

## Recruitment Pack

### Deputy Headteacher

Closing Date: **3rd October 2022 at 12.00noon**

Interviews: **12th and 13th October 2022**



# A Message from the Headteacher of DGS



Thank you for taking the time to find out more about Dorothy Goodman School. The work of the school is driven by the values of **nurture** and **respect** leading to **independence** for the pupils in our community. Dorothy Goodman School is diverse and focused on pushing the boundaries to provide the best possible education for all of its pupils. I am proud to lead the school and as a team we are looking for someone to help us further develop our expertise to provide outstanding outcomes.

The school has 7 bases (3 main school bases and 4 satellite bases) and the role of the deputy will be to support me in holding the overview for the school. Our provision is exciting, continuously developing and outward looking and we need a deputy who reflects this and understands the importance of making an impact and changing lives. As well as being an exceptional practitioner with pupils you will need to have the skills to develop the committed professionals who go above and beyond every day to achieve the best for children and young people.

As a school every member of staff holds the school values at the centre of their practice. If you can lead with these values at your core you could be just who and what we are looking for. These values drive our work as a school community, make us proud of what we accomplish and enable us to strive to be the best that we can be.

‘A leader is one who knows the way, goes the way and shows the way’ (JC Maxwell). Leading with clarity, consistency and clear communication supports us in developing self, others and outcomes for pupils. I hope that everything that you learn about the school and Trust will excite you and make you want to be part of the journey. If it does I will look forward to meeting you for one of the visits so that you can meet the pupils and staff of the school.

*Kelly*

# A Message from the Executive Headteacher (CEO)

Dear Applicant,

Thank you for your interest in a position within the Open Thinking Partnership. I hope the information in this recruitment pack is helpful to you when completing your application and develops your understanding of the Open Thinking Partnership.



## All our schools work within a common ethos

- respecting and nurturing every pupil
- ensuring they have a voice and choices
- ensuring they feel they are listened to and treated as an individual

## Teaching every pupil

- adapting strategies to meet the learning needs of every pupil which can lead to success

## Challenging every pupil

- adapting the level of challenge at different times and different stages for each pupil so they can aspire and achieve.

As we are a relatively new, small trust we are looking to recruit outstanding practitioners who are keen and willing to help us grow and develop a Trust of excellence over the next few years. More information on the schools within the trust can be found within the recruitment pack or through our website - <https://openthinkingpartnership.co.uk/>

We look forward to receiving your application.

Yours faithfully

Janet Thompson

Executive Headteacher (CEO)

<p><b>Open</b> to ensuring our schools recognise and meet the needs of a diverse range of individuals</p>	<p><b>Thinking</b> - so that our approaches are based on strong evaluation which values, nurtures and challenges all our young people—no single approach but one which best meets their needs</p>	<p><b>Partnership</b> - ensuring our schools work together with families, each other, other agencies, and the local community</p>
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## We are a collaborative Trust with high aspirations for our students.

Within the Trust we have a shared vision that with strong leadership, well defined structures and processes alongside clear communication we can provide education which is flexible to meet individual needs.

Together we  
care, learn and  
succeed



- We are dedicated to ensuring positive educational experiences for children and young people.
- We are flexible, enabling children & young people to succeed.
- We do not insist children & young people fit into a particular model.
- We constantly aim for high quality school improvement based on a flexible and collaborative approach.



### OTP was established to:

- Ensure local provision is of high quality
- Offer diverse provision so that we can accommodate different needs
- Enable flexible provision so when a pupil's needs change in the short term or long term they can be provided for
- Challenge to ensure best practice and to ensure pupils gain the best possible choices for their future lives



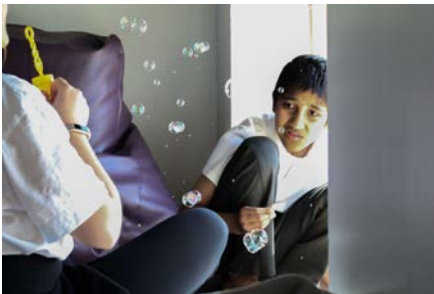
### OTP will constantly reflect on the effectiveness of provisions by asking four key questions:

- What do we do?
- What difference does it make to our children and young people?
- How do we know?
- What or how could we do it better?



