

Deputy Headteacher Recruitment Pack



Carterton

COMMUNITY COLLEGE

Contents and Process

Contents

Welcome from the Headteacher	3
Welcome from the Head Boy and Head Girl	5
Job Description: Deputy Headteacher: Culture, Engagement and Ethos	6
Job Purpose	6
Leadership and Management	6
Areas of Responsibility	7
Duties	8
Line managed by	8
Directly Line-manage	8
Salary	8

Carterton Community College
Upavon Way
Carterton
Oxfordshire
OX18 1BU

Telephone 01993 841611

Email office@carterton.oxon.sch.uk

Web www.cartertoncc.oxon.sch.uk

Introduction from Chair of Governors



Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Carterton Community College and Sixth Form. The college currently has 604 students on roll with the majority of our students drawn from local feeder schools.

Carterton is an expanding town, currently the second largest in West Oxfordshire, with proximity to RAF Brize Norton, the largest Royal Air Force base in the country. The school has a strong supportive relationship with Senior Officers of the base which benefits our pastoral care and the enrichment of our students.

Our Leadership Team, led by a recently appointed Headteacher and actively supported by the Governing Body, have driven school improvement despite the pandemic. Their commitment to improving Carterton Community School is shared by dedicated and talented staff. Our 2020 Ofsted Monitoring Visit recognised the strength of leadership, its positive impact in the school's improvement journey, and the capacity of leaders to effect further development.

The Governing Body are seeking to appoint a dynamic and ambitious Deputy Headteacher to join the school at this pivotal time in its development, contributing to shaping the future of the school for the years to come. You will need to be highly motivated, creative and committed to ensuring the highest standards of learning, behaviour and professional practice, and to achieving our ambitions and vision for the school. You will relish the opportunity of working in a vibrant and close-knit community, and the challenges and privileges of shaping and embedding the culture and ethos of a growing school. As a learning community we commit to the professional development of all staff, and offer opportunities to extend their experience and practice in their roles.

We look forward to your application and you are welcome to visit us before the closing date for applications. If there is anything further that you would like to discuss regarding the application and the information enclosed, we shall be happy to help.

With best wishes,

Ian Courtney

Welcome from the Headteacher



It is a great pleasure to invite you to apply for a post at Carterton Community College.

It is an exciting time to apply for a post at the College in a time of rapid change and improvement. This post is crucial to realising our ambitions for the school whilst retaining its highly inclusive nature. We enjoy a good reputation in the community for the care we give to all our students, for our commitment to the inclusion of every child, and a nurturing environment in which young people can thrive.

We believe in the transformative power of education and therefore strive to provide the highest quality of education and personal development for our students. A robust and rigorous curriculum has been developed, designed and implemented to ensure all students make strong progress, and levels of achievement which facilitate their ambitions.

Our students' achievements this summer, with many exceeding their expected grades at GCSE and at A level, are proof of the effectiveness of our development and improvement. Their results represent everything about our ambition and our shared aspirations for every child, and continue our trend of rising standards at Key Stages 4 and 5.

Our determination to provide a high quality education which enables our young people to enjoy secure and successful and personally fulfilling futures, means that our students achieve their next steps at 16 and at 18. All our students who have applied to University in the last two years have done so at their first choice destinations, and our award winning careers guidance has opened a multitude of pathways to apprenticeships and high quality technical qualifications for students leaving Sixth Form and Year 11.

Shaping young people for the future is as important as high academic standards. We aim to live our values as represented in the school's 'Character Drivers', and recognise and reward students' commitment to them. Our Student Services Department and Pastoral teams ensure that students are safe and secure at school, and are the bedrock to the personal development of every child.

We work in close partnership with local employers as part of our STEM initiative, and our pupils have access to strong enrichment opportunities, including a thriving Duke of Edinburgh scheme. We invite all staff to support the enrichment of our students' to extend their horizons and develop cultural capital.

In choosing to work at Carterton Community College, you accept the investment of the trust of parents and students to do your very best for them. It is a responsibility and a privilege, one which I and my staff are pleased to accept.

Mr Chris Hart
Headteacher



Welcome from Student Presidents

Thank you for your interest in joining our school at this exciting time.

We are extremely proud of the ongoing improvements to our school, from the improvement in standards and morale, to the continuous improvements that are happening around the site. This progression is going to continue and we hope that you will be able to be involved in this by taking a post here. Our key values are shown through the students' determination to learn and willingness to grasp any new opportunities which arise.

Our value of 'Kindness' is demonstrated through the teachers' willingness to help pupils with their school work, or with anything else. It really doesn't stop at 3pm, as they will always go that extra mile to help. As a relatively small school, all staff members quickly get to know every child by name and vice versa; there isn't a day where teachers and students do not greet each other with a smile. Being part of our school community feels like being part of a family. For us, it is essential that teachers have a positive presence throughout the school community.

