



**Deputy Headteacher
Candidate Information Pack**

November 2023

Welcome

Dear Applicant,

On behalf of the Governors, I would like to thank you for your interest in the role of Deputy Headteacher which is currently filled by an Interim Acting Deputy Headteacher, who plans to retire upon the appointment of a permanent Deputy Headteacher.

Cann Bridge School, located in Estover, Plymouth, is a local authority maintained special school for children and young people aged 3 to 19 years. We welcome learners from Plymouth, Devon, and Cornwall, with a capacity for 92 pupils; in 2024 the school will have two new modular classrooms installed to increase the school pupil admission number (PAN) to 108.

Our school is specifically designed for children and young people with complex cognition and learning needs, all of whom have an Education, Health, and Care Plan, indicating either Severe Learning Difficulty or Profound and Multiple Learning Difficulty. Additionally, the majority of pupils also have additional specific learning difficulties outlined within their EHCPs which include Downs Syndrome, Autistic Spectrum Condition, speech and language difficulties, physical disabilities or a complex medical condition. To learn more about Cann Bridge School and the wonderful things happening, please visit our:

- Website: www.cannbridgeschool.co.uk
- Facebook: www.facebook.com/cannbridgeschool
- School Newsletters www.cannbridgeschool.co.uk/newsletters-forms

The staff are dedicated and hardworking, creating a calm and purposeful working environment for the learners in which they deliver personalised learning opportunities as outlined in our Pathways to Independence Curriculum.

The school has a long history spanning 60 years (previously known as Downham School). The current school buildings were purpose built on the Tor Bridge Partnership site; co-located with Torbridge High, Torbridge Primary and Plym Bridge Nursery. Since the completion of the build the school has worked with the Local Authority to increase capacity through the addition of a Post-16 unit (Post Bridge College). In 2022, the school was remodelled during some separation works with the neighbouring co-located primary school. We are fortunate to have excellent facilities and resources; we continue to strive to enhance and develop these further to provide the best teaching and learning opportunities in the delivery of our school offer.

The school is currently going through a significant period of change as outlined in the School Development Plan (SDP) which identifies the key areas for improvement as we strive to provide the very best quality of education to our learners. Our School Development Plan is available on our website.

We are seeking a dynamic, aspirational school leader who shares our commitment, vision, and values to the education of children and young people with SEND. We expect the successful candidate to be highly proactive in enhancing our school offer particularly within the evolving curriculum and assessment, secure in their commitment in developing the school workforce to ensure our school offer, in its fundamental delivery, improves pupil outcomes. We are committed in fostering strong partnerships with families, local schools, and the Local Authority which the successful candidate will lead alongside the Headteacher. The Governing Board is proactive and fully supportive of school leaders. Together, we prioritise meeting the unique needs of our learners so that they can all be well prepared for their futures.

We encourage all applicants to visit the school prior to an application being made.

Once more, thank you for your interest in the role of Deputy Headteacher at Cann Bridge School and we look forward to receiving your application.



Shane Baker
Headteacher

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Our Vision & Values



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Together, we aspire to create a nurturing school community by being aspirational, learner focused, collaborative and progressive.

We develop each learner's communication and independence through their school journey to prepare them for the wider world through creative and personalised learning, actively contributing to society, leading to healthy and fulfilled lives.

Together, 'We Cann...' be

- Aspirational**
- Learner Focused**
- Collaborative**
- Progressive**

The Role

This is an exciting opportunity to influence the direction of a successful and popular school in order to further improve the lives of the most vulnerable children and young people. You will work collaboratively with the Headteacher and Governing Board, holding specific responsibility for areas of strategic development of the school, further developing and implementing robust school improvement strategies to enable Cann Bridge to provide the very best education.

You will demonstrate clear and effective leadership working closely with the extended Senior Leadership Team and Middle Leadership Team to ensure continued development from the recent strong foundations which have been laid. You will find a very supportive staff team who are dedicated to the learners, working diligently to implement the new vision and values for the school.

If you are looking for a role where you can make a significant impact and make a real difference, applying and developing your skills and knowledge further, then this is a great opportunity to join a school on its aspirational journey.

