



# Deputy Headteacher Information Pack

**Thank you for considering Ferndown Middle School for your next appointment.**

Ferndown Middle School is part of the Castleman Academy Trust – a Trust which prides itself on putting children first always and puts its values of Respect, Independence, Creativity and Inclusion at the heart of everything we do.

It is the staff in our academies who make our schools vibrant places of learning – who do all they can to make sure our children become confident individuals, successful learners and responsible citizens. Our staff want to make a real difference to the lives of the children they work with and are learners themselves who relish professional development opportunities.

Working in a Castleman Academy Trust school, you will be working with other forward thinkers, who see possibilities and are optimistic. You will have the support of like-minded colleagues and together we will ensure everyone has a great work life balance. Being part of the Castleman Academy Trust means there are a whole host of opportunities for you to develop and flourish.

Ferndown Middle School is situated in Ferndown adjacent to Ferndown First and Ferndown Upper Schools. The school has up to 600 pupils, covering the age range 9 to 13 years old (year groups 5 to 8). The school is part of the Castleman Academy Trust.

## The Application Process

Applications should be made on the school's application form and should include details of experience. Please ensure a full work history is completed including any gaps of employment and two referees are given. Please note Ferndown Middle School does not accept CVs in place of an application form. Incomplete application forms will not be shortlisted.

**Closing date for applications is 9.00am Friday 30 September 2022.**

Please return your completed application form by the closing date to Mrs Shield at [mshield@fernmid.dorset.sch.uk](mailto:mshield@fernmid.dorset.sch.uk). An email will be sent to all candidates with the outcome of their application. Only applicants meeting the relevant criteria will be taken forward from the application.

## Interview

Shortlisted candidates will take part in an interview on 11 October 2022.

At least two references will be requested, normally from previous and current employers. These may be contacted before the interview and in all cases, before an offer of employment is made.

The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people in our care and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the Person Specification and will be subject to pre-employment checks including an Enhanced DBS check, satisfactory references and a health check.

## Online Search on Shortlisted Applicants

As outlined in KCSIE 2022, we are now required as part of our shortlisting process to carry out an online search as part of our due diligence. If you are shortlisted for the role, an appropriate online search will be undertaken on your name(s). Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.



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## Queries

If you have any queries on any aspect of the application process or need additional information please contact Michele Shield on 01202 876556 or email [mshield@fernmid.dorset.sch.uk](mailto:mshield@fernmid.dorset.sch.uk)

## Visits to the School

If you would like to visit the school, please contact the school office to arrange an appointment.

To gain a greater understanding of our school values, curriculum offer and premises, please visit our school website and refer to the application pack.

