

BRANNEL SCHOOLS

Excellence

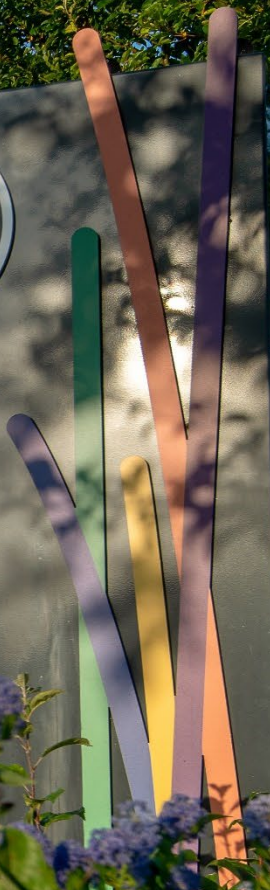
Creativity

Community

Recruitment Pack: Deputy Headteacher



EXCELLENCE



CREATIVITY

**Intelligence plus character:
that is the goal of true education**

Martin Luther King Jr



Welcome

Mr Chris Liles, Headteacher

We are living in interesting times. In schools, we have recently faced unprecedented challenges where the implications of not getting it right are that staff and children may not be safe. The COVID-19 pandemic required us to undertake risk management on a scale no training programme ever goes near. This is true system leadership at a scale we have never seen before. Emerging from the pandemic, we are seeing a new model of leadership that cares a bit less about accountability and testing, and a bit more about community sustainability and regeneration as we continue to juggle our priorities through a cost of living crisis and public sector pay strikes.

At Brannel, our staff have stepped up to the plate with courage and optimism, proving themselves to be resilient, compassionate, and, above all else, creative leaders. I am proud to be part of the team here. This document gives you a flavour of what we value in our workforce. I hope you will come and see for yourself and ask my colleagues what *they* think about working here.

Brannel is a "Good" school — inspected by Ofsted in 2022 — with a steadily growing number on roll. Over the last five years we have grown from 725 to 900 pupils. To accommodate demand for places, the Local Authority has funded the building of a new £2.5m teaching block, due for completion ready for the start of term in September 2023.

To support our drive for continuous school improvement, we are increasing capacity in our senior leadership team. Which is why we are looking for an experienced and creative leader to help take our school to the next level.

Do you have the grit and determination to help us make Brannel outstanding? Do you view labels on children as just a challenge to overcome rather than a barrier? Have you got a true passion to help our children achieve more than they thought possible? If so, I look forward to receiving your application.





