



**MAYFIELD
SCHOOL**
DREAM • BELIEVE • ACHIEVE

CANDIDATE INFORMATION PACK

DEPUTY HEADTEACHER

**THANK YOU FOR YOUR INTEREST IN THE
POSITION OF DEPUTY HEADTEACHER AT
MAYFIELD SCHOOL**

This is an exciting opportunity for an exceptional, ambitious, and forward-thinking leader to join our school at a pivotal stage in its development. We are seeking a dynamic individual with a strong track record of leadership, innovation, and a commitment to excellence in education.



A MESSAGE FROM OUR HEADTEACHER

Mayfield School is at the heart of the local community, providing high-quality education, enriching experiences, and meaningful opportunities for children aged 4-19.

As a small special school with just 130 pupils, we take great pride in the big impact we make on the lives of our students and their families.

At Mayfield, we nurture every pupil, providing a highly individualised, one-size-fits-one approach to learning that enables our young people to reach their full potential. Our safe, happy, and well-regulated learning community is built on strong relationships and a shared commitment to empowering pupils with the key skills they need for life.

What makes Mayfield unique is the expert way we shape our provision around each pupil's needs. Our talented staff team truly knows every individual, delivering a highly ambitious, carefully planned curriculum designed to help each pupil thrive. Every step is meticulously structured, building on pupils' strengths and celebrating their progress, no matter how big or small. Success for us is measured not just in academic achievements but in how well our students are prepared for their next steps, towards independence, further education, and meaningful life skills.

We believe in child-led learning, ensuring that every key step of their journey is guided by their needs and aspirations. Throughout all stages of learning and into adulthood, we focus on developing independence and real-world skills that will enable our pupils to live fulfilling lives beyond the classroom.



This collaborative approach extends beyond our school, as we work closely with families and external agencies to support our pupils in reaching their potential.

Our team around the child and family model ensures that every student receives the tailored support they need. We strengthen this through our in-house multi-agency referral system, available to both staff and parents, to address any concerns that may arise, whether it's support for transitioning to a new classroom, introducing a sensory timetable, or addressing any other learning challenges.

At the heart of our success is our dedicated and passionate staff. Their knowledge, commitment, and belief in every child's ability to succeed shine through everything we do. Nothing happens in isolation, every contribution is valued, and every achievement is celebrated.

As Headteacher, I feel incredibly proud of what we achieve together as a school community. We warmly invite you to visit and experience the Mayfield difference first-hand. To arrange a visit, please contact our school office, we would be delighted to welcome you.

If you have any questions about our school, or the role itself, please do not hesitate to get in touch.



Ian Dickson,
Headteacher



A LETTER FROM OUR STUDENTS

As students of Mayfield school, we would like to know if you are the right person to help our Headteacher to lead our wonderful school.

Our school is a very special place where we learn, grow and have fun in our own ways. We know that being a Deputy Headteacher is a big job and we would like someone who understands how we are all different.

We would like our new Deputy Headteacher to be fun, kind and hard working. We would love for you to join in all of the fun we have at school.

Our new Deputy Headteacher should keep us safe every day and listen to us when we want to talk about all of our interests. We hope you will be the kind of person who believes in us, encourages us and makes us feel proud of ourselves.

We are excited about meeting someone who will be friendly and caring, so we can feel comfortable asking for help when we need it. It is important that we have someone who will always have time for us, even when things get tough.

Thank you for taking the time to read our letter. We would like to welcome you to our school and look forward to meeting you.





JOB ADVERT

We are seeking an inspirational and experienced Deputy Headteacher with a proven track record in leading high-quality education.

The ideal candidate will be child-centred, passionate about inclusive learning, and fully committed to our school values.

This is an exciting opportunity for an ambitious and dynamic leader who thrives on developing people, shaping a needs-led, child-focused curriculum, and securing outstanding outcomes for all pupils. Mayfield is a thriving special school in Chorley with 130 pupils aged 4-19. What sets us apart is the expert way we tailor our provision to meet the individual learning needs of every pupil.

At Mayfield, we firmly believe that children should lead their own learning at every stage of their journey. Our core principle is to maximise independence and equip pupils with meaningful life skills, ensuring they are well-prepared for adulthood.

With enthusiastic stakeholders and a strong vision for the future, this is a pivotal time for a new leader to join Mayfield and play a crucial role in shaping the school's next phase of development. The successful candidate will demonstrate:

- A **proven track record of leadership** in education, particularly in SEND settings.
- A **strong understanding of high-quality teaching** and the **Education Inspection Framework**.
- The ability to **drive excellence in curriculum development** and ensure learning is broad, relevant, and fully personalised.
- A relentless focus on **securing the best possible outcomes for all pupils**.