## Contact Details

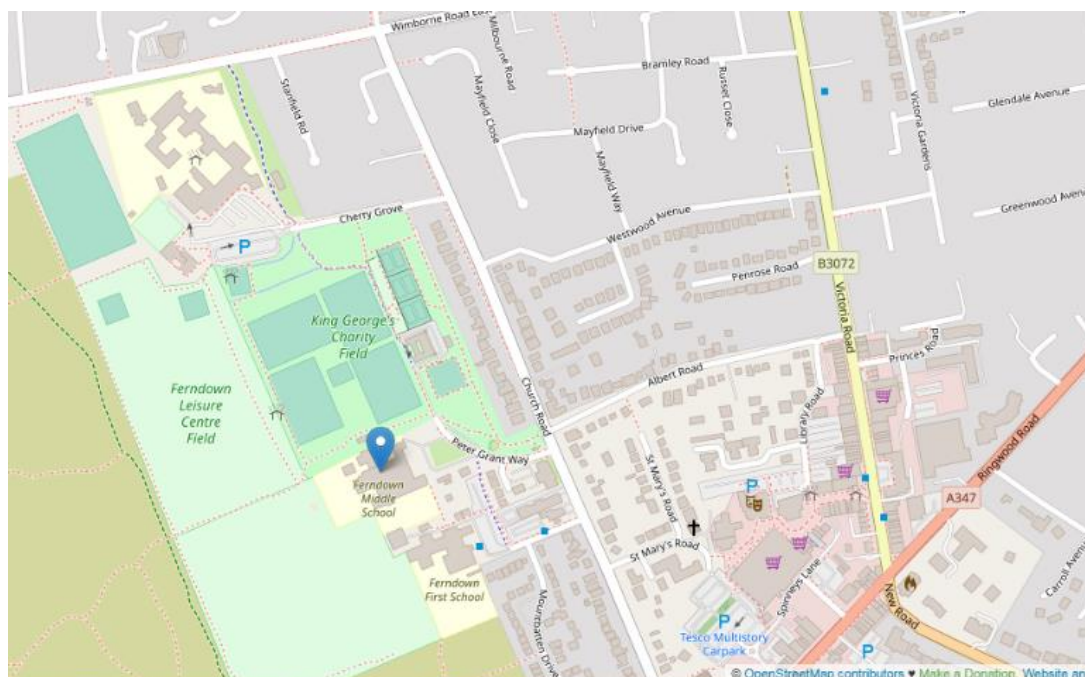
### Ferndown Middle School

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Job Title	Deputy Headteacher
Responsible to	Headteacher
Salary	Leadership L10 – L14
Working time	Full-time
Appointment type	Permanent
Start date	01 January 2023

We are looking to appoint an inspirational and highly motivated Deputy Headteacher who shares our commitment and vision in providing high-quality education for all of our young people. We are looking for an experienced leader to further develop our behaviour and relationship policy across the school.

Working with our Headteacher, Mrs Gill Allen, you will be valued, supported and challenged in equal measure as we look to deliver the very best education for our children.

**The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:**

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Line manage Year Leaders to establish, embed and ensure consistency of approach for relationships and behavior management across the school
- Line manage the SENDCo to embed and ensure consistency of approach and good progress of SEND learners
- The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Deputy Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Our commitment is to support you in your professional development and towards the next successful steps in your career.

This role would suit an experienced Assistant or Deputy Headteacher who is keen to broaden their experience and make a significant contribution to school-wide development.

You need to be ready to hit the ground running and be prepared for the challenges ahead – this is a real opportunity to make an impact within the school and the Castleman Academy Trust.



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## **We are looking for people who are:**

- A leader who is able to motivate and inspire the staff team
- Is an excellent teacher with great communication, excellent teamwork skills and a desire to see accelerated progress
- Experienced in supporting young people who may have autism, emotional behavioural difficulties, ADHD and associated complex needs
- Experience in leadership and management across a whole school setting
- Use vision, initiative and leadership in making change to enhance and raise standards
- Support and lead the work of colleagues and promote staff development and bring about improvement
- Involve staff, pupils, parents and governors in the process of establishing a clear and shared set of aims, objectives and values for the school.

## **We offer:**

- A thriving, successful school
- Motivated and well-behaved pupils
- Highly professional training and support to ensure excellent career development
- Supportive colleagues
- A committed team of staff and Governors
- Eligibility to join the Teachers' Pension Scheme
- Free access to the Employee Assistance Programme
- Cycle to Work Scheme.

**The current salary scales are L10 £52,723 - L14 £58,135.**

*Please note these do not take into account the government increases announced in July 2022, which are currently under consideration.*



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## JOB DESCRIPTION – DEPUTY HEADTEACHER

### Key Purpose

**The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:**

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Line Manage Year Leaders to establish, embed and ensure consistency of approach for relationships and behavior management across the school
- Line Manage the SENDCo to embed and ensure consistence of approach and good progress of SEND learners

The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Deputy Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

### Key Priorities

**Under the direction of the Headteacher, the Deputy Headteacher will**

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Encourage new developments in the curriculum and capitalise on local and national initiatives
- Establish and sustain the school's ethos and strategic direction together with the School Standards Board (SSB) and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- With the Headteacher and SSB support the recruitment and selection of teaching and support staff
- Manage effectively the day-to-day deployment and performance of all staff
- Support the Headteacher in carrying out the requirements for Performance Management
- Manage staff well with due attention to workload
- Interact on a professional level with colleagues and seek to establish and maintain productive relationships and communication with them in order to promote the quality of teaching and learning in the school
- Develop positive relationships and communication systems with parents and carers
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Ensure school improvement strategies are effectively implemented
- Ensure staff have access to appropriate, high-standard professional development opportunities relating to behaviour, mental health and well-being
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- Work effectively with the SSB and the Trust to implement the School Development Plan
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties





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- Work successfully with other schools and organisations, specifically but not limited to, other Trust schools
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Promote the highest standards of courtesy and mutual respect amongst all members of the school community
- Ensure that all staff carry out their professional duties in accordance with their job description and with national guidance and regulations
- Encourage and model initiative, teamwork and working in partnership
- Develop and strengthen leadership across the school
- With the Headteacher, ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements
- Develop and encourage an effective partnership with Castleman Academy Trust drawing upon the strengths and expertise of both groups of staff and governors, sharing information and ideas and working collaboratively
- Encourage inter-school links and events of mutual benefit to Ferndown Middle School and Castleman Academy Trust
- Develop and encourage mutually supportive working relationships with relevant agencies including Social Services and Health professionals.