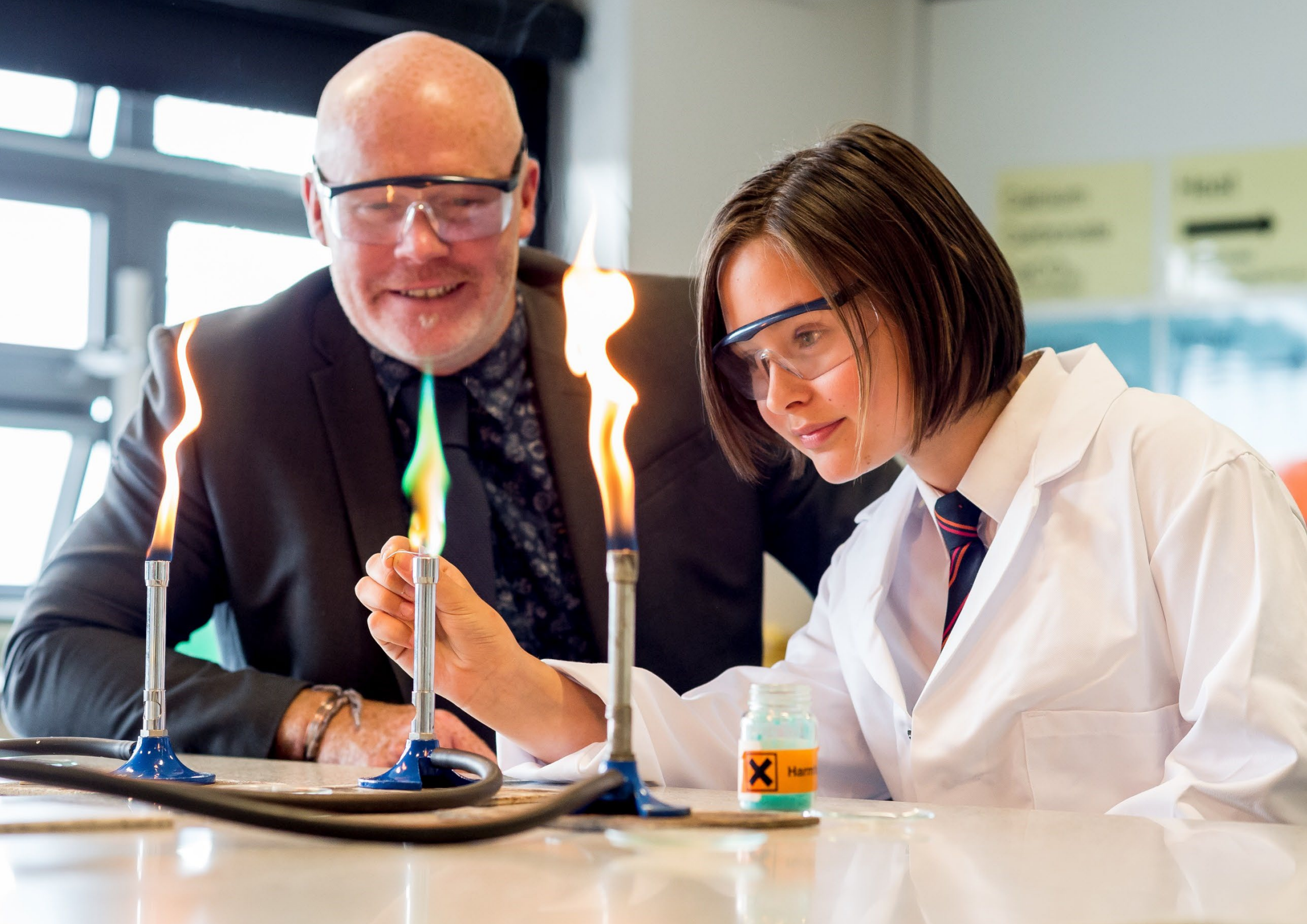
Our Mission



Our mission, quite simply,
is to be exceptional.

At Brannel School we want to develop and inspire a diverse community of independent thinkers whose academic excellence and strength of character prepare them to make a meaningful difference in the world. What kind of pupils are we creating?

-  **Self-directed Learners** with a lifelong love of learning, who are motivated, resilient, and able to set themselves clear goals in order to achieve their personal best.
-  **Creative Leaders** who work well with others, who think outside the box and are not afraid to take risks in order to solve problems and drive innovation.
-  **Well-rounded Individuals** with the confidence to be who they want to be, and the integrity and commitment make a positive contribution to society.





Our Values



Excellence

Creativity

Community

Excellence

Our pupils and staff challenge themselves to aim as high as they can and to be the best they can be. Our pupils achieve academic standards of excellence which enable them to shine against any competition nationally.

Creativity

Creativity is the ability to think about a task or a problem in a new or different way, and the ability to use the imagination to generate new ideas. Creativity is one of the most critical skills for the future. Without creativity, there is no innovation. Creative thinking runs through school life at Brannel, infusing the way our pupils learn in every area of the curriculum.

Community

Brannel is a learning community characterised by a sense of togetherness, positivity, and belonging. Our school is a place where young people from all backgrounds believe they can achieve and feel valued for exactly who they are.

We understand that *"It takes a village to raise a child."* We work in a non-judgemental way with parents, carers, families and a wide range of support organisations and community groups to ensure that every pupil has the opportunities and support they need to achieve in their education and beyond.





Our Vision

An exceptional and inspirational learning community with uncompromising aspirations where every pupil is encouraged to stretch their boundaries and achieve more than they thought possible.

We will achieve our vision through:

- ✚ Creative, inspirational and accountable leadership.
- ✚ A safe, secure and supportive environment in which to work and learn.
- ✚ Excellent teaching and learning informed by the latest research.
- ✚ A relevant and dynamic curriculum enriched by engaging experiences inside and outside the classroom.
- ✚ Consistently high expectations for every pupil.
- ✚ First class resources and state of the art facilities to support teaching and learning.





