



**CRINGLE BROOK
PRIMARY**

CANDIDATE PACK

DEPUTY HEADTEACHER

For

CRINGLE BROOK PRIMARY

SCHOOL

Cringle Brook Primary School
388 Slade Lane, Manchester. M19 2HT
Tel: 0161 248 1730

Part of





Dear Candidate

Thank you for your interest in becoming the Deputy Headteacher at Cringle Brook Primary School, part of Kingsway Community Trust.

As an initial introduction to school I would invite you to visit our website which can be found at www.cringlebrook.manchester.sch.uk. We would also encourage and welcome your visit to Cringle Brook Primary in order for you to experience, first-hand, the vibrancy of our teaching and learning.

This is a challenging opportunity for an exceptional candidate with significant senior leadership and teaching experience in urban primary schools. The Deputy Headteacher will lead on strategic areas alongside the Head of School and Executive Headteacher. Leadership key responsibility will focus on supporting and championing outstanding teaching and learning across the school.

- Cringle brook is a multi-cultural, urban primary school in South Manchester. It is one form entry school with approximately 210 children on roll.
- The school has a rich cultural mix of pupils. 74% of pupils are from a Black Minority Ethnic group, 66% of pupils are EAL speakers and 33 languages are spoken by pupils in addition to English.

Kingsway Community Trust has an excellent reputation for our forward thinking approach and excellent teaching and learning. Our expertise includes nationally recognised work in developing EAL learners, British Council award winning international schools work and restorative school development. We work to enable all staff to be supported through extensive trust and school wide networking, excellent training and development opportunities and pastoral support which includes staff as well as the children.

All three schools in the Trust are Ofsted graded Outstanding. The Trust is led and managed by one Executive Headteacher and one Trust. In each school there is a full time Head of School who lead and manage alongside the Executive Headteacher.

Throughout the school we have a dedicated team of professionals. They provide an unwavering commitment to the children, supporting them to achieve the highest standards. The staff promote resilience, aspiration, confidence and collaboration as a thread through everything they do with the children.

Lisa Vyas
Executive Head Teacher

OUR VISION – CRINGLE BROOK PRIMARY SCHOOL WILL:

- Provide a nurturing and safe environment where excellence and diversity are valued and celebrated;
- Create enthusiasm for learning that will shape young people's lives and future chances;
- Enable children to build friendships and relationships through respect, teamwork and valuing their community;
- Harness all children's potential so that there are no limits as to what they can achieve;
- Never forget that we are at the heart of our community.



KINGSWAY COMMUNITY TRUST CAN OFFER YOU:-

- A thriving learning community with a positive ethos and innovative approaches
- A supportive and empowering environment, supported by a National Leader of Education
- The support of a well-established, highly successful and forward thinking Trust
- A learning-centred school where the best possible practice is the priority
- A comprehensive CPD programme and opportunities to develop as a leader
- A vibrant, supportive community of like-minded professionals
- A culturally rich and diverse urban community

HOW TO APPLY

Your completed application form and any supporting documents should be submitted to:-

Email: jobs@kingswaycommunitytrust.co.uk

Closing date: 22 March 2023, 9am

Shortlisting: 23 March 2023

First stage assessment -Lesson observations s: 28 March 2023

Second stage assessments/interview: 29th March 2023

Employment Start Date: September 2023



Kingsway
Community Trust



Job Description

Deputy Head Teacher (Full time)

Reports to: Executive Headteacher, Head of School and Governing Body

Salary Grade: L10-14

Status of the Post

This position includes line management responsibility for cover and PPA teachers and other non-phase based teachers and subject leaders whose area is not part of the School Improvement Plan. It also includes overview responsibility for the quality of the curriculum delivered in PPA time, safeguarding across the school and a responsibility for the professional development of Teaching Assistants. It also has a three day teaching commitment, including PPA time, initially in year 2 but with the flexibility to teach in any year group. The position is based at Cringle Brook but with an expectation that the post holder would also work on Trust wide projects and activities, with staff in the other schools.

Main Responsibilities

- To support the Executive Headteacher, Head of School & Local Governing Body in creating the strategic direction of the school within the guiding principles of Inclusion and Equal Opportunities.
- To assist the Executive Headteacher and Head of School in the leadership and management of the school and to work with the staff team to promote the aims and ethos of the school by ensuring:-
 - Learning and school improvement is at the centre of strategic planning.
 - A consistent and continuous focus on pupil achievement using data and benchmarking to monitor the progress of every child.
- The policies of the school and Local Governing Body are implemented and reviewed.
- To undertake the duties and responsibilities of the Head of School in their absence.
- To assist the Head of School in maintaining good pupil behaviour and a positive school culture.

Professional Responsibilities

The post holder will be required:

- To act in accordance with the requirement of the relevant paragraphs of the School Teachers' Pay & Conditions Document and to undertake the professional duties of a deputy head teacher as set out in the document.
- To act in accordance with other legislation affecting the conduct of the school, with particular reference to diversity, inclusion and the urban context.