### Reflection of our work:

- To ensure all children & young people achieve as much as they can academically and socially
- To ensure all children & young people have a breadth of experience so they have greater choice in the future
- To ensure the work we do helps children & young people on their way and does not limit them.



### **Dorothy Goodman School is an all age Specialist School (4-19yrs)**

Our children & young people have a wide variety of special educational needs and disabilities including pupils with profound and multiple learning disabilities, severe learning difficulties, moderate difficulties and those with Autism. Some children & young people also have social, emotional and mental health difficulties associated

with their learning difficulties.

What is important to us at Dorothy Goodman School?

Working within our values of Respect, Nurture and Independence, we provide experiences for children and young people which develop their personal qualities, learning and engagement skills.

Therefore our children and young people will have:

- choices
- fun while learning
- equality with others
- friends



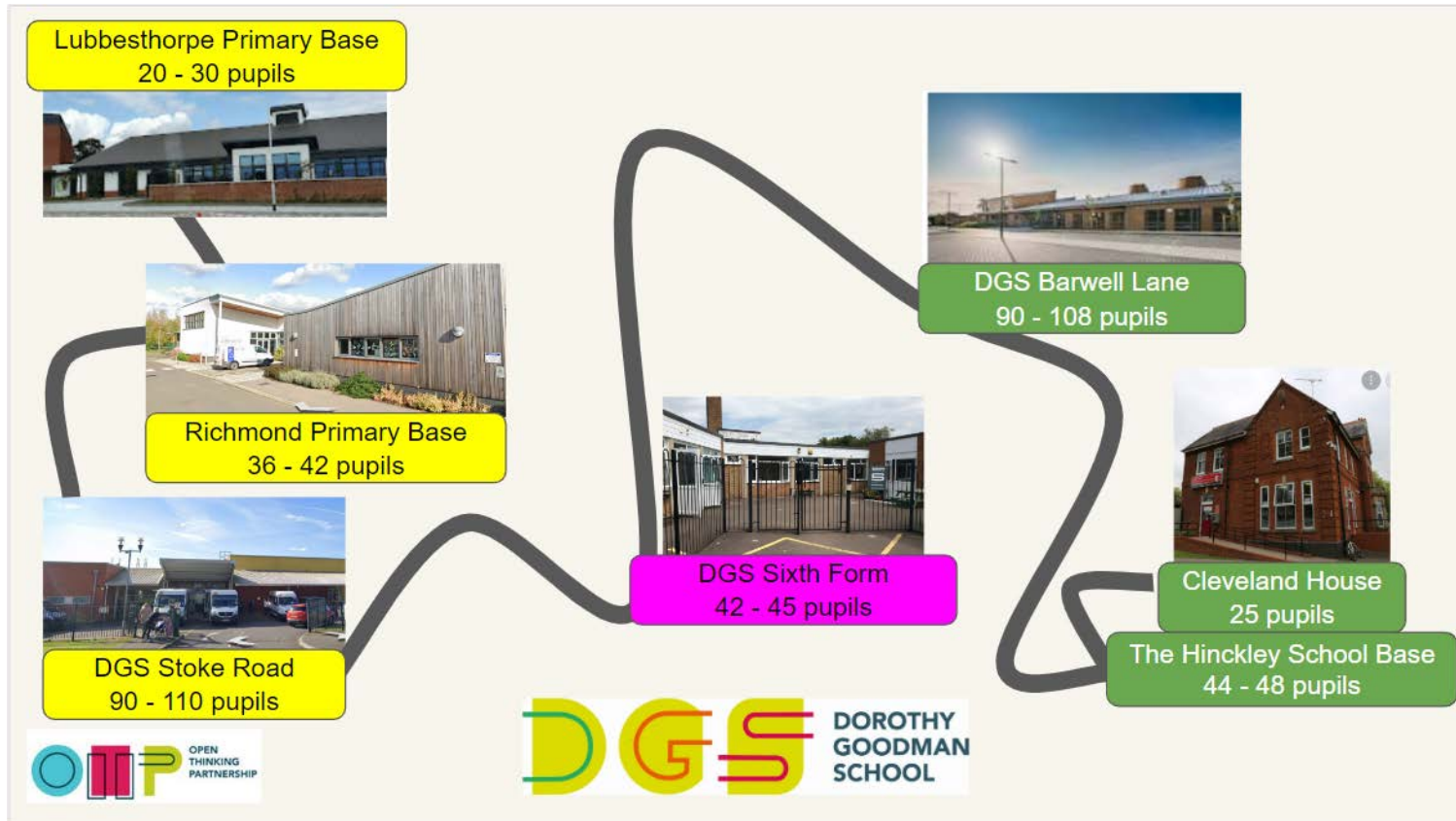
and they will be:

