

# Application Pack

## Deputy Headteacher

### Elsley Primary School



## Elsley Primary School

Tokington Avenue, Wembley, HA9 6HT

T: 020 8902 8003 E: [admin@elsley.brent.sch.uk](mailto:admin@elsley.brent.sch.uk) Headteacher: Mr Raphael Moss



March 2021

Dear Applicant,

Thank you for your interest in applying to Elsley Primary School.

One of our long-standing, successful Deputy Headteachers will be taking up Headship in September. This creates an exciting opportunity for an exceptional school leader to join us and work alongside me and the other excellent Deputy Headteacher.

Our Leadership is further enhanced by established Assistant Headteachers and ambitious and confident middle leaders, working in various teams across the school.

I strongly encourage an informal visit to Elsley, prior to application. I will be happy to welcome you in accordance with COVID-safety measures, or to arrange a virtual visit. Please email Geraldine Sullivan, [vacancies@elsley.brent.sch.uk](mailto:vacancies@elsley.brent.sch.uk) to request a place.

### Informal Visits:

Tuesday	March 30 <sup>th</sup>	at 9:30am
Tuesday	April 20 <sup>th</sup>	at 9:30am
Thursday	April 22 <sup>nd</sup>	at 9:30am
Thursday	April 29 <sup>th</sup>	at 9:30am

I look forward to meeting you.

With best wishes,

Raphael Moss  
Headteacher

### **Safe recruitment is central to safeguarding children and young people.**

Elsley Primary School places the utmost importance on safeguarding and applies these principles to our recruitment processes of volunteers as well as staff.

We expect all staff and volunteers to share this commitment.

Work history and references will be checked during shortlisting and interview.

Prior to appointment, the successful applicant will be required to successfully pass vetting checks including Enhanced Disclosure from the Disclosure and Barring Service.




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## Elsley Primary School

# ethos and values

Values	learning	sharing	achieving	respecting
We believe in...	<p>a lifelong process of active growth and self-improvement</p> <p>gaining knowledge, skills and understanding – as individuals and in collaboration with others</p> <p>learning to evaluate and think critically</p> <p>nurturing creativity</p> <p>developing independence</p> <p>the importance of understanding how to keep ourselves safe</p> <p>researching and improving how we learn and how we teach</p>	<p>recognising the value of giving</p> <p>showing kindness to friends and to others</p> <p>supporting and helping those in need</p> <p>strengthening relationships and building trust</p> <p>celebrating and valuing the efforts and achievements of others</p> <p>sharing the world and the environment with others</p> <p>building community and contributing to society</p>	<p>having high aspirations, working hard and striving to reach our personal best</p> <p>developing self-esteem</p> <p>reaching our full potential, developing confident children and adults</p> <p>setting, and making progress towards, short-term and long-term goals</p> <p>aiming high across the breadth of the curriculum</p> <p>experiencing a wide range of opportunities</p>	<p>understanding and valuing everyone</p> <p>learning about the customs, practices, lifestyles and beliefs of others</p> <p>acknowledging and celebrating similarities and differences</p> <p>displaying good manners and learning to refine behaviour and attitudes</p> <p>being considerate and thoughtful to others and to the environment</p> <p>acting morally and ethically</p> <p>taking pride in ourselves, our school and community</p>
Priorities 2018 - 2021	<p><b>School Development Plan</b> <b>SDP Priorities for 2018 – 2021</b></p> <p><i>Priority 1: Develop the whole-school teaching of <b>reading</b> and <b>writing</b> so that there is raised attainment in each cohort</i></p> <p><i>Priority 2: Improve the in-class provision and support for pupils identified as '<b>SEND support</b>' through good teaching so that each child's individual needs are met</i></p> <p><i>Priority 3: Develop '<b>catch-up</b>' programmes to prioritise a rapid increase in attainment of the pupils working well-below age-expectations</i></p> <p><i>Priority 4: Increase the level of <b>challenge</b>, particularly for pupils with high prior attainment to maintain the proportion of pupils in each cohort working above age-expected</i></p> <p><i>Priority 5: Review and develop the <b>curriculum</b> so that it meets the needs of, and enriches the lives of, our pupils and our community</i></p> 			
	<p><i>At Elsley we value high-quality learning and achievement, together with an ethos of sharing and respecting.</i></p>			



## ELSLEY PRIMARY SCHOOL

### PRINCIPLES FOR RETURN TO FULL-TIME EDUCATION

July 2020, preparing for September 2020

**Prioritise safety** of staff, of pupils, and of the wider community, by minimising COVID-19 risks, balanced against the short-term and long-term benefits to pupils and society, of providing a high-quality, holistic education.