Specific tasks:-

- To assist the Executive Headteacher and Head of School in monitoring, evaluating and developing high quality teaching and learning and in whole school self-evaluation.
- To lead on teaching and learning across the school from Reception to Year 6
- To have class teaching responsibility 3 days equivalent a week (including PPA time)
- To take a key role in the School Improvement Plan ensuring that achievement for all pupils is maximised and standards of attainment raised
- To monitor standards and outcomes
- To ensure that all subject leaders are working effectively and impacting on subject standards
- To oversee staff development and induction of new staff, including ECTs
- DSL responsibilities assisting the Head of School who leads this area
- To work with subject leaders to ensure that curriculum development is robust and motivational
- To liaise with parents/carers and outside agencies

Leading, Developing and Enhancing the Teaching Practice of Others By:

- To be an effective role model in terms of teaching and learning practice.
- To ensure effective implementation of school improvement priorities.
- To monitor the quality of teaching and learning and sharing judgments with all relevant colleagues as appropriate.
- To identify key areas for professional development linked to school Improvement plan and individual needs.
- To ensure that such needs are addressed through provision of high-quality coaching and mentoring and access to appropriate training and other CPD opportunities.

Managing and Developing the Work of Colleagues:

The post holder will:

- To act as performance management team leader and be professionally responsible and accountable for the continuous professional development of Support Teachers and Teaching Assistants.
- To be professionally responsible and accountable on a day to day basis for coordinating the work of each teaching phase

Other specific professional responsibilities:

The post holder will be accountable for:

- Learning resources and materials purchased, including an overview of budget requests and management of subject leaders whose area is not on the School Improvement Plan
- The post holder must carry out their duties with full regard to the Trust's equal opportunities policy.

Person Specification – Deputy Head Teacher

Selection Criteria	Method of Assessment	Essential	Desirable
<p>At the shortlisting stage, when the governors evaluate application forms and supporting letters, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the essential and desirable (where appropriate) criteria listed below.</p>			
1 Qualifications and Training			
1.1 Qualified Teacher Status	Application form	✓	
1.2 Degree or equivalent	Application form	✓	
2 Experience			
The successful candidate will have:			
2.1 Experience and understanding of teaching and learning across the primary age range in an urban environment	Application form/Interview	✓	
2.2 Significant experience of senior leadership as phase leader or AHT capacity	Application form	✓	
2.3 Responsibility for developing, monitoring and evaluating an aspect of school provision	Application form/Interview	✓	
2.4 Experience of leading and managing people	Application form/Interview	✓	
2.5 Experience of contributing to self-evaluation and school improvement	Application form/Interview	✓	
2.6 A track record in improving others practice through demonstrating, coaching and target setting	Application form/Interview	✓	
2.7 Experience of leading training and other staff development activities, including performance management	Application form/Interview	✓	
2.8 Experience of working with Trustees/Governors	Application form/Interview		✓

3 Knowledge & Understanding			
3.1 A proven track record as an outstanding teacher	Application form	✓	
3.2 Knowledge of the whole primary curriculum including current working knowledge and understanding of EYFS practice	Application form/Interview	✓	
3.3 Sound understanding of assessment, recording and reporting	Application form/Interview	✓	
3.4 Understanding of strategies for school improvement	Application form/Interview	✓	
3.5 Knowledge of how the effective use of data and target setting can raise standards	Application form/Interview	✓	
3.6 Up to date knowledge and understanding of current educational issues	Application form/Interview	✓	
3.7 Clear understanding of safeguarding issues and protecting those most vulnerable	Application form/Interview	✓	
3.8 IT curriculum capability and interest	Application form/Interview		✓
4 Skills			
4.1 Ability to positively influence others	Application form/Interview	✓	
4.2 Ability to motivate, lead and manage people to work both individually and in teams	Application form/Interview	✓	
4.3 Commitment and confidence in working in partnership across the Trust with other colleagues and strengthening/empowering others	Application form/Interview	✓	
4.4 Ability to implement change and plan strategically	Application form/Interview	✓	
4.5 Outstanding communication skills, with a range of audiences both orally and in writing	Application form/Interview	✓	
4.6 Strong communicator with parents	Application form/Interview	✓	
4.7 Understanding, analysis and interpretation of school performance data	Interview		✓
4.8 Ability to prioritise, work under pressure and meet deadlines	Application form/Interview	✓	
4.9 Effective administrative and organisational skills	Application form/Interview	✓	
4.10 Working successfully with parents and wider community	Application form/Interview	✓	
4.11 Ability to manage pupil behaviour and pastoral needs	Application form/Interview	✓	
5 Personal Attributes			
5.1 Value all children and committed to the development of the whole child	Application form/Interview	✓	
5.2 High expectations of every child being the best they can be	Application form/Interview	✓	

5.3 Relate well to pupils, staff and parents and care about their individual needs	Application form/Interview	✓	
5.4 Able to adapt to changing circumstances and new ideas in a positive and creative manner	Application form/Interview	✓	
5.5 Ability to deal with sensitive issues in a professional manner	Application form/Interview	✓	
5.6 Has high standards of self and others	Application form/Interview	✓	
5.7 Energy and enthusiasm	Application form/Interview	✓	
5.8 Integrity and loyalty	Application form/Interview	✓	
5.9 Flexibility and proactivity	Application form/Interview	✓	
5.10 Commitment to healthy minds and body development	Application form/Interview	✓	
6 References			
6.1 Positive recommendation(s) in professional references		✓	
6.2 CRB (E) clearance/no adverse outcomes from the DBS check		✓	