- respected and accepted by others
- valued and listened to
- challenged and motivated
- safe and cared for
- known as a whole person not a diagnosis





# How DGS is organised



# What we can offer

- Work with amazing children and young people
- A supportive work environment with mental health first aiders and wellbeing services on offer
- Support to develop your skills, knowledge and aspirations
- Career opportunities and succession planning
- Comprehensive induction programme
- Involvement of staff in annual staff surveys and listening events giving opportunities for all staff to share views and ideas
- Opportunities for collaborative working across OTP and with other local schools
- Cycle to work scheme
- Discount opportunities
- Pension opportunities with high employer contributions
- Enhanced family leave
- Plus many other benefits



# Living and Working in Leicestershire

In the Heart of England - Residents of Leicestershire enjoy the best of everything  
From refreshing and beautiful countryside and personable market towns to vibrant city living,  
Leicestershire offers a distinctive and high quality of life that will suit all lifestyles



Leicestershire is a beautiful county at the heart of England, within the developing National Forest. It is a county where you can discover completely unspoilt villages and market towns, open countryside and panoramic views with rocky summits and secluded valleys.

Leicestershire has a wide variety of attractions including Bosworth Battlefield, Richard III exhibition and the National Space Centre.

Cosmopolitan and cultured, historic but futuristic, Leicester in the centre of the County is nothing if not varied, with its strong cultural diversity, excellent entertainment, night-life and restaurants. The newly re-developed centre of the City offers a wide range of shopping opportunities, from the largest permanent outdoor market in Europe to the extensive Highcross shopping centre. Not forgetting the wonderful Curve theatre which produces a varied programme of diverse, exciting and inspiring theatre including large scale musicals to rival the West End.

Leicestershire is well served by many transportation networks. Four motorways run through the County, and there are regular trains to London, Nottingham, Birmingham and the North. For international travel East Midlands Airport is located in the north of the County, and Birmingham Airport is also easily accessible



More information about Leicestershire:

[Leicestershire Villages](#)

[Leicestershire Leisure and Tourism](#)



# My journey within DGS and OTP

## Katie Noon - Assistant Headteacher



I originally applied for a course in Travel and tourism but after doing a short period of work experience in a special school, I realised that this was what I wanted to do. Every day was completely different, full of challenges but rewarding.

I undertook the opportunity to complete an apprenticeship to become a Teaching Assistant at Dorothy Goodman school. After the apprenticeship, I became a Teaching Assistant and at each stage my role expanded. I also undertook various other roles such as IT Technician and eventually I became a Class Second standing in when teachers were absent. I was then invited to take my teaching degree which I did part time whilst teaching a class. I was then employed as a qualified teacher. I

went on to hold various middle management positions in curriculum overview and data and assessment, and from there progressed to Assistant Head.

## Sara Green - Apprentice Teacher

After a change in career & some previous work experience with children overseas

I started at DG as a Learning Support Assistant at the primary site in December 2019, the work was varied and I quickly settled in. After some encouragement from colleagues I applied for a job as a second and was lucky enough to get the job in Atlas class for the new academic year, this proved to be an interesting year with the COVID pandemic but under the positive leadership of my class teacher we pulled together to be flexible in educating the children and proved to be a valuable experience.



As I already had a degree along with the work experience I was gaining I was asked if I had thought about teacher training as existing seconds may be considered for applying for a teachers role. After an interview with both the school and an application to a training provider I started my job as trainee teacher in September under an apprenticeship scheme at the Richmond base. This allows me to continue working in the job I enjoy at DG and study alongside to gain my PGCE qualification.