Our students have 'ambition and resilience' to learn and succeed. This is illustrated through a number of ways. The House system enables students to earn house points through sport, school work and living the school's values. Students are always eager to partake in educational visits, like the Sixth Form trip to Madrid or the bi-annual expedition. Extra-curricular activities are held almost every day and are extremely popular. We also have a strong track record in local competitions such as Engineering Challenge and the Oxford Mock Trials. Our experience of the school is that it is a place from which, with hard work, we can go anywhere: to the best universities to study competitive and cutting-edge courses, to higher apprenticeships with local and regional employers and to specialist courses at local colleges. Essential to our success is that our ambition has been nurtured alongside our personal development.

We think that our school is a special space and hope that you feel that when you visit. We wish you well with your application and look forward to meeting you when you visit our school.

Job Description: Deputy Headteacher: Culture, Engagement and Ethos

Job Purpose

In this role, the post-holder will be an instrumental colleague, sharing responsibility for the leadership and corporate responsibility of the school, assisting the Headteacher in ensuring high quality education and outcomes for all students, continuous school improvement and ongoing staff development.

The Deputy Headteacher (Culture, Engagement and Ethos) has overall responsibility for the development and implementation of all pastoral policies and practice, and is the School's Designated Safeguarding Lead (DSL).

The post holder will lead the Student Services Department in ensuring an inclusive culture where ambition and aspiration thrive and school values are realised and lived by the whole school community.

The post-holder will deputise for the Headteacher as required.

Leadership and Management

The Deputy Head (Culture, Engagement and Ethos) will:

- Lead in all matters of Safeguarding, including Child Protection, being aware of, and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.
- Lead and manage all pastoral and Student Services staff, (Deputy Designated Safeguarding Leads, Heads of House, SENDCo and relevant Support Staff) monitoring their performance and addressing their training and development needs.
- Evaluate and identify development and implementation strategies to support the culture and ethos of the school, and the engagement of all stakeholders in it.
- Inform whole-school self-evaluation and lead and implement the School Improvement Plan in relation to the areas associated with the job description.
- Demonstrate a clear understanding of and commitment to school priorities and the overall achievement, personal development and well-being of all pupils.
- Contribute in the development of school policies and practices, with particular emphasis on those connected with pastoral care.

Areas of Responsibility

The specific areas of responsibility include the following:

- To be the Designated Safeguarding Lead responsible for the safeguarding of all pupils and the safeguarding culture of the school ensuring policies and records (including the SCR and Section 175 Annual Review) are compliant, up-to-date, implemented, monitored and evaluated.
- To manage the work of the Deputy DSLs; training of staff to fulfil their safeguarding/child protection responsibilities and ensuring concerns are swiftly acted upon, reporting to the Board of Governors on matters relating to safeguarding.
- To be the Designated teacher for Children We Care For (formerly LAC) and, lead professional for vulnerable pupils, promoting their educational achievement and optimal personal development, leading on Personal Education Plans, and liaising productively with parents/carers and other professionals, external agencies and services.
- To lead the implementation of the school's Ready to Learn Behaviour Policy, and lead and model Ready to Learn strategies across the school, providing training, mentoring and coaching for other staff as required alongside other members of the Senior Leadership Team.
- To lead, manage and undertake rigorous self-evaluation of the work of the Student Services Department and identify and implement improvement priorities.
- Ensuring the smooth organisation of the tutoring systems, allocating tutors as required, and overseeing the pastoral work of House Leaders and tutors.
- To lead and manage the school's attendance strategy, systems and processes, ensuring that attendance and punctuality is a core priority for the school and the community.
- To lead on school standards of uniform and personal presentation, and ensure that all Pastoral Leaders and Form Tutors consistently reinforce expectations in relation to uniform and appearance.
- Manage the leadership of transition of students from Year 6 in to Year 7, including the organisation of Induction Days, and liaison with all appropriate staff.
- To lead and manage the school's admissions arrangements, including all mid-term admissions.
- To work with staff, students and outside agencies to lead and champion the school response to issues faced by our Armed Services Families.
- To lead the design, implementation and evaluation of school rewards systems and celebrations of achievement and recognition.
- To lead and ensure compliance in the delivery of PHSCE, RHSE and have oversight of Fundamental British Values, SMSC, the Prevent Strategy, digital safety and student leadership.
- To represent the school at In Year Fair Access Panel meetings to ensure best provision for pupils at risk of exclusion, or requiring supportive alternative provision
- To lead and manage the student exclusion process, including evidence-gathering reintegration and return to school behaviour contracts.
- To work with outside agencies, providers and other schools as required, maintaining professional relationships that are of mutual benefit.
- Oversee the organization of Parents' Evenings and Parent Consultation Events.