Our Ethos



Knowing Every Child

We understand that positive relationships between young people and adults reinforce a culture of excellent behaviour and a commitment to learning. We structure our school so that every pupil knows, and is known by, a key group of adults which include their Head of Year and Form Tutor.

High Expectations

We believe that, with the right support, every child can achieve their full potential. Our teachers recognise the individual potential of each of their pupils and challenge and support them to be the best they can be.

Excellent Teaching and Learning

We prioritise learning and development, making sure our teachers have access to high quality career development opportunities at every stage of their career. This ensures that our approach is always informed by the latest research.

Building Character

Our aim is to nurture a generation of game changers with the skills to succeed in life. Pupils participate in enrichment and co-curricular activities which challenge, stretch and inspire them, and which help them to develop positive character strengths such as creativity, resilience, confidence and empathy.

Exemplary Behaviour

We are committed to establishing a calm, orderly and energised environment in our school so that our teachers can focus on teaching and our pupils can focus on learning.

Prepared for the Next Steps

We encourage each pupil to explore their individual interests and talents as they design their own career pathways. Our staff encourage every student to have high expectations and support them to make informed decisions about their future as they prepare to move beyond school.



We believe that an organisation is its people

A happy and healthy workforce is vital for the success of our students. Our priority is demonstrating that we value our staff. This is why we are building our workplace around *people* rather than *processes*. We want a workplace in which every individual can thrive.

Should a job just be something to provide us with a wage, and then a pension? In exchange for enough money to feed and house our families, should we accept that we must crush our productive self-expression and sell off our time and energy by the hour?

At Brannel, we do not accept that work has to be onerous, wearisome or overwhelming. We want our staff to feel secure, passionate, and excited about their jobs and to love coming to work. We want our school to be a place where people want to work and choose to stay.

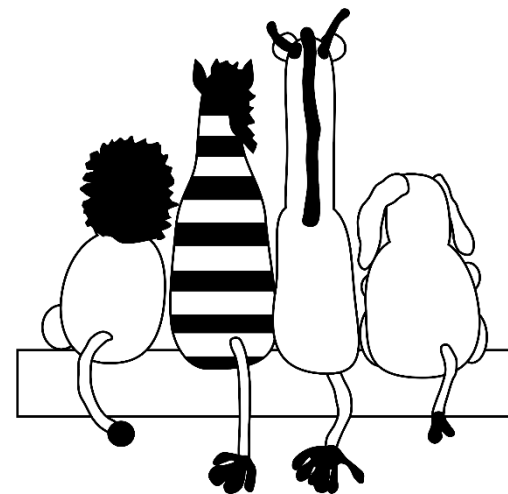
We want our staff to be proud to work at Brannel School, to be committed to achieving our shared goals, and to feel inspired to give their best work every single day.

Achieving this starts with a solid foundation of psychological safety. Brannel is a place where everyone's perspective is valued; where everyone is actively encouraged to be bold and to take risks, and to communicate different ideas and opinions secure in the knowledge that they will never be seen as ignorant, negative, or disruptive. Brannel is a place where anyone can be involved in an idea—because we believe that everyone can be a creative leader. Our creative ethos values diversity, openness, and self-expression.

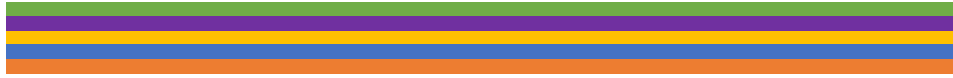
Psychological safety can only thrive within a culture of professional trust. We believe that everyone *wants* to do a good job—and we empower them to *do* a good job. It is our responsibility to ensure that the demands of the job are reasonable and manageable, and that everyone feels supported, encouraged and valued. We promise our staff that we will always do what is right: trusting in each other and standing shoulder to shoulder and achieving, together, what we know makes a difference to the lives of young people and their families.

For too long, in too many schools, staff have had to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter, or friend. We say, “no more”. We recognise that in everyone's life there are good times and bad times—and we need to support each other through both. We will not always get it right, but we will do everything we can to support our staff to balance the demands of their jobs and those at home.