**Value the emotional well-being** of staff, and of pupils and their families, as they return to school, and during the continued COVID-19 pandemic.

**Minimise disruption, inconvenience and emotional distress** caused by future lockdowns, local lockdowns, partial closures or absences of pupils and/or staff.

**Adapt and innovate** our working practices and curriculum offer, in order to overcome barriers and best meet our pupils' needs and maintain our commitment to the Elsley values, where we value high quality learning and achievement, together with an ethos of sharing and respecting.

**Update our understanding of each child**, in order to adapt and deliver our curriculum, and provide targeted support based on each pupil's social, health, emotional, physical and academic needs.

In recent years Elsley Primary School has doubled to 4-forms of entry. We have created a supportive and high-achieving culture, matched by modern, state-of-the-art buildings and facilities. Our school is situated in a highly urban area but the school itself is tucked away in a quiet residential setting with its own on-site farm and extensive grounds to support Outdoor Learning.



We are proud of the breadth of our curriculum and holistic education which is matched by strong academic achievements. Our most recent external assessments in 2019, continued an upward trend of achievement. For example, our KS2 progress in each of Reading, Writing and Maths places us in the top 20% of all schools nationally.



We have a happy and diverse community of staff, pupils and their families. We pride ourselves on our nurturing culture for children and for staff. In June 2020 we were recognised with a Gold Award for supporting the physical and mental wellbeing of staff during the pandemic.



We have high expectations for pupil progress and outcomes, combined with creativity within our curriculum offer. Some of our more unusual initiatives include an on-site farm and a whole-school residential curriculum. This starts by giving our youngest children the experience of a night-time walk and a campfire, leading through on-site camping under canvas and culminating in week-long trips away from school for the oldest children. Whilst some of this has been disrupted due to COVID, we can't wait to restart trips and camps again.

Our pupils face many challenges, including high levels of deprivation and associated difficulties. Significant numbers of pupils arrive mid-year and with little or no English. Our systems and staff training reflect these additional challenges and we collectively strive to overcome these barriers. Over the last year, for example, in addition to leading and managing online learning, we made regular welfare telephone calls, and our staff set up and continued to run a weekly food bank for several of our children and their families.



Staff are empowered and improve their practice through an established coaching culture and there is no data-led performance management.

There are extensive opportunities for professional development. Elsley has its own graduate programme; we work with external partners to lead on-site teacher training; we encourage collaboration and networking within Elsley and with other schools; we offer high-quality continuous professional development; as well as opportunities for middle and senior leadership.



There are opportunities to complete National Professional Qualifications, and many of our staff have successfully progressed to leadership posts within and outside of Elsley Primary School.



**Are you passionate about overcoming barriers and creating the best opportunities for children?**

**Do you have successful whole-school experience, empowering and developing staff?**

We want to hear from you if you are driven to overcome challenges on behalf of our children. You will need considerable whole-school leadership experience, an excellent understanding of teaching & learning and well-practiced coaching skills to empower others.