Recruitment Timeline

- Opportunities to visit Cann Bridge School: 21st, 22nd & 23rd November afternoon visits. Please contact the school to arrange your visit – 01752 207909.
- Application closing date: Midday 24th November
- Candidate shortlisting: Afternoon 24th November
- Interviews: Wednesday 29th November

Complete applications should be sent to:

CBHR@torbridge.net

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Job Description: Deputy Headteacher

Cann Bridge School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

Job details

Salary: Leadership Spine Point L12-16

Contract type: Full-time permanent

Reporting to: Headteacher & Governors

Responsible for: Middle Leadership Roles, Family & Learner Support Advisor, Meal Time Assistants (MTAs), Volunteers and Work Experience Students

Main purpose

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- Formulating and driving the aims and objectives of the school
- Establishing and implementing policies for achieving these aims and objectives
- Effectively managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives securing concise information is accurately reported to the Governors
- Strategically lead areas identified in the School Development Plan (SDP) & contribute to the Self Evaluation Framework (SEF)
- Being the schools Deputy/ Designated Safeguarding Lead undertaking all associated roles and responsibilities in relation to this including the development of Governors and the workforce
- Strategically leading and having an oversight of pupil and staff attendance and behaviour
- Leading the organisation of Performance Management and Continuous Professional Development Cycle (all staff) including the New Staff Induction Programme
- Being the strategic link for the Management of Medical Conditions with the Nursing Team
- Having the strategic oversight Children in Need and Team Around Me meetings
- Leading strategically, the Quality of Education, including whole school curriculum development, teaching, learning, assessment and educational standards, the leadership and management of key stage and curriculum team leaders, working closely with the headteacher.
- Undertaking the normal responsibilities of the class teacher when required
- Being a member of the senior leadership team
- Supporting and representing the headteacher at meetings as and when required

If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board.

The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

The specific nature and balance of these responsibilities may vary according to the needs of the school. The specific management, curriculum and co-ordination responsibilities to be undertaken by the postholder will utilise their strengths and inform their professional development. As with all leaders at Cann Bridge, the performance and development of the deputy headteacher will be appraised under the Headteachers' Standards.

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Qualities

The deputy headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Commit to securing the best outcomes for all pupils and promote the vision and the values of the school
- Commit to maintaining confidentiality at all times
- Uphold safeguarding and equality and diversity, ensuring that personal beliefs are not expressed in ways that exploit the position
- Work collaboratively and build effective teams and have good presence
- Demonstrate personal integrity, honesty, dedication, reliability, and resilience, upholding and implementing all school-based policies and protocols
- Analytically and creatively demonstrate initiative in solving problems
- Demonstrate good organisational skills
- Maintain and promote the expected professional standards of self and others
- Recognise their own strengths and areas for development with a commitment to own professional development
- Prioritise effectively, ensuring workload is effectively managed securing work-life balance

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Create and effectively contribute to a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism and demonstrate a commitment to the schools' policies and code of conduct
- 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

Teaching, curriculum, and assessment

Under the direction of the headteacher, the deputy headteacher will:

- Strategically lead the development, organisation, implementation, monitoring, and evaluation of the school's curriculum developing distributed leadership even further to include the line management of middle leaders
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Establish and sustain high-quality teaching across all subjects and key stages, based on evidence informed practice
- Ensure teaching is underpinned by subject expertise
- Effectively use formative and summative assessment to inform strategy and decisions in line with schools' policies
- Secure the teaching of a broad, structured, sequential, and coherently planned curriculum through the appropriate development of others
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs (SEN) and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils

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- Make sure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Safeguarding

Under the direction of the headteacher, the deputy headteacher will:

- Uphold all aspects of the job description for the Designated/Deputy Designated Safeguarding Lead (DSL/DDSL)
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding and child protection, as part of duty of care, as the DSL/DDSL
- Ensure all training is undertaken and remains up to date to secure DSL/DDSL roles and responsibilities
- Ensure all school-based policies and protocols, structures and systems are aligned with statutory guidance (KCSiE) including the organised training of the workforce and Governors
- As the school's attendance officer, operate within and monitor the effectiveness of the school's attendance policy, liaising with appropriate welfare agencies and parents/carers accordingly
- Within the remit of safer recruitment, participate in the selection and deployment of teaching and non-teaching staff of the school

Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes, and policies so the school can operate effectively
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing, and mitigating risk
- With the School Business Manager, identify and allocate financial resources appropriately, efficiently, and effectively in accordance with best value principles
- 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
- Contribute to arrangements and promote the expected standards of the whole school learning environments and health and safety

Professional development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- Ensure all new staff to the school receive a thorough induction programme to prepare them well for their new roles at the school securing safeguarding is effective at all levels

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports when required
- Ensure that staff understand their professional responsibilities and are held to account
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Maintain and develop effective communications and links with parents and carers and to provide positive responses to concerns and problems regarding their children's education, including the chairing of annual reviews, Team Around Me and Children in Need meetings, where required.
- Manage the performance of those you line manage, including teachers and teaching assistants, as required.

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Please note that this 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 do other duties appropriate to the level of the role.

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Person Specification: Deputy Headteacher

Criteria	Qualities Essential	Qualities Desirable	Method of Assessment
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS/QTLS) • Degree • Professional development in school leadership 	<ul style="list-style-type: none"> • Higher level degree • Relevant National Professional Qualification (NPQ) 	Application form
Experience	<ul style="list-style-type: none"> • At least 5 years teaching experience • Successful and impactful recent middle/senior leadership and management experience in a school • Demonstrable and proven high standards and teaching experience with learners with SEND • Experience of writing intended subject/department/school development and improvement plans, monitoring implementation and reporting on impact. • Demonstrable experience of successful line management and whole school staff development • Demonstrable evidence of raising the standards of teaching, learning and assessment • Experience of leading subject/curriculum development across a whole school • Effective leadership and management of change with an ability to hold others to account • Secure experience of being a Designated or Deputy Designated Safeguarding Lead 	<ul style="list-style-type: none"> • Contribution to whole school self-evaluation (SEF) and development planning (SDP) • Experience of teaching children and young people with severe learning difficulties • Teaching and/or leadership experience in more than one school • Experience of leading training and development to whole school • Effective collaboration with external agencies • Early Career Teacher Mentor/Induction Tutor • Experience of using systems such as SIMS, CPOMS, Evisense, Connecting Steps/B Squared, Immersive Studio, National College, Evolve and Microsoft applications. 	Application form Interview process
Skills & Knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify areas for development • Knowledge of current educational trends, curriculum developments and educational initiatives • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Effective communication (oral and written) and interpersonal skills • Ability to communicate a vision, inspire and 	<ul style="list-style-type: none"> • Leading staff appraisal processes • Understanding of school finances and financial management • Managing whole school resources and timetabling • Good understanding of the Education, Health, and Care Plan (EHCP) and how these can be used to personalise learning. 	Application form Interview process

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	<ul style="list-style-type: none"> motivate others Ability to build effective professional working relationships Able to use technology systems integrally to monitor and support the raising of learner achievement In depth understanding of safeguarding and child protection In depth knowledge of behaviour management strategies in a school setting Knowledge of the Ofsted Education Inspection Framework (EIF) 2019 and Keeping Children Safe in Education (KSCiE) 2023 	<ul style="list-style-type: none"> Experience and/or knowledge of CPI Safety Intervention training. Experience and/or knowledge trauma informed practice and schools. Experience and/or knowledge SoSAFE! Knowledge of Rosenshine Principles Good knowledge and understanding of the Preparation for adulthood agenda 	
Personal qualities	<ul style="list-style-type: none"> A commitment to achieving the best outcomes for all pupils and promoting the vision and the values of the school Ability to work under pressure and prioritise effectively, ensuring a work-life balance Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality and diversity, ensuring that personal beliefs are not expressed in ways that exploit the position Able to work collaboratively and build effective teams with good presence Strong personal integrity, honesty, dedication, reliability, and resilience Ability to think analytically and creatively and demonstrate initiative in solving problems Good organisational skills Maintain and promote the expected professional standards of self and others (Headteachers' Standards, Teachers' Standards, HLTA & TA Standards) Aware of own strengths and areas for development with a commitment to own professional development. 	<ul style="list-style-type: none"> Able to manage and resolve conflict Ability to think and work strategically Knows what good/outstanding looks like and the proven ability to develop good/outstanding practice 	Application form Interview process

This job description may be amended at any time in consultation with the postholder.

Last review date: October 2023

Line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

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