We want our staff to thrive - not just survive - at work



Our Workplace



A strong sense of camaraderie

Brannel School is characterised by a strong sense of team and collaboration. Our staff work together to find solutions. Everyone is happy to share knowledge—rather than hold it back to try to gain power or one-upmanship over a colleague. There is a real team mindset and a strong vibe that people here always look out for each other, both in times of personal need and when working together, to make sure everyone achieves the best outcomes for all.

Our staff are proud to work here

Brannel staff are proud to be part of our school because they value what we stand for. They know that we take a genuine interest in their wellbeing, and they will be supported to achieve their professional goals. Our staff feel valued as individuals because their efforts are recognised and appreciated. We understand that trust is earned, not given, and that no employee will value their organisation if they do not feel their organisation values them.

Professional Trust



We treat our staff with respect

We treat our staff like the professionals they are. We do not disempower and disenfranchise colleagues through a 'top-down' or 'parent/child' approach to leadership and management. We do not value systems, processes and checklists above people. Our staff are given flexibility and autonomy over how they work because we trust them to deliver what is needed. Their opinions are sought, and their feedback is listened to—because we respect and value their experience and professional feedback.

Our workplace is fair

We value organisational integrity. Our policies and procedures provide the foundations for a fair workplace, and they are applied in the right way to make sure this is the day-to-day reality. There is consistency in the way people are treated and, if concerns arise, staff know they will be taken seriously. Our school leaders are visible, interact with colleagues at every organisational level, and lead by example.



Our Leadership

“A great team of engaged employees empowered by effective managers and inspired by creative leaders working within a culture of professional trust.”

—Brannel School's Workplace Wellbeing Charter—

Headteacher, senior leader, manager: these are just job titles. We are all leaders. Most of us will lead from the back of the pack, or from somewhere in the middle. At Brannel, our focus is on developing our staff and students and providing them with opportunities to be creative leaders.

Creative leaders challenge assumptions, reject the ordinary, and see everything as an opportunity to learn or as something to be improved. They model experimentation and risk-taking, and view failure simply as a learning opportunity.

Creative leaders communicate a compelling vision and purpose. They lead with determination and demonstrate the patience to see things through. They are great motivators who understand that persuading people to go that extra mile lies at the heart of great leadership.

Creative leaders are team-builders. They provide the conditions and opportunities for others to be creative. They understand the importance of relationships and work with integrity and empathy, openness, humour and humility. They value professional trust and believe that others genuinely want to be the best they can be.

The best creative leaders inspire others through optimism and resilience. They are energetic and positive and remain calm in a crisis. They are not afraid to show their sense of humour; they encourage playfulness, curiosity, and kill grimness with laughter.

10 qualities of creative leadership David Ogilvy, advertising legend and original “Mad Man”, championed ten qualities he saw in creative leaders. Alongside expected necessities like work ethic, creative risk taking, and the ability to persuade others, are some oft-overlooked but equally important requirements such as a sense of humour. Ogilvy’s lessons are not just for leaders in the advertising world.

1

High standards of personal ethics

2

Big people, without pettiness

3

Guts under pressure, resilience in defeat

4

Brilliant brains – not safe plodders

5

A capacity for hard work and midnight oil

6

Charisma – charm and persuasiveness

7

A streak of unorthodoxy – creative innovators

8

The courage to make tough decisions

9

Inspiring enthusiasts – with trust and gusto

10

Sense of humour





Job Description

Job Purpose

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- ✚ Inspiring and motivating others through creative leadership.
- ✚ Supporting the day-to-day management of the school.
- ✚ Being a high profile presence during the school day and at school events.
- ✚ Taking responsibility for a significant area of the school including management of designated staff.
- ✚ Leading school improvement, taking responsibility for a specific area of the School Development Plan.
- ✚ Promoting and safeguarding the welfare of children and young people across the school.
- ✚ Formulating the aims and objectives of the school, establishing strategies for achieving these aims and objectives, and managing staff and resources to that end.
- ✚ Monitoring progress towards meeting the school's aims and objectives.
- ✚ Being part of the SLT on-call rota during school holidays. (Dates are agreed in advance.)
- ✚ Deputising for the Headteacher, if the Headteacher is absent. The Deputy Headteacher will be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Main Duties and Responsibilities of SLT

The Deputy Headteacher, under the direction of the Headteacher, will:

School Culture and Behaviour

- ✚ Make explicit to pupils, parents, teachers and the wider community, the school's high expectations for every pupil.
- ✚ Communicate the school vision compellingly and support the Headteacher's strategic leadership.
- ✚ Uphold and promote the values and the ethos of the school.
- ✚ Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- ✚ Create a culture where pupils experience a positive and enriching school life.
- ✚ Ensure a culture of staff professionalism.
- ✚ Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- ✚ Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- ✚ Oversee analysis of behaviour and attendance data and action plan accordingly.