## Line Management Responsibilities

### **Pastoral care and pupil mental health and physical well being**

- Lead the strategic development of Pastoral Care and well-being including writing, implementing and monitoring policy
- Develop consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Identify problems and barriers to school effectiveness in these areas and develop strategies for Improvement
- 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
- To lead and co-ordinate the work of the pastoral team ensuring that strategies for mental health are embedded across the whole school
- To lead and manage Year Leaders to ensure priorities in the School Development Plan are embedded and monitored. Identify problems and barriers to school effectiveness in these areas and develop strategies for Improvement
- Promote pupil leadership and personal development by ensuring that the Student Council runs effectively
- Manage pupil transition from other schools, including liaising with their previous schools on safeguarding and pastoral matters
- Manage the re-integration process arising from exclusions, supporting Year Leaders to ensure this is done sensitively and effectively.

### **SENDCo**

Under the direction of the Headteacher, the Deputy Headteacher will:

- Provide leadership and line management to the SENDCo, supporting and developing SEND practice across the



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## School

- Promote a culture and practices that enables all pupils to meaningfully access the curriculum
- Have ambitious expectations for all pupils, especially those with SEN and disabilities
- With the SENDCo, make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#)
- To work with SENDCo to embed Mental Health strategies for SEND learners.

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 Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role.

## Health and Safety

- Ensure that Risk Assessments are carried out in line with the Trust's Health and Safety policy.
- Be aware of all health and safety issues and report to the Site Manager, all health and safety problems, accidents and "near misses"
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Any other duties commensurate with the role of Deputy Headteacher that may be required from time to time.

Deputy Headteachers are accountable to the Headteacher for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.

The Castleman Academy Trust reserves the right to deploy staff to support the needs of our pupils throughout any of our Trust schools, as and when required.

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DEPUTY HEADTEACHER - PERSON SPECIFICATION		
Education/Qualifications	Desirable	Essential
Qualified Teacher status		X
Degree Level Qualification		X
Evidence of involvement in INSET and as a participant and as a provider		X
Commitment to continuous professional development		X
Experience in a leadership and management role in school		X
A proven outstanding practitioner		X
NCSL Training	X	
Teaching School, LA or similar role	X	
School to School support	X	
Experience	Desirable	Essential
Evidence of tracking progress and raising the achievement of all pupil groups		X
Strategic responsibilities in school leadership and management		X
Working with governors		X
Leading the development of a core/foundation curriculum area or year group/phase		X
Participating in a team approach to school leadership		X
The leadership of curriculum or assessment	X	
Experience across the full Middle School age range – Years 5 – 8	X	
Proven experience of closing attainment gaps for disadvantaged and /or SEND pupils	X	
Working with children from a variety of backgrounds	X	
The process of school development and improvement planning	X	
Successful staff recruitment, appointment and induction	X	
Working in more than one school within the primary and/or secondary age range	X	
Knowledge and Understanding	Desirable	Essential
Understanding of the schools' Health and Safety Policy		X
Have a clear and thorough understanding of the school's safeguarding procedures and follow them		X
Have a clear and thorough understanding of the school's safe working practices and procedures and follow them		X
The role of the leadership group within the school		X
The Ofsted Inspection Framework and the process and place of self-evaluation		X
Planning for the delivery of a broad and balanced curriculum which meets the needs of all learners		X
Staff development/appraisal/Performance Management		X
Monitoring, review and the use of assessment across year groups and a school to raise standards		X
Approaches to assessment and innovating curriculum design	X	
Current theories of teaching and learning developed as a result of brain-based research	X	
The principles of community education and parental involvement	X	
Whole school issues and their implications for financial management	X	





