



Recruitment Pack

Deputy Headteacher Behaviour and Culture

QE School, Crediton

Closing Date: 9am Friday 23 February

Ted
Wragg TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?



Queen Elizabeth's School

Letter from the Headteacher

Dear Applicant

Thank you for your interest in this post at Queen Elizabeth's School. The school currently has 1250 students on roll of whom 130 are in the Sixth Form. The majority of our students are drawn from our partner primary schools across mid Devon and the greater Exeter area.

Founded in the 16th century, the school is set in the market town of Crediton, just 7 miles from Exeter. We are an ambitious school dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom. Our Year 7 and 8 students are taught on our Barnfield campus and Years 9-13 at Western Road.

At Queen Elizabeth's our coaching programme supports all colleagues to continuously improve their classroom and leadership practice. We were delighted to be judged as Good in the most recent Ofsted report in May 2022, which recognised our high-quality curriculum and continued improvement in achieving positive outcomes for all students. Through high quality teaching and a broad range of extra-curricular activities we aim to instil our students with the values of respect, reflection and resilience.

The enclosed recruitment pack outlines the key duties and accountabilities of the post. The successful applicant will:

- have a clear, well communicated understanding of the most effective teaching and learning techniques that lead to strong student progress
- possess the skills and determination to make a positive difference to the lives of our students
- be relentless in encouraging all students to build their knowledge and actively contribute to school life within our community so that they develop a sense of pride and belonging

If you have any questions, please do get in touch via Mrs Anna Field, Personnel Assistant anna.field@qe.devon.sch.uk

Yours sincerely

Paula Smith - Headteacher



Key Details

Job Title: Deputy Headteacher Behaviour and Culture

Location: Queen Elizabeth's, Crediton

Salary: L19-L23

Closing Date: 9am Friday 23 February

Interviews: ASAP

Required From: September 2024

If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



How to apply

If you would like an informal conversation about this role please contact Anna Field, anna.field@qe.devon.sch.uk

Please use the application form available on the Trust website and email it to: anna.field@qe.devon.sch.uk



Queen Elizabeth's School

The aims of our behaviour policy are:

- To create a culture of exceptionally good behaviour
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, and empathy for others
- To promote community cohesion through improved relationships

KEY PURPOSE OF THE ROLE

- Designated Safeguarding Lead and line management of the safeguarding team. Ensure that safeguarding is high profile throughout the school and all staff understand their responsibilities. Lead training for all staff to ensure effective safeguarding systems and practice
- Implement an effective behaviour management system that is endorsed by staff, students and parents / carers. Update policies and develop systems as required
- Ensure rigorous monitoring of whole-school behaviour standards to promote a culture of excellent behaviour. Communicate effectively and relate positively to all stakeholders
- Oversee student attendance and punctuality. Develop the action plan to improve student attendance
- Lead the Heads of Year and other pastoral teams to improve student engagement with all aspects of school life. Ensure that student leadership, rewards and recognition is central to school culture
- Lead the pastoral team to improve student voice and parental engagement across all year groups to benefit student outcomes and the home-school partnership
- Lead and develop a pastoral system that supports and nurtures our students to be mentally and physically healthy and resilient and driven in all that they do
- Support the SENDCo to ensure that appropriate provision is in place for students, including alternative provision. Oversee collaboration with other Trust schools
- Support the lead for Disadvantaged Students to ensure provision for their academic and pastoral needs
- Oversee staff cover and support the Cover Organiser to identify and implement cost effective procedures for covering staff absence
- Contribute to the development of an enrichment programme to enable all students to engage in a variety of enrichment activities
- Deputise for the Headteacher in their absence, as required



Queen Elizabeth's School

Line management

- Assistant Headteacher Pastoral Development
- Student Welfare and Safeguarding Officer
- Attendance Officer
- Heads of Year
- Behaviour Manager
- SENDCo (with the Headteacher)
- Cover Organiser

Contribution to the leadership of the school

- Assist the Headteacher in the overall leadership and management of Queen Elizabeth's as a member of the school's Senior Leadership Team
- Assist the Headteacher in the strategic leadership, management and operational development of the school
- Assist the Headteacher in the formulation of the school's Strategic Plan and SEF, taking account of the agreed priorities of the school and links with national and local initiatives
- Articulate and model the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement
- Advise the Senior Leadership Team and Governors on strategic development associated with the role
- Ensure that data is used effectively and accurately so that it can fully inform action to improve and develop the school's systems
- Uphold the SLT's vision and values at all times, being a role model to everyone in the school community
- Lead the performance management of staff that you line manage
- Participate in whole school CPD sessions as an attendee and as a facilitator when required
- Manage any delegated budgets efficiently and effectively, ensuring value for money
- Ensure Health and Safety practices, including risk assessments, are in line with school policy; and assess risks to ensure a safe working and learning environment
- Be outward facing and establish strong links within the Trust
- Support in the securing of effective teaching, learning and assessment across the school that produces excellent progress for all students