Organisational management and school improvement

- ✚ Establish and oversee systems, processes and policies so the school can operate effectively and efficiently.
- ✚ Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.

- ✚ Ensure rigorous approaches to identifying, managing and mitigating risk.
- ✚ Ensure effective use of budgets and resources.
- ✚ Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- ✚ Make sure these school improvement strategies are effectively implemented.

Staff management and professional development

- ✚ Performance manage middle leaders including carrying out appraisals and holding staff to account for their performance.
- ✚ Manage staff well with due attention to workload.
- ✚ Both formally and informally, support the development of colleagues through monitoring, mentoring and coaching.
- ✚ Ensure staff have access to appropriate, high-standard professional development opportunities.
- ✚ Undertake relevant training as required.
- ✚ Keep up to date with developments in education and own areas of responsibility.

Teaching, Curriculum and Assessment

- ✚ Establish and sustain high-quality teaching across subjects and phases, based on evidence.
- ✚ Establish curriculum leadership and ensure the teaching of a broad, structured and coherent curriculum.
- ✚ Track and analyse pupil performance data, paying particular attention to disadvantaged groups.
- ✚ Contribute to the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and communicated to pupils and parents.

Inclusion

- ✚ Understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and promote equal opportunities for all.
- ✚ Have ambitious expectations for all pupils.
- ✚ Promote a culture and practices that enable all pupils to access the curriculum.
- ✚ Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate.

Governance, Accountability and Working in Partnership

- ✚ Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- ✚ Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including Governors, the Trust board, the DfE, the local community and Ofsted.
- ✚ Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- ✚ Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development and to foster the good name of the school.
- ✚ Maintain liaison with other secondary schools, primary schools, FE and HE.
- ✚ Ensure that parents and pupils are well-informed about the expectations related to behaviour and attendance, and about their shared responsibilities as members of the school's learning community.



Additional Responsibilities Specific to the Role

The Deputy Headteacher, under the direction of the Headteacher, will take responsibility for a significant operational area of the school, including management of designated staff, and for leading an area of school improvement which will be included in the School Development Plan.

The specific area of responsibility will be agreed with the successful candidate, and will reflect their individual strengths, professional experience, knowledge and skills, and personal qualities.

The Deputy Headteacher will also have a reasonable timetabled teaching commitment, complying with the Teachers' Standards and modelling best practice for others.

Please note that this Job Description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to undertake other duties appropriate to the level of the role.



