



Faringdon Community College

Deputy Headteacher - Culture and Ethos

Start Date: 25th April 2022
Leadership Salary Scale, Points L19 to L23

Faringdon Community College (FCC) is a successful and well-established 11-18 co-educational secondary comprehensive school, which embraces the idea of lifelong learning and community education. The school has an excellent local reputation and is known for inspiring exciting teaching and learning, where teachers are supported and encouraged to help every student, aiming to achieve individual success and realise their potential.

As a dynamic organisation, we are always looking for new ideas and ways forward. Our strong and motivated team of teaching and non-teaching staff are committed to providing the best education they can and have an energy and enthusiasm which makes FCC a rewarding place to work.

Faringdon Community College is part of Faringdon Learning Trust and the successful candidate will have a key role in embracing and achieving the Trust's aims. The successful applicant will be expected to:

- Work with the Headteacher, governing body and others to develop the school's vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff.
- Work in close collaboration with the Head Teacher and wider leadership team on the development of the whole school in order to continue to raise and maintain high standards for all pupils.
- Take a major role in the day-to-day running of the school.
- Liaise with other staff within the wider team and appropriate external agencies to protect children to ensure their development, health and wellbeing.
- Develop and maintain positive and effective relationships with parents and carers, governors and other community partners.
- Implement policies and procedures to promote high standards of behaviour and positive attitudes for all children, which helps promote and achieve the highest standards of teaching and learning.
- Act as the Designated Safeguarding Lead within the school's Child Protection Policy and fully implement the safeguarding procedures.
- Undertake such reasonable activities as the Headteacher and Governors may require from time to time.

Visits to the school prior to submitting an application are warmly welcomed. If you have any questions, would like any further information or would like to arrange an informal visit to the school, please contact our Trust Recruitment Team, by emailing Recruitment@faringdonlearningtrust.org. An application form and applicants' pack, giving further details for the above post, can be found on our website: <http://www.fccoxon.co.uk>. Please return your completed application form, along with a letter of interest outlining your suitability for the position, to Recruitment@faringdonlearningtrust.org.

Closing date: 9am on Monday 24th January 2022

Interviews: Week Beginning 31st January 2022

Faringdon Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced Check

Job Description

School Leadership Team

The Senior Leadership Team are responsible for leading the school. Maximising the potential of each child within a nurturing environment is a vital responsibility of this team.

All members of the Senior Leadership Team are expected to:-

- Embrace and deliver on the school's ethos, values and vision ensuring that this is shared with and acted upon by all who work at Faringdon Community College.
- Lead, inspire and motivate others to make an impact on the progress and development of all students
- Act as an excellent role model at all times within and beyond the school
- Carry out the duties of a classroom teacher impacting positively on student outcomes and provide cover for absent colleagues if required
- Make significant contributions to the production of the Self Evaluation Form and the School Development Plan and lead on aspects of the plan relevant to their role
- Share responsibility for formulating and administering policies and procedures
- Advise the Headteacher on matters relating to their specific areas of responsibility
- Participate in and lead meetings as appropriate to the responsibilities held.
- Support and encourage staff in their role as classroom teachers and assist in the appraisal processes for staff.
- Promote and support the efficient use of the school's financial resources.
- Share responsibility for regular evaluation and monitoring processes and systems in the school and act on findings.
- Implement the Equal Opportunities Policy in relation to sex, gender, race, disability and special needs
- Act as a line manager to a number of specified departments (as directed by the Headteacher)
- Produce items for the Headteacher's Report to the Governing Body in line with their areas of responsibility
- Support and assist in the organisation of all major school events
- Work collaboratively and professionally as a team
- Share responsibility for school discipline, inclusion matters and the smooth day-to-day running of the school including delivering assemblies, lunchtime supervision and the travel, arrival and departure of students

Specific Responsibilities

- Leading and managing the school as outlined in the School Teachers Pay and Conditions document
- Maintaining good order and discipline of students
- Providing support for teaching staff and other adults who work in the school
- Coaching/Mentoring other colleagues as appropriate
- Providing leadership development for staff
- Keeping up-to-date with developments and changes in education and their implications for the school (e.g. Ofsted)
- Supporting the Headteacher in the production of the Leadership and Management section of the School Evaluation Form
- Preparing a section of the Headteacher's Report to the Governing Body
- Undertaking, in the absence of the Headteacher, the professional duties of the Headteacher.