If you are a motivated, forward-thinking leader with the ambition and expertise to make a meaningful difference to the lives of young people, we would love to hear from you.

We strongly encourage prospective applicants to visit the school before applying. School visits are available by prior arrangement on the following dates:

- 31st March
- 22nd April
- 23rd April

To book a visit, please contact the school office on 01257 263063 or email at reception@chorelymayfield.lancs.sch.uk.

Key Dates:

- **Application Deadline:** Noon, Wednesday 7th May
- **Shortlisting:** Monday 12th May
- **Interviews:** 19th & 20th May

We are committed to safeguarding and promoting the welfare and safety of our children and expect all staff to share this commitment. All candidates are required to complete the school's 'Keeping Children Safe in Education' declaration and this post is subject to an Enhanced DBS check. In addition, as part of the shortlisting process school will carry out an online search as part of their due diligence on any shortlisted candidates.



JOB DESCRIPTION

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant Teacher Standards (2011) and Headteachers' Standards (2020), and the school's Articles of Government.

The Deputy Headteacher will:

- Undertake the normal responsibilities of the class teacher
- Be an active participant of the senior management/leadership team
- Assist the Headteacher in the strategic leadership and management of the school
- Assist the Headteacher in the day to day organisation and management of the school
- Support and/or represent the Headteacher at meetings as and when required
- If the Headteacher is absent from the school a Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher and the Governing Board.
- Undertake such duties as are delegated by the Headteacher
- Play a major role, under the overall direction of the Headteacher, in formulating and reviewing the Development Plan, aims and objectives of the school by:
 - (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they are to be achieved;
 - (c) managing staff and resources to that end;
 - (d) Monitoring progress towards their achievement.

Main Tasks:

The specific nature and balance of these responsibilities will vary according to the needs of the school and may, in larger schools with more than one deputy, be shared. It will be necessary to specify the leadership, management, curriculum and subject/aspect co-ordination responsibilities/teaching commitment to be undertaken by the postholder.

1. Teaching and Learning Responsibilities

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.
- To be responsible for a specific class or age group of children to be decided on appointment.
- To demand and demonstrate ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Demonstrate consistently excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being

2. The Internal Organisation, Management and Control of The School

- To have specific responsibilities (e.g. for aspects of school management or the curriculum) to be agreed upon appointment.
- To contribute to:
 - Maintaining and developing the ethos, values and overall purposes of the school
 - Formulating the aims and objectives of the school and policies for their implementation
 - A development plan which will translate school aims and policies into actions

- Monitoring and evaluating the performance of the school
- Implementing the Authority's and the Governing Board's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
- The efficient organisation, management and supervision of school routines
- To assist in creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

3. Curriculum Development

- To assist in, and to lead when appropriate or when requested to:
 - The development, organisation and implementation of the school's curriculum
 - School policies on curriculum, teaching and learning styles, assessment, recording and reporting
 - Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
 - Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid Governors in their future management of the school
 - Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided
 - The promotion of extra-curricular activities in accordance with the educational aims of the school

4. Pupil Care

- To contribute to:
 - The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance
 - The effective induction of pupils
 - The determination of appropriate pupil groupings

- The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour
- The development among pupils of self-discipline
- The handling of individual disciplinary cases
- The efficient organisation, management and supervision of school routines
- Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society

5. The Management of Staff

- To participate in the recruitment and deployment of teaching and non-teaching staff of the school
- To actively contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school
- To implement and develop staff development policies in relation to:
 - The induction of new and newly qualified teachers and other staff
 - The provision of professional advice and support and the identification of training needs
 - Students under training/work experience
- To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- To maintain good relationships with individuals, groups and staff unions and associations.

6. The Management of Resources

- To contribute to the formulation of the school's policies and procedures concerning resource management
- To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.
- To promote a whole school environment which stimulates learning and enhances the appearance of the school.
- To participate in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

7. Relationships

- To advise and support the Governing Board as required in the exercising of its functions including attending meetings and making reports.
- To assist with the liaison with and co-operation with Authority officers and support services.
- To promote and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- To assist in liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- To assist in liaison with other professional bodies, agencies and services.
- To develop and maintain positive links and relationships with the community, local organisations and employers:
 - To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

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 - To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.
- Create outward-facing schools which work with other schools, organisations and the local community– in a climate of mutual challenge– to champion best practice and secure excellent achievements for all pupils.

Important Information

The applicant will be required to safeguard and promote the welfare of children and young people. The Deputy Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and to support the Headteacher in holding all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Headteacher



PERSON SPECIFICATION & SELECTION CRITERIA

At Mayfield School, we are committed to safeguarding and promoting the welfare of children and young people.