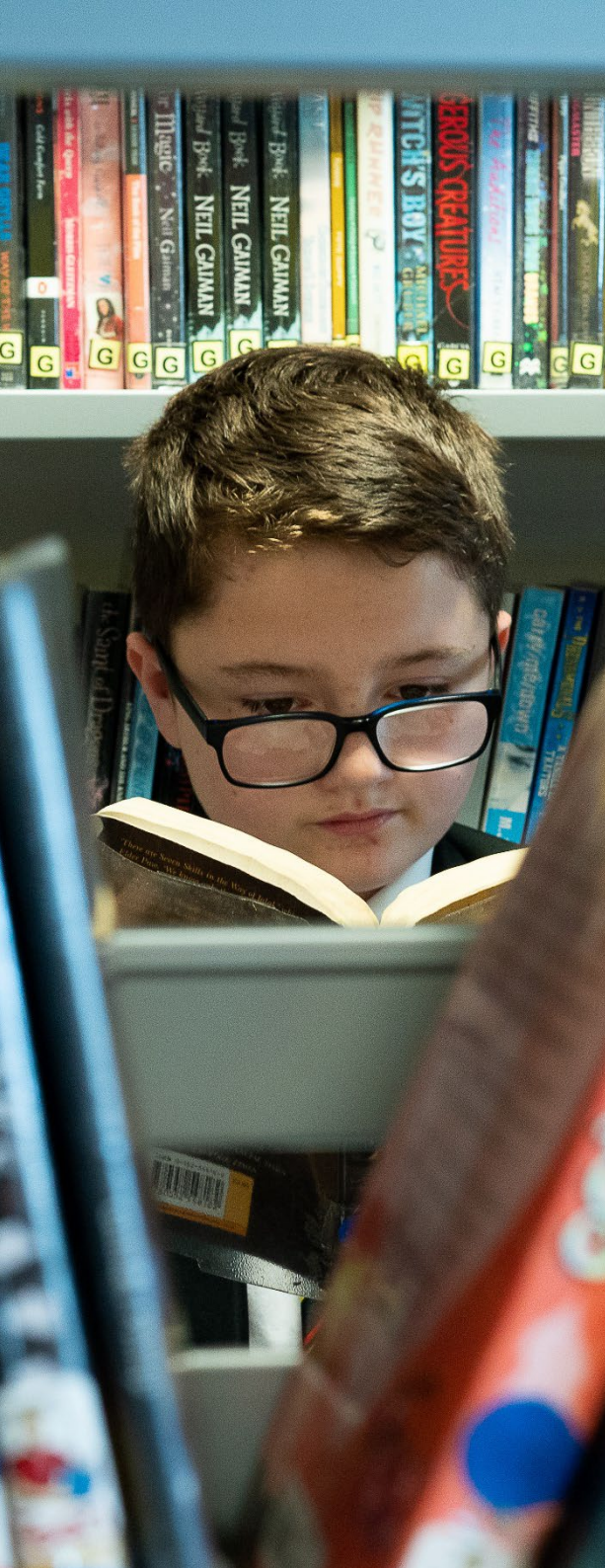
Person Specification

A – Application | C - Certificates | I – Interview | R - Reference

Criteria	Essential	Desirable	Assessed
Education, Qualifications and Training			
1. Qualified Teacher Status.	<input checked="" type="checkbox"/>		A
2. Degree.	<input checked="" type="checkbox"/>		A,C
3. Evidence of continuing professional development in preparation for a leadership role.	<input checked="" type="checkbox"/>		A,C
4. NPQSL and/or NPQH.		<input checked="" type="checkbox"/>	A,C
Professional Experience			
5. Significant experience as a senior leader in a secondary school, with responsibility for a specified area.	<input checked="" type="checkbox"/>		A,I,R
6. Significant experience as a senior leader in more than one secondary school.		<input checked="" type="checkbox"/>	A,I,R
7. Experience of teaching within the 11-16 or 11-18 age range. Outstanding classroom practitioner with an excellent understanding of the core features of successful classroom practice, how pupils learn, and effective behaviour management.	<input checked="" type="checkbox"/>		A,I,R
8. Evidences strong understanding of school self-evaluation and development planning, and a successful track record of putting this into practice.	<input checked="" type="checkbox"/>		A,I,R
9. Evidences experience of delivering school improvement in a secondary school serving a disadvantaged community. Successful track record of delivering strategies for raising aspirations and attainment, overcoming barriers to learning, advancing equality, engaging both pupils and parents, and developing a whole school ethos and culture in which education is valued by all.	<input checked="" type="checkbox"/>		A,I,R
10. Evidences experience of successfully leading and motivating teams. Successful track record of delivering excellent pupil outcomes as a senior leader through effective line management of middle leaders.	<input checked="" type="checkbox"/>		A,I,R
11. Evidences experience of providing professional challenge and support to staff through robust appraisal and performance management, including recognising high performance and tackling underperformance through to resolution.	<input checked="" type="checkbox"/>		A,I,R