Queen Elizabeth's Principles of Teaching

Principle of Better Practice	So that..
1. High expectations for behaviour and routines	
<ul style="list-style-type: none"> a) Teachers demonstrate effective classroom management b) Teachers consistently apply the Ready to Learn policy c) Teachers ensure that there is a high student participation rate d) Teachers reinforce effort and provide recognition e) Teachers ask questions that promote student participation 	<ul style="list-style-type: none"> a) Minimal lesson time is wasted dealing with low-level disruption or disorderly transitions b) Students can think hard about their learning free from distractions c) All students are engaged d) Students understand the connection between effort and achievement e) A high number of students are asked and answer questions
2. Quality of instruction	
<ul style="list-style-type: none"> a) Teachers give highly effective explanations b) Teachers provide clearly defined outcomes c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions 	<ul style="list-style-type: none"> a) Students quickly grasp ideas b) Students have total clarity about what they are learning and what success looks like c) Each step can be mastered before students move on d) Students know what excellence looks like as well as how to achieve it e) Students are given opportunities to practise new material
3. Literacy: vocabulary, reading, oracy, writing	
<ul style="list-style-type: none"> a) Teachers explicitly instruct Tier 2 and Tier 3 vocabulary b) Teachers provide challenging subject-based reading c) Teachers plan, prompt and model structured talk activities d) Teachers break down, scaffold and model complex writing tasks in their subject 	<ul style="list-style-type: none"> a) Students use academic vocabulary fluently in speech and writing b) Students can comprehend challenging academic texts c) Students can eloquently verbalise their knowledge and understanding d) Students can independently plan, draft and edit extended writing
4. Making it stick	
<ul style="list-style-type: none"> a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practise new material c) Teachers give students opportunities to practise independently d) Teachers use visuals and other resources to support explanations e) Teachers ask questions which make links with prior learning 	<ul style="list-style-type: none"> a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students can successfully understand and remember key aspects of learning e) Students are encouraged to draw on prior knowledge
5. Inclusive classroom	
<ul style="list-style-type: none"> a) Teachers have a clear understanding of all learners' requirements b) Teachers develop and apply personalised strategies in the classroom c) Teachers do not rely solely on resources or interventions d) Teachers reflect critically on the impact of teaching on all learners and adapt strategies in response to feedback 	<ul style="list-style-type: none"> a) All students can access learning within lessons b) All students encounter the appropriate level of challenge within lessons and can make progress c) Inclusion is embedded in every aspect of the classroom d) Students' needs are responded to flexibly and strategies are reviewed regularly for impact
6. Effective feedback	
<ul style="list-style-type: none"> a) Teachers give students high quality feedback b) Teachers accurately gather information on student learning c) Teacher provide students with opportunities to act upon feedback d) Teachers plan and ask questions that provide a picture of student learning 	<ul style="list-style-type: none"> a) Student actions are refocused/directed to achieve a goal (ReACT) b) Teachers know which topics to re-teach that were not grasped first time c) Students can swiftly develop further knowledge and skills d) Teachers can identify gaps in student learning



Person Specification

Attributes	Essential	Desirable
Education and qualifications	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • good honours degree • PGCE and QTS • NPQSL 	Evidence of further professional study, e.g., MA or NPQH or experiential programmes such as SW100
Relevant experience	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • successful experience at senior leadership level, ideally including in a good/outstanding school • an understanding of key educational issues / change, combined with the ability to lead and co-ordinate their effective implementation • a successful and proven track record of innovation and leading change with a demonstrable impact on school improvement • a record of sustained progress as a classroom practitioner, with improved outcomes for students • successful line management of key areas of responsibility and holding others to account • experience of developing quality assurance programmes and evidence of successful outcomes • experience of effectively working with others including parents, governors and external agencies • experience of leading a curriculum or pastoral team with improved outcomes as a result 	<p>Level 3 Safeguarding trained</p> <p>Knowledge of IT packages used in pastoral systems, e.g., Bromcom</p>
Knowledge and Skills	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • evidence of being a highly successful classroom practitioner, including evidence of high-level student achievement and consistent outstanding teaching over time • a professional persona and conduct at all times, modelling outstanding practice • being an excellent team player – to lead by example and provide support and challenge to others • an ability to think and act strategically at whole school level • a clear vision for raising standards • an ability to analyse and use information to drive school improvement • being skilled at working with people, with the ability to inspire and motivate others • an ability to challenge, influence and motivate others • excellent problem-solving skills • outstanding presentation and communication skills • an ability to complete tasks to a high standard, with attention to detail • a readiness to identify and respond to new challenges, with good judgement and perseverance • experience of coordinating and delivering effective whole school programmes 	<p>Evidence of project management</p> <p>Experienced coach</p> <p>Evidence of the innovative deployment of technology in improving learning outcomes</p>

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Person Specification

	<ul style="list-style-type: none"> • a readiness and skill in having challenging conversations to secure positive outcomes for students • evidence of coordinating effective whole School programmes • experience of promoting staff wellbeing through successfully implemented strategies. 	
Attitudes	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • a commitment to equal opportunities • a clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues • a commitment to high quality in all aspects of work • an understanding and ability to practice the principles of change management • a collaborative approach to partnership working • a deep understanding of school systems, timetabling, data tracking for students, development, planning and implementation • an ability to maintain strong relationships with Governors, parents/carers, other stakeholders and outside agencies • a vision and drive that is 100% student focused • a reflective, honest and awareness approach to self-evaluating your own role and the impact it has • a proactive approach to change and improvement 	Experience of working with a range of community partners
Personal Qualities	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • a strong commitment to the values and ethos of Queen Elizabeth's School • a positive, professional role model for staff and students, with high expectations • a dedication to school improvement • an effective self-manager and independent worker, who can prioritise and adapt as required with the capacity to work well under pressure • a good sense of humour and ability to stay positive when times get tough • decisive, fair, consistent and focused on solutions • reliable, honest and trustworthy, demonstrating the highest professional standards and integrity • enthusiastic and hard-working • able to demonstrate resilience and perseverance • flexible and adaptable to suit the school's needs • creative and innovative • excellent listener and communicator • able to maintain focus and perspective at all times • a passion for helping young people develop, learn and achieve their best • excellent attendance and punctuality. 	
Other Conditions	Ability to uphold the aims of the Ted Wragg Trust	

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Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.



Dixons Academies Trust – A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation – A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham – Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.