Duties

The duties outlined in this Job Description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. The Headteacher, with your agreement, may modify these duties to reflect or anticipate changes in the job, commensurate with the salary and job title.

- Attend all meetings of the Leadership Team and implement any decisions resulting from these meetings that are relevant to this job description.
- Be responsible for ensuring all students adhere to the school rules and student code of conduct and ensure that all staff implement these in line with the school's Behaviour and Engagement policy.
- Be responsible for the performance management arrangements for the allocated link Heads of Faculty, Pastoral Leaders and Student Services staff as designated.
- Manage and/or investigate processes under relevant school policies (e.g. Complaints Policy, Capability Policy, Probation Policy), at the direction of the Head.
- Provide relevant reports as required, to the Governing Body.
- Carry out the duties as expected of a member of the Senior Leadership Team adopting a high profile, ensuring good levels of behaviour and student safety on the site at all times, including outside of lesson time.
- To teach as directed by the Headteacher.
- Attend meetings, training and engage in networking to extend knowledge and expertise in the role.
- Attend school to support pupils on Results' Days, and attend school events.
- Plan, deliver and evaluate consistently high quality lessons that engage all students and help them to make outstanding progress in their understanding of your subject.
- Show commitment and responsibility for your own professional development to ensure best practice in all aspects of your role.
- To support the aims and ethos of the school and promote good relationships with students, colleagues and parents.
- To set a good example in terms of dress, punctuality and attendance.
- To participate in the School's arrangements for appraisal, professional development, meetings cycle, quality assurance and internal verification.

Line managed by

The Headteacher.

Directly Line-manage

SENDCO; Deputy Designated Safeguarding Leads; House Leaders; Link Faculty/Subject Leads; Student Services Department staff.

Salary

Leadership Scale: L17 – L21 (£60,895 - £67,183)

Person Specification

Qualifications & Experience:	Essential	Desirable	Evidence
Educated to degree level, honours graduate or equivalent	√		AP&CT
Qualified Teacher Status	√		AP&CT
Enhanced DBS, Clearance for Prohibition Check + Right to Work in the UK	√		DBS
Recent and Relevant CPD		√	AP&CT
Subject Specialism	√		AP&CT
Further professional development in a relevant field eg NPQH or MA		√	AP&CT
Designated Safeguarding Lead and relevant safeguarding training	√		AP&CT
Experience	Essential	Desirable	Evidence
Substantial and recent experience of leadership in a secondary setting.	√		AP&IN
Leadership and management experience of safeguarding and child protection procedures and processes	√		AP&CT&IN
Management of pastoral care for all pupils leading to strong academic achievement and personal development	√		AP&CT&IN
Management of the exclusion process, involvement with In Year Fair Access Panel meetings and resourcing alternative provision	√		AP&CT&IN
Raising levels of attendance, securing support for pupils with low attendance, developing policy and strategy.	√		AP&CT&IN
Experience of leading, implementing training and coaching.	√		AP&IN
Experience of the use of assessment data and reporting systems to analyse progress and identify underachievement.	√		AP,IN & RF
Managing student behaviour confidently and leading on behaviour management strategies.	√		AP,IN & RF
Experience of whole school improvement	√		AP,IN & RF
Experience of working with external agencies, providers and other organisations in supporting students.			
Experience of working with School Governors		√	AP&IN
Skills			
Excellent communication and organisational skills	√		AP,IN & RF
Ability to promote the school's aims positively	√		AP&IN
Good interpersonal skills and the ability to work collaboratively	√		AP,IN & RF
Ability to organise and prioritise workload and work on own initiative			AP&IN
Commitment to personal career development	√		AP&IN
A passion for education and a desire to make a genuine difference	√		AP&IN
Ability to create a happy, challenging and effective learning environment	√		AP&IN
Leading, inspiring and motivating teams	√		AP&IN
Managing change effectively	√		AP&IN
Good listening skills	√		AP,IN & RF
Knowledge and Understanding	Essential	Desirable	Evidence
The theory and practice of providing effectively for the individual needs of all children e.g. classroom organisation and learning strategies, behaviour management	√		AP&IN
Effective teaching and learning styles	√		AP,IN & RF
Ability to assess problems and instigate solutions	√		AP&IN
Monitoring, assessment recording and reporting of students' progress	√		AP&IN