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Key Skills	Desirable	Essential
Use vision, initiative and leadership in making change to enhance and raise standards		X
Support and lead the work of colleagues and promote staff development and bring about improvement		X
Involve staff, pupils, parents and governors in the process of establishing a clear and shared set of aims, objectives and values for the school		X
Use ICT with confidence		X
Show evidence of your involvement with the PTA or a wider community issue	X	
Personal Qualities and Relationships	Desirable	Essential
Ability to relate well to children both in and out of the classroom		X
Reliable, punctual and well organised and presented		X
Warm and approachable with a sense of humour		X
Ability to work as part of a team and form strong working relationships with all staff		X
Self-motivated, confident and enthusiastic with a positive attitude		X
Excellent communication in speech and writing		X
Enthusiastic approach to sharing practice across the school		X
Ability to establish strong and purposeful relationships with parents to support their child's learning		X
Safeguarding and Special Requirements	Desirable	Essential
The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.		X
The successful applicant will be required to meet all elements of Safer Recruitment and will be the subject of pre-employment checks including an Enhanced DBS Check, including Child Barring List, a medical question and satisfactory references.		X
It is a prerequisite that you familiarise yourself with the safeguarding policy and safer working practices policy and procedures of the school and follow them.		X
The Castleman Academy Trust expects all employees and volunteers to be committed to the Trust's Policies and ethos		X



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## School Vision

At Ferndown Middle School, we have three core outcomes; to develop confident and successful learners; to exemplify and cultivate responsible citizens and to inspire children to be aspirational individuals.

Our vision is for all children at Ferndown Middle School to be **confident and successful learners**; well-equipped and resourced for the world they will inherit. This will of course start by ensuring all children make excellent academic progress and achieve their highest potential. However, learning at Ferndown Middle School is deeper than just this; it is about guiding children to develop a genuine love of learning and an understanding of both the purpose and importance of learning beyond the classroom.

We also want our children to become **responsible citizens** in the world they live in. This is about helping them to see how the choices and decisions they make not only impact themselves, but also those around them. This begins locally; with friendship groups, school communities, clubs and our locality but has much farther-reaching impacts as children consider their roles and responsibilities in our wider, global community. Ultimately, it is about shifting the children's focus from primarily thinking about themselves and instead, to consider deeply, the impact they have on those around them.

Finally, our vision is for all children to leave us **aspirational individuals**. By guiding children to consider their purpose and place in not only our school community but also the global community, they can begin to develop a vision of how their future selves will play an important role in the society they live. Whilst all adults have high aspirations for every child, our vision is that children are aspirational, taking it upon themselves to be the best they can be.

We aim to equip your child with the skills, knowledge and character to achieve a lifetime of fulfilment.

## Intent

At the heart of our curriculum lie three core values: excellence for all, the explicit teaching of learning to learn, and crucially, the development of character education.

## Excellence for All

Excellence for All is fundamental within our ethos. The children's acquisition of a deep body of knowledge within subject disciplines will enable them to express their learning to the highest standard. When children achieve excellence, this gives them the confidence to challenge themselves further. Through this process of experiencing success, they will develop character, for example resilience, determination and self-confidence.

We ensure that we offer a wide range of curriculum experiences that go beyond subject disciplines. Each of our experiences are underpinned by Ferndown Middle School's principles which include, learning at all times being real, relevant, engaging, progressive and at the same time, allow children to think and act like scientists, historians, artists, writers, mathematicians etc.

## Character Education

Whilst academic success remains a core priority, **developing character** is also an essential for the development of your child. Our school gives children opportunities to make a positive impact on society. We want them to grasp the possibilities and opportunities of life beyond the classroom, to enable them to thrive at each and every challenge they face in life and



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make a difference to themselves and those around them. To do this the development of character is essential. Supporting the engendering of positive character traits not only prepares our children to meet the challenges of later life but also supports academic excellence.

## Learning to learn

Our curriculum not only focuses on achieving **character** whilst pursuing **excellence for all**, but also emphasises deep knowledge through developing the **skills of learning**. We use an enquiry approach to drive our learning experiences, making the reflective learning process explicit. In addition to this, tools for thinking will be taught to support children's higher order thinking, synthesis of knowledge and the creation of new thinking. At Ferndown Middle School, metacognition revolves around each child understanding the learning process, where their ability to think for themselves, reflect and evaluate their learning is fundamental in preparing them for their current and future success.

## Opportunities for English

Reading is prioritised in our curriculum - both in terms of financial investment and in terms of the provision of time. All our children have daily opportunities to read with the aim of promoting a love of reading, supported by access to our well-stocked library. High-quality texts are carefully matched to children's reading ability, at all stages in school. Assessments are used for the early identification of children who need additional support, and this is provided speedily so that all children are able to succeed.