## Danielle Beacall - Expert Practitioner



I have been a part of Dorothy Goodman School for over 11 years now and I am extremely grateful for the opportunities that this school has offered and continue to offer me. From working as an LSA to training as a teacher, from changing Key Stages to being a part of the Wider Leadership Team, new challenges constantly arise and have helped me to further my professional and educational practice.

Being a teacher has always been a lifelong dream but working within a SEND school had never occurred to me until I started volunteering here. That was back in 2010 and I have never looked back. Striving for the best and knowing what the next step is has always been a priority for me within my work and here at Dorothy Goodman

School, I have always felt supported within my own professional development which has led to wider opportunities outside of the school.

The children and young people are what make this job so rewarding and they continue to surprise and inspire me daily. Each day is memorable and individual, just like the pupils here. Yes, times can be challenging but the successes are that more rewarding.

# Deputy Headteacher Job Description

<b>Job Purpose</b>	To be a consistent and exceptional, positive role model to the whole OTP and Dorothy Goodman School community.
<b>Culture &amp; Values</b>	<p>To ensure high quality education within the OTP ethos securing ambitious and positive outcomes for children and young people across the school.</p> <p>To create a culture and ethos of challenge and support in which all children can achieve success and be engaged enthusiastically in their own learning.</p> <p>To support staff and help them develop their skills and knowledge helping continual school improvement.</p>
<b>Vision in Action</b>	<p>To help the headteacher lead and manage the school in an inspirational manner which delivers the agreed vision of OTP</p> <p>To ensure there is clarity about development and improvement across the organisation which is based upon robust evaluation in line with National expectations and requirements.</p> <p>To realise the different ways in which high aspirations for children and young people attending Dorothy Goodman School can be developed</p> <p>You will be a Deputy Designated Safeguarding Lead (DDSL)</p> <p>Ensure financial decision making is based upon robust evaluation of learning curriculum and assessment which maximises positive outcomes for children and young people</p> <p>To deputise for the headteacher in their absence.</p> <p>To meet all the <u>National Teachers standards</u>, Framework for Ethical Leadership in Education and relevant <u>Headteachers' Standards</u></p> <p><b><i>There will be an annual review of aspects of responsibility across the school</i></b></p>
<b>Learning, curriculum and assessment</b>	<p>Ensures robust assessment informs teaching at all times enabling a high level of progressions and achievement for all children and young people.</p> <p>Ensure the curriculum is rich, relevant and inspirational and contributes to enabling outstanding education and whole person outcomes for all children and young people.</p> <p>Ensure all staff have a high level of understanding about how children and young people learn providing up to date and relevant practice to reduce barriers for children and young people with SEND.</p>

<b>Teams</b>	<p>Ensure all staff have the necessary skills and aptitudes relevant to their roles through robust recruitment and carefully planned CPD</p> <p>Lead by inspiring, motivating and influencing staff and pupils taking a lead role in maintaining and raising standards of teaching and learning, engagement and interaction and safeguarding. (this links to professional review and development of other staff).</p> <p>Ensure there is a strong and positive ethos for all members of the school community to reach their full potential monitoring and evaluating the effectiveness and impact of every role within the school.</p>
<b>Community</b>	<p>Ensuring effective partnerships at multiple levels with different stakeholders which maximise positive outcomes for children and young people</p> <p>Ensuring an effective inclusive learning environment with equality of opportunity for all</p>
<b>To whom the postholder reports to</b>	<p>The postholder is responsible to:</p> <ul style="list-style-type: none"> <li>○ The Headteacher in all matters</li> <li>○ The CEO and Trustees of OTP</li> </ul>
<b>Generic duties and responsibilities</b>	<p>Everyone is responsible for safeguarding children and young people to the highest standard including supporting and meeting their medical needs. Everyone is responsible for ensuring they follow and comply with OTP and school policy and procedures at all times.</p>
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The post holder will be expected to comply with all reasonable requests from the Headteacher ( or CEO) to undertake work of a similar level that may not be directly specified in their job description</p>	

