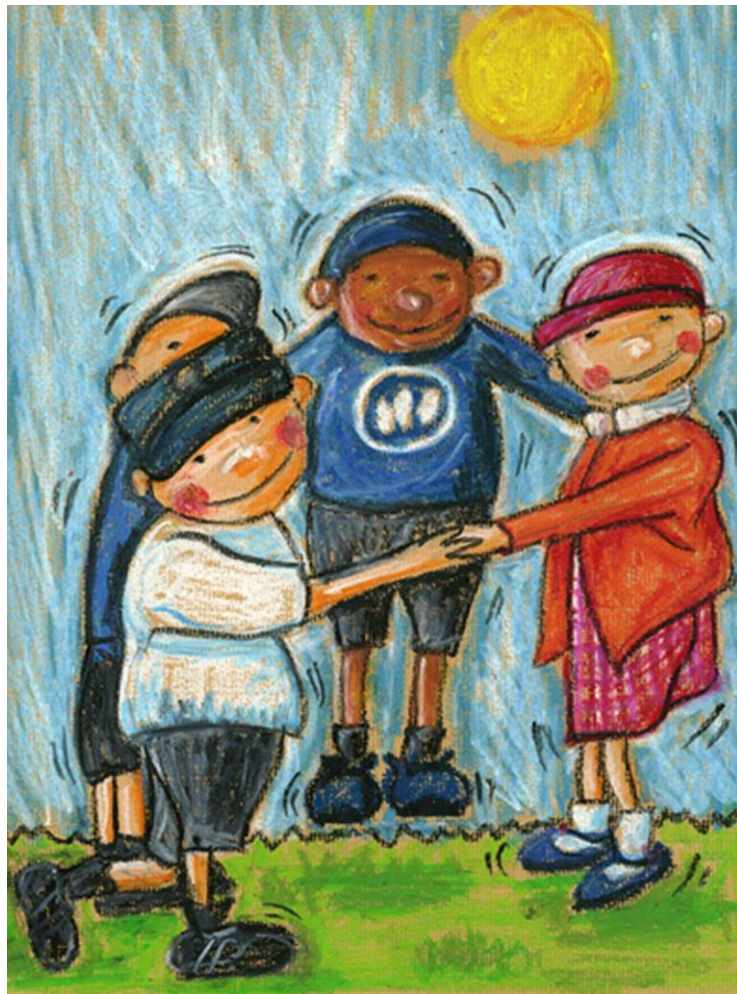


Eastfield Infant and Nursery School

Deputy Headteacher Application Pack



A letter from the Headteacher



Dear Applicant,

Eastfield Infant and Nursery School is in the beautiful town of St Ives, Cambridgeshire. As an Infant School, we have had the advantage of being able to immerse in early years development and to ensure that the children of this school start their education with strong foundations for learning.

Our school benefits from excellent links with our community. St Ives is at the heart of our curriculum, as we want to develop the next generation of this town to have an appreciation and a passion for where they live. The school also has an excellent relationship with Westfield Junior School and this ensures a good quality transition for our pupils when they reach Key Stage 2.

Over the past few years, the school team have worked hard to develop a curriculum that puts the children's interests and the town of St Ives at its heart. We are so fortunate to have the richly historical Riverport on our doorstep and we take advantage of the many learning opportunities that this can offer whenever possible. To further enrich the curriculum we invite a lot of visitors into our school from the Britten Sinfonia to art explorers!

We are also very fortunate to have lovely grounds at the school and this has enabled us to provide Forest School activities to our pupils, as well as a sensory garden with a pond for our frogs. These areas enable us to provide excellent spaces for outdoor learning for pupils across the school.

During the last four years, the school has made significant improvements and this is testament to the strong and committed staff that work at the school. Many have been on this journey of school improvement with me for many years and so are proud of how far the school has come, whilst always looking for opportunities to improve further. During our last OFSTED inspection the commitment of the staff to work in collaboration to improve teaching and learning was described as laudable.

The changes that have taken place over the past four years have been helped considerably through having a very supportive parent/carers body. The school works well in partnership with its parents/carers and this has made an enormous difference in the pupils' first experiences at school.

The school has a well-established behaviour system which has helped to support excellent behaviour across the school. During our September 2019 OFSTED, our pupils were praised highly for their good behaviour and their caring attitude towards each other.

Although this is my first year of headship, I have a member of Eastfield Infant and Nursery School for twelve years. During my time at the school, I have seen such improvements, and these have resulted in being wholeheartedly dedicated to ensure that the school continues to strive further forwards. I wish you luck with your application.