Opportunities to incorporate reading and writing within learning experiences will be taken. Children will have access to rich texts to not only deepen knowledge of the subject they are studying but also to be immersed in high quality vocabulary and language. They will not only read to deepen comprehension, but they will also read to help inform writing to achieve high quality outcomes. Curriculum rigour including, handwriting, grammar and spelling are essential skills which the children will demonstrate with great flair in the many opportunities we give them to write.

## Mathematics

Our approach to the teaching of mathematics is founded on the principles of mastery mathematics and the aims of the National Curriculum. We will ensure that our children acquire deep understanding of mathematical concepts using **metacognition** to reflect upon the connective model (concrete, pictorial and abstract) and to achieve **academic excellence**. Through the study of mathematics, they will also develop their character through the way that they approach problems, working in teams, seeking challenges, and presenting their thinking.

Children will achieve academic excellence through becoming fluent in the fundamentals of mathematics, including arithmetic. We will achieve this through building in deliberate, frequent practice and revision with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

We will develop the children's ability to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. The children will learn to solve increasingly sophisticated problems, using metacognition to break down problems into a series of simpler steps, and developing character while persevering in seeking solutions.





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## Enriching Learning

To deepen learning, every opportunity will be taken to enrich the curriculum by providing memorable experiences through access to experts and visits. Our children will be immersed in the experience of being a historian, scientist or writer through first hand, active learning.

Our intent is to offer a curriculum that gives new experiences to all learners, beyond those contained within the National Curriculum. We want our children to build on their own identified talents and have the opportunity to discover new interests and perhaps develop a passion for these that may shape their future lives.

In a world where communication is crucial, we prioritise supporting our young people to become confident and articulate speakers having had the opportunity to work with experts and refine these skills through public speaking and presentation.

Through the core values of ***Excellence for All, Character Development and Learning to Learn***, our children will flourish.

## Special Educational Needs

At Ferndown Middle School, we aim to provide effective opportunities for all pupils, including those with Special Educational Needs, in all areas of the curriculum. We are a good school with good and outstanding teachers and therefore the majority of needs are met by universal, targeted, differentiated, quality-first teaching in each classroom. We have high aspirations and expectations of all our pupils and set appropriate learning challenges for each pupil's level of ability both in the lesson and for homework. Individual and group interventions are provided for those identified as requiring structured programmes and support. At Ferndown Middle School, we use the Three Wave Model, a graduated approach to special needs.

### Wave 1

Wave 1 is on offer for all students, in inclusive, high-quality learning classrooms. Teachers will use the SENDCo's guidance and within their subject aim to remove barriers and meet need. The next stage is about teachers knowing and deciding at what point, for any individual pupil good, universally targeted quality-first teaching is not enough. This is when support will move to Wave 2.

### Wave 2

Staff record evidence to show the strategies tried and demonstrate what has worked and what has not worked. This information forms evidence to inform the next steps.

### Wave 3

Wave 3 is the final stage when there is a trail of evidence that Wave 1 and 2 interventions do not meet identified need. At this point, the SENDCo and possibly external professionals become more closely involved in identifying, planning, monitoring and reviewing individual support across the curriculum.



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## Pupil Premium

The pupil premium is a Government initiative that provides specific funds targeted at improving outcomes for students from deprived backgrounds. Research has indicated that this group of students underachieve when compared to non-deprived peers. The premium is provided in order to support these pupils in fulfilling their potential and not being disadvantaged.

## Safeguarding

Ferndown Middle School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Mrs Allen is the Designated Safeguarding Lead and Mrs Giddens is the deputy. Both have had specialist training in safeguarding and child protection.

Our full Child Protection Policy can be found on our website along with further government guidance and support documentation.

## E-Safety

At Ferndown Middle School, we take e-safety extremely seriously. We believe that it is the right of all children to feel safe and secure when using technology. Our E-Safety Policy contains detailed information about how we ensure our children remain safe in their use of technology.

We teach children to use the internet and other technologies safely, and we show them how to behave in an appropriate manner. It is important to encourage a healthy lifestyle with regard to the use of technology, and teach children about the risks of exposure to inappropriate content or too much time in front of a screen. We show children how to keep their data and security safe, and we teach them to be critical of the things they see online.