**You will:**

- be passionate about overcoming barriers and relish the challenge to improve children's lives
- be an inspiring teacher and leader who empowers and develops children and staff
- be an empathetic and excellent communicator
- be strategic and analytical but also practical and able to take swift action when required
- be intelligent and confident with your ideas but show humility and flexibility to work well with others
- be courageous at your core but fun and able to excite and engage children and adults

**We are a school with:**

- A motivated and highly-competent staff team, always striving to improve, and committed to our ethos and values
- A supportive and welcoming atmosphere, at all levels
- Children who are happy and eager to learn
- A creative and holistic approach to education, focused on achieving the best for each individual child
- A commitment and track record of developing staff, including supporting leaders into Headship



## Key Facts

### About the Job

**Role:** Deputy Headteacher, non-class based.  
**Location:** Elsley Primary School, Wembley, Brent  
**Salary:** Inner London L10 – L14 (currently £60,701 - £66,114)  
**Contract:** Permanent  
**Commencing:** September 2021  
**Hours:** Full-time or opportunities for flexible or part-time working

*In order to attract and retain excellent staff, we welcome applications from staff looking for flexible or part-time arrangements, or those returning from a career break.  
 Please include this information within your application.*

The **main responsibilities** of members of the Leadership Team can vary each year. These are based on individuals' prior experience and expertise, the needs of the school, and to provide further development opportunities for leaders.

As an example, the current postholder has specific responsibilities for:

- Assessment
- Teaching & Learning
- Continuous Professional Development (CPD)
- Writing / English
- Safeguarding Team, trained Deputy DSL
- Specific leadership of two year groups
- Reviewer for assigned staff for Professional Development Reviews [appraisals]
- Coaching and Mentoring of assigned middle leaders
- Overseeing Cover arrangements for absent staff

### Application Process

*An informal visit to Elsley is strongly encouraged, prior to application. Visitors must be booked in advance in accordance with COVID-safety measures, or a virtual visit can be arranged. Please email to arrange.*

#### Informal Visits:

Tuesday	March 30 <sup>th</sup>	at 9:30am
Tuesday	April 20 <sup>th</sup>	at 9:30am
Thursday	April 22 <sup>nd</sup>	at 9:30am
Thursday	April 29 <sup>th</sup>	at 9:30am

*Applications will only be accepted on our Elsley Application Form, available on our website.  
 These must be submitted via email prior to the deadline to [vacancies@elsley.brent.sch.uk](mailto:vacancies@elsley.brent.sch.uk)*

**Deadline:** noon on Tuesday May 4, 2021

*Feedback is not typically offered to candidates who are unsuccessful at the shortlisting stage.  
 In line with Safer Recruitment, references will be requested for shortlisted candidates, prior to interview.*

**Interviews:** week commencing May 10<sup>th</sup> 2021



## Job Description – Deputy Headteacher

POST	DEPUTY HEADTEACHER
<b>JOB PURPOSE:</b>	<p>The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:</p> <ul style="list-style-type: none"> <li>➤ Formulating the aims and objectives of the school</li> <li>➤ Establishing policies for achieving these aims and objectives</li> <li>➤ Managing staff and resources to that end</li> <li>➤ Monitoring progress towards the achievement of the school's aims and objectives</li> </ul> <p>If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governing board.</p> <p>The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).</p>
<b>REPORTING TO:</b>	The Headteacher
<b>LINE MANAGEMENT OF:</b>	<ol style="list-style-type: none"> <li>1) Assistant Headteachers and/or middle leaders</li> <li>2) Other teaching and non-teaching staff, as defined by the Headteacher.</li> </ol>
<b>WORKING TIME AND STATUS:</b>	<p>Permanent, Full Time (or opportunities for flexible or part-time working)</p> <p><i>In order to attract and retain excellent staff, we welcome applications from staff looking for flexible or part-time arrangements, or those returning from a career break.</i></p>
<b>SALARY / GRADE</b>	Leadership Pay Spine: 10 – 14 (Inner London)
<b>QUALITIES</b>	<p>The Deputy Headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.</p> <p>The Deputy Headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct</li> <li>➤ Build positive and respectful relationships across the school community</li> <li>➤ Serve in the best interests of the school's pupils</li> </ul> <p>The Deputy Headteacher is expected to uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:</p> <p>selflessness; integrity; objectivity; accountability; openness; honesty; and leadership</p>
<b>KEY RESPONSIBILITIES:</b>  <b>School culture and behaviour</b>	<p>Under the direction of the Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Create a culture where pupils experience a positive and enriching school life</li> <li>➤ Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</li> <li>➤ Ensure a culture of staff professionalism</li> <li>➤ Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school</li> <li>➤ Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy</li> </ul>



