a range of opportunities for networking and CPD. As a family of nine schools, we are able to provide cross Trust secondment opportunities.

Competitive Salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role.

We are committed to offering national terms and conditions in line with the School Teacher's Pay and Conditions document ('STPCD'), the Burgundy Book (for Teachers) or the NJC Green Book (for support staff).

This ensures we treat people fairly across the Trust as well as remaining competitive.

Pension Scheme

All staff can be part of either the Teacher's Pension Scheme or a Local Government Pension Scheme (LGPS), benefits include life cover, survivor benefits, and ill health cover.

Trade Unions and Professional Associations

We recognise all of the leading trade unions and professional associations in the education sector and share the common objective of maintaining good employee relations.

Expenses and Travel Costs

We remunerate our staff for incurred expenses and travel costs when asked to work outside of the normal work environment. This is in line with our Staff Expense Policy.

Employee Assistance Programme

As part of our commitment to the wellbeing, everyone has free access to the Employee Assistance Programme.

This is a confidential counselling service which has been developed to support the physical, emotional, and psychological wellbeing of employees, as well as offering legal advice.

Flexible and Family Friendly Policies

The Trust has generous policies for maternity leave, paternity leave, flexible working and discretionary leave. All staff have the right to request flexible working as soon as they have worked for at least 26 weeks (continuous service).

We include an informal stage in our flexible working policy to ensure that any concerns or worries can be discussed and explored with a senior manager before having to proceed to a formal stage.

Collaborative Working

As a family of nine schools in a close geographical area, we have the ability of being able to work collaboratively with those doing similar roles in different schools, picking up best practice and sharing great ideas.

To support our schools to develop the best curriculum possible, we believe in collaborative planning and sharing ideas and best practice. We have a team of School Improvement Practitioners which include subject specialists who support this collaborative approach and are up to date with the latest subject developments.

All of our School Improvement Practitioners have been appointed from within the Trust. They meet regularly to share best practice and discuss the latest curriculum thinking to develop our Trust curriculum. They also lead on specialist school improvement projects to help the Trust develop its expertise and share best practice and support staff professional development.

Flu Vaccines

We offer free flu vaccinations to all staff on an annual basis to help make it easy to be immunized.

Cycle to work scheme

We offer a discounted cycle scheme to enable staff to save money when purchasing a bicycle, with payments deducted from salary each month.

Childcare Vouchers

The Trust offers a Childcare Voucher scheme in partnership with a preferred provider to help staff make savings in paying for childcare. Childcare vouchers are Tax and NI exempt and can be used to pay for childcare aged up to 15 (16 if they are disabled).

They can be used for a wide range of childcare, with the only condition that the provider is registered with the appropriate body.

8

Disability Confident Committed Employer

drb Ignite Trust is proud to be a Disability Confident Committed employer. By signing up to the accreditation we have agreed to commit to the following five commitments:

1. Ensuring our recruitment process is inclusive and accessible, communicating and promoting vacancies
2. Offering an interview to disabled people who meet the minimum criteria for the job
3. Anticipating and providing reasonable adjustments as required
4. Supporting staff who acquire a disability or long-term health condition, enabling them to stay in work
5. At least one activity that will make a difference to disabled people



We are pleased to have been awarded the accreditation and see this as a really positive step forward for the Trust. It shows our commitment to supporting current staff and recruiting and attracting candidates in the future.

It is important to note that if we receive a high volume of applications, we may limit the numbers of interviews offered to both disabled people and non-disabled people.

Job Description

Job Title:	Trust School Deputy Headteacher
Location:	Beechwood CE Primary School
Hours of work:	Full-time
Reporting to:	Headteacher
Leadership Scale:	L8 - L12 (£50,151 - £55,338)

Core Purpose:

The Deputy Headteacher of Beechwood CE Primary School is a key Trust leadership role at both school and Trust level. While the following job description represents the focus of the role and associated accountabilities it should not be seen as exhaustive. The Trust Board expect the successful candidate to develop the role further and support wider school leadership in imaginative, innovative ways.

The Job Description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Deputy Headteachers.

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Deputy Headteacher shall consult, where appropriate, with the Headteacher, Trust CEO, the Trust Board, school staff, pupils, parents and carers.

Within the school's ethos, the Deputy Headteacher at Beechwood CE Primary School will:

- have a clear strategic vision of how to successfully develop the school going forwards
- lead and sustain achievement of the highest standards of academic performance, alongside the Headteacher and leadership team
- support the development of an effective strategy to improve the quality of education
- play an active part in influencing the strategic vision and direction of the Trust as a senior leader.