# Deputy Headteacher - Person Specification

ESSENTIAL	DESIRABLE	Where tested; A = Application I + Ac = Interview and/or activities O = observation R = References
<b>Qualifications</b>		
Qualified teacher status	Higher degree or postgraduate qualification in SEND or ambition to follow something similar	A
A good first degree	Additional qualifications/ training relating to supporting young people with one or more of the broad areas of need as identified in the SEND Code of Practice or SENCO qualification	A
Evidence of completing a recognised course within Leadership or in Coaching / Mentoring or similar	Qualifications within Leadership (e.g NPQ) or in Coaching / Mentoring or similar	A
<b>Culture, Values and Ethos</b>		
Evident passion for ensuring the best possible forward looking education for children and young people and being aware of the commitment this entails		A I+Ac O R
Empathy with children and young people as well a staff which in turn will motivate them to be the best they can be		A I & Ac O



Ability to effectively encourage and promote pupil engagement	CPD or qualifications around managing the engagement (behaviour) of children and young people	A I+Ac O
Evidence of ongoing learning and improving your own knowledge of education, teaching and leadership to help continual school improvement		A A & I
To be self motivated and able to identify priorities for your work which will ensure positive education experiences for children and young people		A I + Ac R
Ambitious for improving your own knowledge and expertise as well as for the children and young people	Regularly review own practice, set personal targets, and take responsibility for own personal development	I+Ac
An understanding of safeguarding and evidence of how this has been applied within current practice and ability to demonstrate professional curiosity	A robust understanding of safeguarding accountability	I + Ac R
<b>Learning, Curriculum and Assessment</b>		
Substantial successful classroom teaching experience some of which must have been with special needs students with a range of needs within mainstream or specialist setting		A O
In depth knowledge of curriculum and how this may need to be designed to meet the needs of all children and young people at the school	CPD or qualifications around developing curriculum	A I+Ac

Experience of leading a significant curriculum development to implementation.		A I R
Awareness of evidence based strategies to improve student progress using effective evaluation of progress information, pupil's work and observations.		A I+Ac
Ability to use technology / electronic database style systems effectively to support monitoring and evaluation	Experience of developing new systems to support learning or the evaluation of educational outcomes and clearly able to identify next steps for improvement	A I+AC
<b>Teams</b>		
Exemplary positive and solution focussed role model in line with OTP and school policies.	Understanding of different strategies that can be used to overcome barriers to learning and able to provide suggestions based on evidence when working within the multi-professional team	A I + Ac
Able to motivate staff working within a range of roles across the school by communicating a consistent and clear message in support of the school vision.		I + AC
To be an incisive and clear thinker who can help generate and successfully promote original ideas.		I+Ac
Well organised and able to lead develop and manage aspects of whole school provision effectively.		A I + Ac
Experience of monitoring and evaluating learning, teaching and teacher	Ability to coach and support staff enabling them to improve practice, realise their potential and ensure	A

performance demonstrating how effective change has been implemented and the impact of this	high quality outcomes for pupils.	
<b>Community</b>		
Approachable and effective communicator with pupils, families and colleagues.	Evidence of having built positive sustained relationships with external stakeholders within the local community.	<b>A I + Ac R</b>
Ability to create and promote the creation of enabling environments to support access for all pupils across the school.		<b>A</b>
<b>General</b>		
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.		<b>A R</b>
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Duty 2010.		<b>A</b>

# Additional Information

## How to apply

The Open Thinking Partnership requires an application form to be completed, please note CV's alone will not be accepted due to our safeguarding requirements. Should you wish to apply, completed application forms should be sent to [helen.russell@openthinkingpartnership.co.uk](mailto:helen.russell@openthinkingpartnership.co.uk) quoting the post you are applying for. Please make sure your application tells us:

- Why the post attracts you and what you believe you can offer the school and the Trust
- How your experiences and achievements match the job and person specification

Please note, it is the policy of The Open Thinking Partnership to contact shortlisted candidates only.

The Job Description tells you the main responsibilities of the post and explains what we are looking for. The Person Specification tells you about the personal and professional qualities you need for this post and where information about these will be sought within the recruitment process. These criteria will be used to make the appointment. [Privacy notice](#).