Yours sincerely,
Laura Summerfield
Head Teacher

A letter from the Chair of Governors



Thank you for your interest in the post of Deputy Headteacher at Eastfield Infant School. The Governors and I are very pleased that you are considering applying to support the leadership of our thriving school. The vacancy has arisen as a result of the current Head, Laura Summerfield, moving from her role within the school as Deputy Headteacher to becoming our substantive Headteacher.

The Governors have put together an information pack in which we have provided a flavour of the school in order to give you an indication of the scope and range of opportunities and possibilities that the post offers. I hope that you find the information that we have provided of sufficient interest that you decide to apply for the post.

We will engage somebody who is able to build on the strengths that our current head and the staff have achieved; a happy, vibrant school which nurtures and educates each child before their transition to Westfield, our neighbour Junior School, with whom we share our site.

Our new Deputy Headteacher will be a strong yet approachable, compassionate and supportive leader who is passionate and knowledgeable about the pursuit of teaching and learning in schools and has a genuine love of working with children. The person specification provides a more comprehensive list of the qualities we are looking for, but in essence we wish to appoint somebody with the wisdom, experience and confidence to support the headteacher in taking the school forward; someone who builds on what is currently excellent and ensures we continue to improve by embracing the opportunities and challenges which are offered in a first class infant school.

I warmly encourage you to visit the school to see the pupils and staff at work. Please contact the office manager to make an appointment.

Vaughan Clark

Chair of Governors

Our school



Eastfield Infant and Nursery School is a happy, diverse and inclusive school. We pride ourselves on our vibrant school community that creates an environment where inspired learning can take place. Our values and ethos underpin everything that we do. These permeate all aspects of school life, enabling us to help every child to thrive in a positive atmosphere of warmth and trust, in which everyone feels secure, valued and confident.

We believe that school days should be the happiest of our lives and we aim to ensure that every child receives an enjoyable, secure and stimulating start to their education. Children succeed when they feel safe and cared for - we aim to take them forward and to educate them in readiness for an ever-changing world, one in which they will need to be resilient, resourceful and adaptable.

Working together

We have a committed, experienced and talented team of teaching and support staff, a dedicated governing body and healthy parent participation. Our school is continuing to strive to improve, and pupil numbers on roll remain steady. Our financial position is stable, which enables us to continue with the developments and improvements we aim to achieve in the coming years.

Our staff are helped in the classroom by many dedicated parents and volunteers from the community, with parents taking an active role in their child's school life, working together to develop a partnership of home and school.

Encompassing curriculum

The curriculum is broad and varied, topic led and designed to be relevant and stimulating. We are particularly strong in identifying pupils' specific learning needs and using individual learning plans, with a key focus on literacy and numeracy. Ensuring outstanding pupil progress is, of course, our overriding aim. We take any feedback very seriously, be it from Ofsted, the parents, children, or indeed any other source that will enable us to improve the education we offer our pupils. We can then tailor our school development plan accordingly.

A diverse range of visitors and visiting workshops give the children new opportunities to extend their learning in an engaging and interactive way.

Learning does not stop with the pupils - all members of staff and governors regularly take part in professional development activities and we welcome trainee teachers and those on work experience

Inclusive environment

We pride ourselves on our inclusive attitude and every person at the school is treated as an individual who makes a valuable contribution in the classroom and wider community. No

pupil is placed at a disadvantage because of their educational needs or social background and our inclusive attitude generates respect, empathy and understanding towards each other.



The school works closely with a variety of resources to ensure that pupils who need that extra support are enabled to achieve their full potential. We also offer a breakfast club which provides nutritious food and stimulating activities so pupils have a great start to the day.

Extra-curricular activities

We offer a number of extra-curricular activities, utilising staff and volunteers' strengths.

Pupil voice

Our pupils are encouraged to think and to develop their own opinions, all of which are listened to and valued.

School premises

Our buildings are spacious, attractive and well resourced, including a decent sized hall and various shared spaces. We have large pleasant grounds with both hard area and a playing field for catering for a wide range of activities. There are dedicated areas for our different pupils including a nursery play area and bike storage facilities.

We understand learning does not just happen in the classroom and encourage our pupils to make the most of the outdoor space and facilities we have on offer

Local Context



The market town of St Ives sits on the River Great Ouse between Cambridge and Huntingdon. With a population of around 17000, the town supports Eastfield, an infant and nursery school, and also its close neighbour and junior school, Westfield, as well as a further two primary schools and a large secondary school.