(Continued)

Key Responsibilities and Functions:

Strategic direction and development of the School

- ensure a strong culture of safeguarding which is fully compliant and highly effective
- share responsibility for the management, development and resourcing of School policies in full compliance with Trust requirements
- support the recruitment of staff, ensuring the statutory requirements, the decisions of Trustees and the needs of the pupils, their parents and the community are met
- support the management of a complex organisation effectively and ensure the successful implementation of effective school improvement quickly
- work in harmony with the Headteacher, Trustees, Trust School Improvement Team and other schools to lead rapid school improvement
- Lead the Curriculum and Quality of Education

Teaching, learning and pupils

- work with the Headteacher and leadership team to ensure that the quality of teaching is at least good and that appropriate coaching, support and pedagogic development programmes are provided for staff so that teaching is constantly improving
- support thorough, timely and accurate monitoring and evaluation of the quality of teaching ensuring timely support, intervention and capability procedures are initiated and seen through where required
- lead the provision of a broad, relevant and motivating curriculum
- ensure high-quality delivery of the curriculum matched to the needs of pupils so that all are academically stretched and motivated

- support the development of radical approaches to meeting the needs of pupils who enter the school with poor levels of development and those of the more able and to those who are gifted and talented
- involve pupils in decision-making processes of the school and create a sense of shared ownership and responsibility
- lead the management of pastoral care, pupil welfare and antibullying procedures so that standards of behaviour and self-discipline are excellent and underpin effective learning
- maintain accurate and timely assessment, recording and reporting systems for pupil progress
- work in partnership with the Trust School Improvement Team to provide support for other schools as appropriate

Leading and managing staff

- deputise as Headteacher when required
- lead and manage the school in the Headteacher's absence
- support the Headteacher and leadership team with the recruitment and selection of teaching and support staff
- lead and motivate staff at all levels and develop effective working relationships
- maximise the contribution of all staff to improve the quality of education provided and standards achieved
- manage the effective deployment and performance management of all staff through professional development and application of Trust systems and policies
- promote the Trust's vision and values through which the highest achievements are consistently expected from all members of the school community

Efficient and effective use of staff and resources

- support the Headteacher to manage the performance development and appraisal of all staff
- work with the Headteacher and Senior Leadership Team to deploy all staff effectively in order to improve the quality of education provided
- work with the Headteacher to plan, manage and monitor the curriculum within the agreed budget
- support the Headteacher in setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- support the management and organisation of accommodation to ensure that it meets the needs of the curriculum and health and safety requirements
- provide a positive learning environment that promotes the highest achievement for all
- work with the Headteacher and Trust Finance Team to ensure adequate resources for the school and evaluate overall provision to deliver value for money

Accountability

- ensure that a good information flow is maintained within the school
- support the Headteacher and Senior Leadership Team to present a coherent and accurate account of the school's performance to a range of audiences, including the Trust Board
- meet deadlines set by the Headteacher for the collation of information and data
- ensure that parents and pupils are well informed about curriculum provision, attainment and progress and are able to understand targets for improvement
- develop and encourage good relations between the school, the local community and wider stakeholders
- work closely and collaboratively with other Trust schools to lead the raising of standards
- provide information, objective advice and support as requested by the Trust Board to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement
- work with the Headteacher and Senior Leadership Team to create and develop an organisation in which staff recognise that they all share accountability for the success of the school

- Line management:** The Deputy Headteacher will be line managed by the Headteacher and will also be required to provide reports and information to the Headteacher, Trust Improvement Board and Board of Trustees.
- Collaboration:** The Deputy Headteacher will work with the Senior Leadership Team at Beechwood CE Primary School, other Trust schools and the Trust's School Improvement Team.
- He/she will use accurate and real time performance data as a starting point to harness the excellent resources including leadership and teaching skills to improve standards and achievement at Beechwood CE Primary School, quickly and effectively.
- The Deputy Headteacher will work with the Headteacher to develop strategies to attract and retain good and outstanding teachers at the school.
- Health and Safety:** To work in compliance with the Trust's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.
- To ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.
- Data Protection:** To ensure compliance with the Data Protection Act (1974) and the Freedom of Information Act (2000).
- Our Values:** The post holder will be expected to operate in line with Trust values which are:
- Optimism and expectation
 - Trust and integrity
 - Every contribution counts
 - Acts of kindness are noticed and matter
 - Success is celebrated
- Safeguarding:** We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for this post. The post will also be subject to enhanced checks as part of our Prevent Duty.