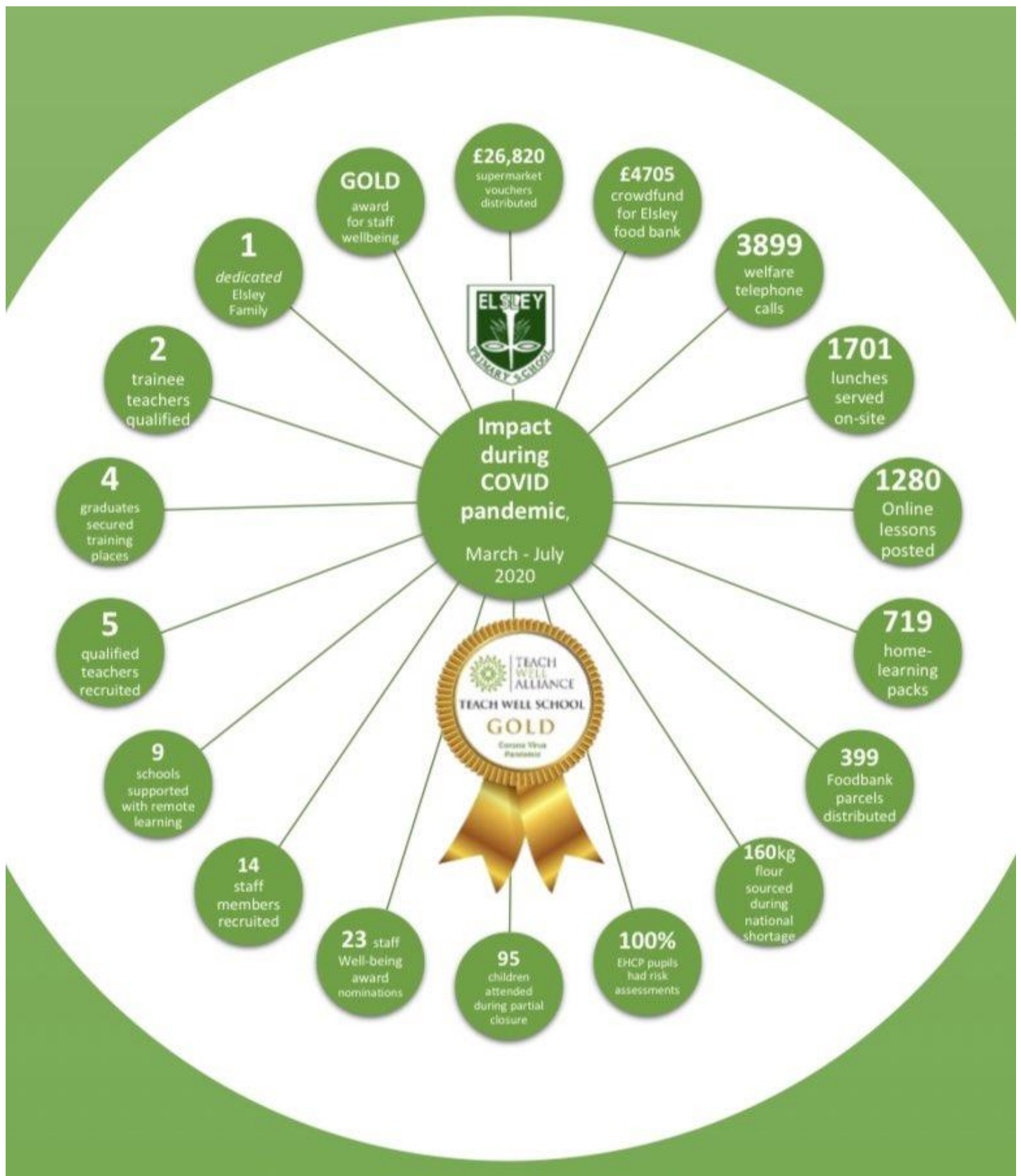
<b>Teaching, curriculum and assessment</b>	<ul style="list-style-type: none"> <li>➤ Establish and sustain high-quality teaching across all subjects and phases, based on evidence</li> <li>➤ Ensure teaching is underpinned by subject expertise</li> <li>➤ Effectively use formative assessment to inform strategy and decisions</li> <li>➤ Ensure the teaching of a broad, structured and coherent curriculum</li> <li>➤ Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities</li> <li>➤ Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum</li> <li>➤ Ensure the use of evidence-formed approaches to teaching of key skills so that all pupils are taught to be literate and numerate</li> </ul>
<b>Additional and special educational needs (SEN) and disabilities</b>	<p>Under the direction of the Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Promote a culture and practices that enables all pupils to access the curriculum</li> <li>➤ Have ambitious expectations for all pupils with SEN and disabilities</li> <li>➤ Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate</li> <li>➤ Make sure the school fulfils statutory duties regarding the SEND Code of Practice.</li> </ul>
<b>Organisational management and school improvement</b>	<p>Under the direction of the Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community</li> <li>➤ Establish and oversee systems, processes and policies so the school can operate effectively</li> <li>➤ Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care</li> <li>➤ Manage staff well with due attention to workload</li> <li>➤ Ensure rigorous approaches to identifying, managing and mitigating risk</li> <li>➤ Allocate financial resources appropriately, efficiently and effectively</li> <li>➤ Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context</li> <li>➤ Make sure these school improvement strategies are effectively implemented</li> </ul>
<b>Professional development</b>	<p>Under the direction of the Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Ensure staff have access to appropriate, high standard professional development opportunities</li> <li>➤ Keep up to date with developments in education</li> <li>➤ Seek training and continuing professional development to meet needs</li> </ul>
<b>Governance, accountability and working in partnership</b>	<p>Under the direction of the Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Understand and welcome the role of effective governance, including accepting responsibility</li> <li>➤ Ensure that staff understand their professional responsibilities and are held to account</li> <li>➤ Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> <li>➤ Work successfully with other schools and organisations</li> <li>➤ Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils</li> </ul>
<b>Other areas of responsibility</b>	<p>Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.</p>