Selection decisions will be based on the criteria outlined below. At each stage of the process, the appointment panel will assess candidates against these criteria to determine their ability to fulfil the job description. Candidates who do not meet the essential criteria will be automatically excluded at any stage of the process.

The application panel will use a combination of assessment tools, including (but not limited to) the application form, supporting statement, interview process, and references to determine suitability for the role.

| [A] Qualifications | | |
|--------------------|--------------------------|-------------------------|
| | | Essential/ Desirable |
| 1 | Qualified teacher status | E |
| 2 | Degree | E |



| [B] Professional Development | | |
|-------------------------------------|--|---------------------------------|
| | | Essential/ Desirable |
| 3 | Evidence of appropriate professional development for the role of Deputy Headteacher OR Evidence of on-going leadership and management professional development. | E |
| 4 | Up to date safeguarding training and knowledge of legislation for the protection of young people. | E |

| [C] School Leadership and Management Experience | | |
|--|--|---------------------------------|
| | | Essential/ Desirable |
| 5 | Evidence of direct involvement in impactful whole school self- evaluation and school improvement strategies. | E |
| 6 | Successful experience of leading curriculum development and design. | E |
| 7 | To have led whole school initiatives. | E |
| 8 | Evidence of working effectively within staff teams. | E |
| 9 | Evidence of effective line management of staff. | E |
| 10 | To have had responsibility for policy implementation and monitoring. | D |

[C] School Leadership and Management Experience

| | | Essential/ Desirable |
|----|---|-------------------------|
| 11 | Experience of planning and delivering whole school CPD linked to school priorities. | E |
| 12 | Work positively with parents and carers. | E |
| 13 | To demonstrate an understanding of the current local and national SEN position. | E |

[D] Experience and Knowledge of Teaching

| | | Essential/ Desirable |
|----|---|-------------------------|
| 14 | Proven excellence in SEN teaching. | E |
| 15 | Thorough knowledge of teaching and learning in a SEN Setting. | D |
| 16 | Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement. | E |
| 17 | Ability to promote inclusion and meet the needs of all pupils. | E |
| 18 | A commitment to addressing diversity positively. | E |

| [E] Professional Attributes | | |
|------------------------------------|---|---------------------------------|
| | | Essential/ Desirable |
| 19 | Experience of implementing effective emotional regulation strategies. | E |
| 20 | An ability to communicate effectively. | E |
| 21 | Promote outstanding classroom practice across the school. | E |
| 22 | Have a commitment to sustaining good attendance at work. | E |
| 23 | A commitment to professional development for self and others. | E |
| 24 | A desire to further develop as a leader. | E |
| 25 | Ability to support and develop the vision of the school. | E |
| 26 | Ability to motivate adults and children. | E |

| [F] Personal Qualities | | |
|-------------------------------|--|---------------------------------|
| | | Essential/ Desirable |
| 27 | A passion for pupil aspiration. | E |
| 28 | Excellent interpersonal skills with an ability to professionally support and challenge others. | E |
| 29 | Be committed to working with integrity and professionalism. | E |

| [F] Personal Qualities | | |
|-------------------------------|--|---------------------------------|
| | | Essential/ Desirable |
| 31 | Ability to build and maintain good relationships with colleagues, parents and members of the wider school community. | E |
| 32 | The ability to perform effectively under pressure. | E |
| 33 | Be aware of their own strengths and areas for development and listen to, reflect constructively and act upon feedback from others. | E |

| [G] Personal Safeguarding | | |
|----------------------------------|--|---------------------------------|
| | | Essential/ Desirable |
| 34 | Displays commitment to the protection and safeguarding of children and young people. | E |
| 35 | The ability to form and maintain appropriate relationships and personal boundaries with young people. | E |
| 36 | Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people. | E |
| 37 | Will co-operate and work with relevant agencies to protect young people. | E |

[H] Professional Skills

Each candidate will be expected to demonstrate a knowledge and understanding of working within and towards the Headteacher' Standards 2020 which also form the basis of the Job Description.

Candidates will be expected to show evidence of developing this knowledge and understanding in their current setting as well as an awareness of how this could be applied in Mayfield school throughout the appointment process.

| [I] Personal Qualities | | |
|------------------------|--|-------------------------|
| | | Essential/ Desirable |
| 38 | Positive recommendation from all referees, including current employer. | E |

[J] Application Form and Supporting Statement

- The supporting statement should be clear, concise, and directly related to the post, with a maximum length of three A4 pages (Arial font, size 12).



Phone Number
01257 263063



Website
chorleymayfield.lancs.sch.uk



Email Address
reception@chorleymayfield.lancs.sch.uk



Address
Gloucester Road, Chorley, PR7 3HN



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