10

Person Specification

		Essential / Desirable	Method of Assessment
Knowledge	Detailed knowledge and understanding of the education sector and evidence of successful track record of leading the raising of standards and achievement in current school with a particular focus on the attainment of vulnerable and disadvantaged learners.	Essential	Application Form / Interview
	Evidence of strong knowledge of the curriculum and pedagogy.	Essential	Application Form / Interview
	Evidence of raising standards of attainment for all pupils in reading, writing and mathematics at least in line with national expectations at current school.	Essential	Application Form / Interview
	Evidence of effective use of rapid action planning and progress monitoring processes to support the raising of standards.	Essential	Application Form / Interview
	Demonstrable ability to work successfully with parents, families, wider partners and stakeholders.	Essential	Application Form

		Essential / Desirable	Method of Assessment
Knowledge <i>(Continued)</i>	Knowledge of current safeguarding processes and procedures.	Essential	Application Form / Interview
	Significant experience of successful leadership preferably across all primary phases.	Essential	Application Form
	Evidence of developing and sustaining high-quality teaching and high performing teaching teams.	Essential	Application Form / Interview
	A strong relationship builder, diplomatic, tactful and empathetic.	Essential	Application Form
	Creative imagination and dynamism with a desire to inspire, involve and motivate others.	Essential	Application Form / Interview
	Highly tuned communication, literacy and presentation skills.	Essential	Application Form / Interview
	An enthusiastic, positive and inclusive leadership style.	Essential	Application Form / Interview
	Evidence of strong classroom practice and developing the classroom practice of others to improve the quality of education.	Essential	Application Form
	Successful experience of leading improvement work beyond own school.	Desirable	Application Form / Interview
	Evidence of successful collaborative work with Trustees/ Governors leading to the improvement of standards.	Desirable	Application Form / Interview
	Leadership/management and/or equivalent relevant professional qualification eg. NPQSL.	Desirable	Application Form / Interview
	Evidence of further professional study and educational research.	Desirable	Application Form
Qualification	Relevant degree	Essential	Application Form
	Qualified Teacher Status	Essential	Application Form
	Evidence of proactive continuous professional development	Essential	Application Form / Interview

		Essential / Desirable	Method of Assessment
Personal Qualities	Hard working and resilient	Essential	Application Form / Interview
	Flexible and adaptable	Essential	Application Form
	Well organised	Essential	Application Form / Interview
	Excellent interpersonal skills	Essential	Application Form
	Supportive – able to lead and develop a team	Essential	Application Form / Interview
	Able to work collaboratively, seeking help and advice where needed	Essential	Application Form / Interview
	A commitment to equalities, diversity, and inclusion	Essential	Application Form / Interview
Interest and motivation in the job	Enthusiasm for children’s learning	Essential	Application Form

11

What you need to do next

How to apply

To apply for this role, please download an application form from the Jobs Section on the drb Ignite Multi Academy Trust website: www.drbigitemat.org. CVs are optional but cannot be accepted unless accompanied by a fully completed application form.

Applications should be addressed to Sophie Blick, Headteacher and submitted with a covering letter (no more than two sides of A4) setting out why your skills and experiences make you a suitable candidate for this position, with reference to the Person Specification.

Once completed application forms can be emailed to: recruitment@drbigitemat.org.

Informal and exploratory conversations and School visits

Informal and exploratory conversations are welcomed and encouraged.

To arrange an information discussion please contact Sophie Blick, Headteacher on 01384 470 127 or email sblick@beechwood.drbigitemat.org to discuss this post in confidence and arrange a school visit.

We actively encourage all candidates to visit the school prior to interview.

Please note that all visits will be informal; they will not be part of the selection process and will not have any bearing on our shortlisting, interview, selection, and recruitment process.





Safer Recruitment

In line with Safer Recruitment Practice, a minimum of two references will be sought for shortlisted candidates prior to interview. One reference must be the candidate's current/most recent employer. (Please note: referees will not be contacted before final interviews without your express permission).

The Trust is absolutely committed to safeguarding and promoting the welfare of children and adults through its safer recruitment processes.

The Trust expects all staff and volunteers to share this commitment. An enhanced DBS check will be required for this post.

Closing date for applications

The closing date for applications is Wednesday 12th October 2022 at 12pm.

Interviews

Interviews will be held on Tuesday 18th October 2022.

Start date

Wednesday 4 January 2023.



12

Any Questions?

If you have any questions please contact Rebecca Hawkings,
Trust Office Manager at info@drbignitemat.org or phone 0121 231 7131.

Thank you for taking the time to review our Deputy Headteacher recruitment brochure for Beechwood CE Primary School. We hope that this has inspired you to apply and join us at drb Ignite Trust.



0121 231 7131 | info@drbignitemat.org | www.drbignitemat.org
3 Brindleyplace, Birmingham, B1 2JB