Deputy Headteacher (Culture & Ethos) will:

- Be the Designated Safeguarding Lead (statutory role)
- Have overview of all safeguarding practices, reactive (MASH referrals, liaison with MASH/LCSS/Early Help/Social care/LADO team)
- Oversee management and development of DDSL staff
- Deliver Safeguarding training to FCC staff, 6 times per year (Train the trainer CPD required)

- Be the PREVENT lead
- Oversea management of CPOMS (adding new users, ensuring all concerns are picked up, allocation of incidents to DDSL/Pastoral staff, closing of incidents, amending menus/categories as required, ensuring records are transferred/received)
- Attend ICPC/core groups/RCPC for high level safeguarding incidents.
- Chair the Vulnerable Students meetings (KS3 and KS4) and Safeguarding Team meeting
- Be main school contact for Thames Valley Police, MASH, OCC.
- Be the Designated “Child We Care For” Teacher (statutory role)
- Chair statutory PEP meetings, attending CWCF reviews
- Act as key contact for foster carers, social workers, and virtual school.
- Monitor performance of CWCF students.
- Oversee management of PEP PP funding
- Report Annually to governors
- Be the strategic lead for the SEN Department.
- Provide day-to-day leadership and management of the school pastoral team, working alongside the Assistant Headteachers with responsibility for Key Stages 3 and 4.
- Indirectly line manage Year Coordinators and other pastoral staff.
- Lead on a range of annual tasks, including allocation of staff to tutor groups when required, setting up pastoral documents for the year ahead (such as BMS, Incident logs).
- Inform OCC of reintegration timetables and families choosing to remove children from school roll for EHE.
- Oversee the day-to-day management of the conduct of high-level students in school’ including the Investigation of major behaviour incidents.
- Be a ‘gatekeeper’ for internal/fixed term exclusions.
- Represent FCC at IYFAP South Panel, making applications for funding and alternative provision, when appropriate.
- Conduct termly and annual analysis of behaviour and reportable incidents including reporting to governors, as required.
- Oversee school admissions – including tours, interviews, administration, contacting previous schools, liaising with OCC, placement of students into tutor groups (through liaising with student services and year co-ordinator). This includes the distribution of information to staff and being a key contact for Defence Academy admissions.

Work with the Governing Body

1. Provide relevant information for the Governing Body as requested.

Person Specification

We seek the following in our leaders and have identified from where we anticipate gaining the information.

Specification			Application /reference	Lesson observation	Interview
Strategic direction & development	A.	Ability to think and plan strategically, identify priorities, develop aims and implement actions to achieve results and to manage change effectively	✓		✓
	B.	Experience of responsibility for achieving aspects of School Action Plans	✓		✓
	C.	Experience of using national, local and school data to monitor, evaluate and initiate actions to improve school performance	✓		✓
	D.	Ability to communicate a vision and inspire others	✓		✓
Teaching & learning	E.	Evidence of effective and successful teaching experience at Key Stages 3, 4 & 5	✓	✓	✓
	F.	Experience of setting targets and monitoring performance in order to raise achievement	✓		✓
	G.	Capacity to understand and provide for the whole range of students' needs, including those with SEN and the gifted and talented (A & A)	✓	✓	✓
	H.	Evidence of an excellent understanding and experience of the curriculum, pedagogy and assessment processes used across departments	✓	✓	✓
	I.	An understanding of curriculum development and initiatives at national, regional and local levels	✓		✓
Leadership & management	J.	Evidence of professional development in preparation for a leadership role	✓		✓
	K.	Evidence of successful and effective senior leadership & management responsibility in a school	✓		✓
	L.	Experience of being an appraiser/coach/mentor of staff	✓		✓
	M.	Experience of Involvement in school self-evaluation and development planning	✓		✓
	N.	Significant line management experience, including the management of middle-leaders	✓		✓
	O.	Evidence of the ability to motivate, inspire confidence and creativity in staff and students through praise and constructive criticism	✓	✓	✓
	P.	Evidence of the positive management of student behaviour	✓	✓	✓
	Q.	Experience of managing a budget	✓		✓
Personal skills & qualities	R.	Evidence of successful organisational and time management skills with the ability to work under pressure	✓		✓
	S.	Ability to analyse data and to use data to set targets and identify weaknesses			✓
	T.	Have a clear understanding of school finances and financial management			✓

	U.	Ability to communicate clearly both verbally and in writing	✓	✓	✓
	V.	Ability to act as a positive role model, at all times, for other staff and students	✓	✓	✓
	W.	Show a commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓		✓
	X.	Ability to monitor own and others' work-life balance, morale and well-being	✓		✓
	Y.	Ability to work under pressure and prioritise effectively	✓		✓
	Z.	Ability to build effective working relationships	✓		✓
	AA.	Evidence of IT competence	✓		✓
	AB.	Be committed to maintaining confidentiality at all times	✓		✓
	AC.	Be committed to safeguarding and equality	✓	✓	✓