Statutory National Curriculum requirements at the appropriate Key Stage, GCSE and A Level syllabus requirements	√		AP&IN
Responsibilities with relation to safeguarding pupils and related policies	√		AP&IN
The positive links necessary within school and with all its stakeholders	√		AP&IN
Up to date knowledge of the Ofsted framework	√		AP,IN
Personal Qualities	Essential	Desirable	Evidence
Desire to make a real difference to the outcomes of all our students	√		AP,IN & RF
Ability and willingness to work to get the best from all students	√		AP,IN & RF
Commitment, enthusiasm and energy	√		AP,IN & RF
Patience	√		AP,IN & RF
Willingness to be involved in the wider life of the school community and to support extra-curricular activities	√		AP,IN & RF
Emotional intelligence and empathy	√		AP&IN
Set a personal example which embodies ambition, independence and creativity	√		AP,IN & RF
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		AP,IN & RF
Reliable and resourceful	√		AP,IN & RF
Reflective, analytical and evaluative	√		AP,IN & RF
AP=Application Form, IN=Interview, CT=Certificates, OB=Observation and RF=References			

The Application Process

How to apply

For an application form, or to book a school tour, please contact the school office. Completed application forms should be submitted to: recruitment@carterton.oxon.sch.uk

Closing Date : 30th September 2021

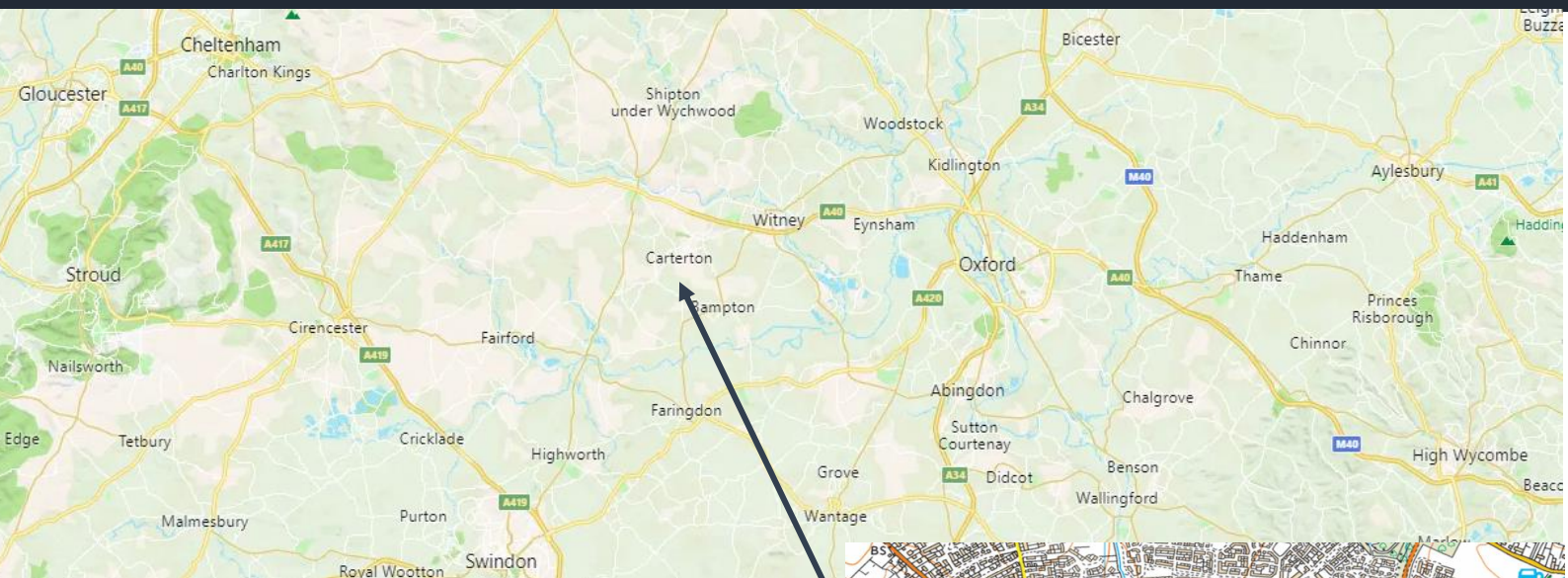
Shortlisting : 4th – 6th October 2021

Interviews : Day 1, 19th October Day 2, 20th October 2021

The interview process may include presentations to staff and students, work with a panel of students, lesson observations and feedback as well as a formal interview

We hope that the successful candidate will be able to start in January 2022 or as soon as possible after that date.

Location



Carterton Community College is a rural college, with a real sense of community, bordering the Cotswolds and within easy commuting distance of Oxford, Cheltenham and Swindon.

On site parking is available for staff within the school. The school promotes cycling to work and assists staff with a salary scheme for purchase of bicycles.



Safeguarding

Carterton Community College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All aspects of the person specification will be tested at some part of the recruitment process. Should the applicant be shortlisted any relevant issues arising from references will be taken up at interview.

Carterton Community College is a Local Authority Maintained School. We are an equal opportunity employer and are committed to promoting equality and social inclusion. We operate a policy whose aim is to ensure that unlawful or otherwise unjustifiable discrimination does not take place in recruitment.



Carterton

COMMUNITY COLLEGE