The school reflects the town with its diverse and multicultural roll, and relishes its place within the community, enjoying a variety of activities within the town. It is an important role within the Head's duties to continue and expand this civic connection.

The selection process

The vacancy is for a full-time Deputy Headteacher. This role would include a teaching responsibility of at least 2 days. The salary will be in the range of L9- L14 and will be determined according to the skills and experience of the successful candidate.

Timeline

Closing date for applications **Tuesday 9th March 2021 at 12pm**. Shortlisting will take place on the same day. Interviews to be held on **Tuesday 16th March 2021**.

Candidates shortlisted for interview will be contacted as soon as possible after shortlisting and be advised of the arrangements for the interview day and any tasks they need to prepare in advance. Candidates not shortlisted will receive a letter advising them of this.

Applications

When applying, please use the relevant page of the application form to tell us about you and why you are qualified for the post. Feel free to continue this on a separate sheet, but this should be no more than one side of A4. Your application must make it clear how you meet the person specification included within this pack.

Our school has an Equal Opportunities policy for selection and recruitment. In accordance with our Safeguarding policy the successful candidate will be required to have an Enhanced DBS check along with a check against the DBS Children's Barred List.

Visits to the school are subject to COVID-19 regulations and may be limited due to this. Please contact our office administrator, Mrs Amy Unwin at: office@eastfield.cambs.sch.uk to see if a visit can be arranged for you.

Completed application forms should be sent to our office administrator, Mrs Amy Unwin at: office@eastfield.cambs.sch.uk

Interview process

The interview process will be carried out by the headteacher, the school's improvement partner and a selection panel of governors, on behalf of the full governing body. The panel includes at least two members who have completed Safer Recruitment Training. The activities on the interview days will help the headteacher and the governors to determine candidates' skills, knowledge and experience against the person specification.

The successful candidate will be notified as soon as possible as to the outcome.

Deputy Headteacher Job Description

As Deputy headteacher, you will be accountable for the education of current and future generations of children at Eastfield Infant and Nursery School. You will need to love learning yourself, and work with staff and governors to shape the teaching and learning within the school. You will need a strong set of personal values, enabling you to serve as lead professional and role model and you will need a clear vision for education, so that you can inspire pupils, staff and the wider school community. In

order to fulfil these expectations you will:

Key Responsibilities

1. Core Purpose and Accountability

- 1.1 To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they will be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- 1.2 Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher.
- 1.3 Undertake the professional duties of the Headteacher, in the event of their absence from the school.
- 1.4 Partnership with the Headteacher and Senior Leadership Team to provide professional leadership and management of Teaching and Learning throughout the school.
- 1.5 Provide professional leadership and management of School Development Plan priorities.

2. Generic/Teachers

- 2.1 Carry out the duties of a school teacher as set out in the current Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers.
- 2.2 Facilitate and encourage learning which enables students to achieve high standards. Share and support the corporate responsibility for the well-being, education and discipline of all children.
- 2.3 Uphold the school's principles and policies which underpin good practice and the raising of standards, and uphold and promote the school's aims and values.
- 2.4 Work together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- 2.5 Take an active role in the School Development process.
- 2.6 Undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self evaluation and peer review.

3. Performance Management

3.1 Undertake annual Performance Management, setting and agreeing targets linked to School Development Plan priorities with the Headteacher.

4. Key Areas

4.1 Impact on educational progress beyond your own assigned pupils:

Strategic direction/Shaping the future

Support the Headteacher to:

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon
- Demonstrate the vision and values of the school in everyday work and practice
- Motivate and work with others to create a shared culture and positive climate

Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy.

Create costed subject development plans which contribute positively to the achievement of the School Development Plan and which actively involves all staff in its design and execution.

Develop and implement policies and practices for the subject/area(s) which reflect the school's commitment to high achievement and is consistent with national and local strategies and policies.

Promote high expectations for attainment.

4.2 Leading Teaching and Learning, developing and enhancing the teaching practice of others:

Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.

Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.

Develop whole staff, phase teams and individuals to enhance performance:

- Undertake coaching and mentoring
- Plan, organise and deliver staff meetings, where necessary bringing in outside speakers
- Keep abreast of the latest developments in the area and disseminate effectively to other members of staff

Plan, delegate and evaluate work carried out by team(s) and individuals.

Create, maintain and enhance effective relationships.

Recruit and select teaching and support staff.

4.3 Securing Accountability

Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community:

- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others

Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.

Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.