## Person Specification

Applicants should show how they meet the specified criteria:

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Further leadership training and qualification</li> <li>• <i>Desirable – relevant training and qualification in Coaching</i></li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful whole-school leadership and management in a multicultural school</li> <li>• Several years' teaching experience across the Primary age ranges</li> <li>• Significant impact on school improvement and self-evaluation</li> <li>• Experience of leading and facilitating teams</li> <li>• Demonstrable experience of empowering, coaching and developing staff</li> <li>• Experience of planning and leading staff training</li> <li>• Experience of successfully leading a major whole-school project</li> <li>• Involvement in developing and evaluating impact of curriculum</li> <li>• Involvement in whole-school assessment</li> <li>• Experience of working with children and parents facing multiple challenges</li> <li>• <i>Desirable - Experience of leadership of safeguarding cases</i></li> <li>• <i>Desirable - Experience of leading SEND</i></li> <li>• <i>Desirable – At least a year's experience volunteering with a charity</i></li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Strategic thinking based on synthesising multiple and complex sources of evidence</li> <li>• Analytical skills, and the ability to simplify for others without losing meaning</li> <li>• Ability to use data to identify weaknesses and prioritise resources</li> <li>• Understanding high-quality teaching, to model for others and support improvement</li> <li>• Highly effective communication – written, oral and using technology</li> <li>• Excellent interpersonal skills with empathy to adapt and suit different people</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build and prioritise effective working relationships</li> <li>• Be calm in a crisis, quick thinking and able to take decisive action when required.</li> <li>• <i>Desirable - Understanding of school finances and financial management</i></li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Be an ethical person, passionate about overcoming barriers and who relishes the challenge to improve children's lives</li> <li>• Be an inspiring teacher and leader who empowers and develops children and adults</li> <li>• Be able to work under pressure and prioritise effectively</li> <li>• Be committed to maintaining confidentiality at all times</li> <li>• Be committed to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</li> <li>• Be intelligent and confident with your ideas yet be flexible and show humility to work well with others</li> <li>• Be courageous at your core but fun and able to excite and engage others</li> </ul>







[www.elsley.brent.sch.uk](http://www.elsley.brent.sch.uk)

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