Knowledge and Skills			
12. Evidences excellent working knowledge of what constitutes quality educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all.	<input checked="" type="checkbox"/>		A,I,R
13. Understands the difference between leadership and management. Demonstrates strong creative leadership qualities and ability to communicate a vision and inspire others to excellence.	<input checked="" type="checkbox"/>		A,I,R
14. Demonstrates ability to establish and maintain excellent professional relationships with pupils, parents and colleagues.	<input checked="" type="checkbox"/>		A,I,R
15. Demonstrates ability to the develop the positive links necessary within school, a child's home and external agencies.	<input checked="" type="checkbox"/>		A,I,R
16. Sound working knowledge of factors which contribute to staff and pupil wellbeing.	<input checked="" type="checkbox"/>		A,I,R
17. Demonstrates ability to inspire respect, to build effective working relationships, and to support, challenge and develop staff.	<input checked="" type="checkbox"/>		A,I,R
18. Evidences strong data analysis skills, and the ability to use data to set targets and identify weaknesses. Demonstrates ability to combine the outcomes of school self-review with external evaluations.	<input checked="" type="checkbox"/>		A,I,R
19. Sound working knowledge of safeguarding and promoting the welfare of children and young people.	<input checked="" type="checkbox"/>		A,I,R
20. Working knowledge of the inspection framework and inspection findings.	<input checked="" type="checkbox"/>		A,I,R
21. Up-to-date knowledge of education policy, pedagogy, and statutory requirements.	<input checked="" type="checkbox"/>		A,I,R
22. Understanding of school finances and financial management.		<input checked="" type="checkbox"/>	A,I,R
Personal Qualities			
23. Highly motivated. Demonstrates ability to inspire, influence and develop others.	<input checked="" type="checkbox"/>		A,I,R
24. A creative problem solver. Demonstrates enthusiasm for continuous improvement with high expectations of self and others.	<input checked="" type="checkbox"/>		A,I,R
25. Strategic planner. Demonstrates ability to make decisions, organise and prioritise tasks, and manage time effectively.	<input checked="" type="checkbox"/>		A,I,R
26. Demonstrates ability to instil a strong sense of accountability in staff for the impact of their work on pupil outcomes.	<input checked="" type="checkbox"/>		A,I,R
27. A team player. Willingness to lead by example and model appropriate behaviours and actions.	<input checked="" type="checkbox"/>		A,I,R
28. Highly resilient. Demonstrates ability to remain positive and enthusiastic whilst working under pressure.	<input checked="" type="checkbox"/>		A,I,R
29. Commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	<input checked="" type="checkbox"/>		A,I,R
30. Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	<input checked="" type="checkbox"/>		A,I,R
31. Commitment to maintaining confidentiality at all times.	<input checked="" type="checkbox"/>		A,I,R





Ofsted



We think Brannel is a Good school. Don't just take our word for it. We were inspected by Ofsted in April 2022—and the inspectors thought so too:

Overall effectiveness:	Good
Quality of education:	Good
Behaviour and attitudes:	Good
Personal development:	Good
Leadership & management:	Good

"The school is ambitious for its pupils. There is a shared vision for pupils to achieve highly and develop strength of character during their time at Brannel School. There is a strong sense of being part of a community."

"Pupils feel safe and say they are happy at school. Leaders model the high expectations they have of pupils. As a result, there is a calm and positive atmosphere around the school site."

"Staff know pupils well and form strong relationships. Pupils spoken to by inspectors say they feel safe and have a trusted adult in school they can talk to if they have a concern."

"Leaders across most subjects have created an ambitious and varied curriculum. They have thought carefully about how pupils should learn important knowledge. This allows pupils to build their knowledge well over time."

"There are many extra-curricular activities available for pupils to take part in."

"Pupils have opportunities to broaden their horizons and raise their ambitions... The school provides an excellent range of career opportunities for pupils from all year groups."

"Pupils learn how to become global citizens."



COURAGE

Fear is a demon that devours the soul: it diminishes the quality of our imagination, it dulls our appetite for adventure, it sucks away our youth. Be bold. Take risks. Get things wrong. Learn from mistakes.

IDEALISM

How great we become depends on the size of our dreams. Let's dream humongous dreams, put on our overalls, go out there and build them.

CURIOSITY

An endless trail of ideas floats in the ether. You will only see them if you are curious. Don't be afraid to ask stupid questions like a 5-year-old.

PLAYFULNESS

All our art, all our science, and all our philosophy have been invented by playful people, not by people who take themselves too seriously.

CANDOUR

**We are creative problem-solvers.
Our job requires us to be brutally honest and totally dedicated to the truth.**

PERSISTENCE

If what you've done isn't good enough, do it better. If that isn't good enough, do it even better. And if it still isn't good enough — go back and give it your damn best.

www.brannel.com



Brannel School is part of Cornwall Education Learning Trust