Provide guidance on a choice of teaching and learning methods/strategies:

- Coach and mentor
- Model and demonstrate
- Act as a consultant for other staff
- Exemplify good practice
- Undertake shared planning, team teaching etc

Develop and implement systems for recording individual pupil's progress.

Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

4.4 Resource Management

Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.

Work with the Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.

4.5 Developing Self and Working with Others (CPD)

Work with the Headteacher to build a professional learning community which enables others to achieve.

Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.

Be committed to your own professional development.

Implement successful performance management processes with allocated team of staff:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own professional development

4.6 Strengthening Community

Work with the Headteacher to engage with the internal and external school community to secure equity and entitlement.

Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.

Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

5. Specific Duties for Deputy Headteacher

- 5.1 Provide professional leadership and management of a key area of the School Development Plan as agreed, on an annual basis, with the Headteacher.

- 5.2 Liaise with Phase Leaders on monitoring assessment and record keeping for the school.
- 5.3 Liaise on transition from Key Stage 1 to Key Stage 2.
- 5.4 Report to the Headteacher on all matters of assessment.
- 5.6 Mentor, or oversee the mentors of NQTs, Class Teachers and other students including those undertaking work experience.
- 5.7 Take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- 5.8 Lead the Performance Management of Higher Level Teaching Assistants.
- 5.9 Identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Headteacher who will give support throughout).
- 5.10 Contribute to Full Governing Body and Governors' sub committee meetings.
- 5.11 Maintain position as deputy designated person for child protection and contribute to support and supervision.

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Deputy Head's work programme will be negotiated and agreed at the beginning of the performance management cycle.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Deputy Headteacher Person Specification

	Essential characteristics	Desirable characteristics
Qualifications	<ul style="list-style-type: none">- QTS- Degree- Evidence of continuing professional development	

	Essential characteristics	Desirable characteristics
Experience	<ul style="list-style-type: none"> - Experience as a senior leader within a school - Providing excellent teaching across the primary phase - Working closely with staff and governors to develop a school's ethos, values and objectives. - Development of effective curriculum initiatives. - Leadership of monitoring and assessment. - Effective financial planning and budgeting within a school. 	<ul style="list-style-type: none"> - Evidence of leading continuing professional development for others. - Experience of teaching KS1 and EYFS – highly desirable - Working in a range of school settings, e.g. multicultural settings with high levels of EAL; deprived communities;. - Experience of working collaboratively with another school/schools to secure improvement. - Experience of working in networks and partnerships - Experience of supporting through an OFSTED inspection and of bettering the school through the OFSTED criteria

	Essential characteristics	Desirable characteristics
Knowledge and skills	<ul style="list-style-type: none"> - The ability to analyse and interpret data accurately and critically in order to raise standards. - The skills to communicate effectively, confidently and fluently in person, on paper and electronically. - Ability to engage with parents/carers to support their child's learning. - Ability to innovate around SEND. - Thorough understanding of effective safeguarding practices. 	<ul style="list-style-type: none"> - In depth knowledge of all primary key stages, including EYFS. <p>Knowledge of transition between KS1 and KS2</p> <ul style="list-style-type: none"> - Ability to promote the activities and ethos of the school through various media, and to "sell" the school to prospective parents.

	Essential characteristics	Desirable characteristics
Leadership	<ul style="list-style-type: none"> - Ability to encourage, motivate and nurture others. - Ability to articulate a clear sense of direction for the school. - Having the courage to hold others to account and skills to deliver challenging feedback. - Knowledge and experience of working in partnership with governors. - Ability to model excellence in behaviour and relationships, even under pressure. - Track record of developing others by delegating and supporting in appropriate measures. - Ability to manage complaints, conflicts and divisions sensitively and constructively to achieve resolution. 	<ul style="list-style-type: none"> - Track record of inspiring loyalty in colleagues.

	Essential characteristics	Desirable characteristics
Personal	<ul style="list-style-type: none"> - Proven capacity to find creative solutions, take the initiative and think laterally. - Ability to manage time and prioritise effectively. - Relish challenge and tackle aspirational goals with enthusiasm and resilience. - Ability to “bounce back” and remain optimistic in the face of adversity. 	
Development	<ul style="list-style-type: none"> - Accurate self- awareness of strengths and areas for growth, with a clear commitment to self improvement. - Value and learn from constructive feedback. 	

	Essential characteristics	Desirable characteristics
Values	<ul style="list-style-type: none"> - Commitment to developing the school's ethos and values. - Ambition for all our learners and all our community to reach their full potential. - Compassion for and an understanding of diversity and its impact on school life. 	