Dear prospective candidate,

Thank you for being interested in the position of Deputy Head at Frederick Gough School. I joined as Headteacher in September 2005 and am still here because I think the school community is a special one. One that I feel obligated toward as each year group passes, that has a great mix of traditional and modern and one that I am extremely proud to serve.

The vacancy has arisen because the current deputy has decided to retire after serving the school community for the past 20 years. He started his role as curriculum deputy and moved into the HR role following the retirement of the other deputy in 2016 and me asking him if he would!

Frederick Gough is a different place to work. Perhaps, ironically, because in many ways it has remained the same for the past 20 years. It is a maintained community school that strongly believes in serving its community as part of the local authority. It has resisted curricular changes over the past 20 years; be it diplomas, a three year KS4 or the removal of at the time non-vogue subjects such as Design Technology, Drama, music etc..

Frederick Gough also believes in treating people as people. ‘Zero tolerance’ is another fad that we have resisted for both staff and pupils. Support, support, support is our mantra and whilst that doesn’t work all of the time we know that we can hold our head up high knowing we have tried our best for the best reasons.

Our staff turnover is very small which I hope is a representation of the happiness and wellbeing they feel, something that is represented in the TES pulse surveys we conduct every month.

Whilst the largest school in the authority, we are also the most oversubscribed school and have been for many years despite increasing our PAN from 244 to 269 nine years ago.

Our standing in the community is as an inclusive school (I can’t believe I’m writing this but please read the OFSTED report!). In the current educational climate, inclusivity is presenting us with significant challenges but we have a heart and want to do what we can do. Last year’s results reflect many of those difficulties and, whilst we have confidence in our current year 11, this presents our biggest strategic risk this year.

Please don’t think our inclusive ideology makes us soft… we have high expectations of our pupils, knowing there are reasons but never excuses. Our expected standards for staff are just as high and whilst we are ‘support, support, support’ with staff we do expect engagement and effort with that support should it be required. Our middle leadership team are empowered, accountable and trusted to lead change and raise standards. A good example of this is each department’s marking policy which has been designed by the Curriculum Leader to be rigorous but realistic in terms of workload and impact. There is an SLT link to each department whose role is also to support and challenge. We have also bought into PiXL for approximately 10 years and have always worked with the local authority peer leader programme to ensure that we are outward facing and not isolated as a standalone comprehensive school.

We have created a culture where we have continuous peer observations for lessons based on Rosenshine principles, peer led CPD and an understanding that SLT will walk the school for support not for judgement.

We have never aspired to be outstanding. No child remembers whether their school was outstanding; they remember whether we did our best to support them, that we provided them with a well-rounded curriculum and that we gave them opportunities and experiences that help them enjoy and navigate their adult life with confidence and success. We delight in the employment rates of our students along with the huge variety of employment areas that our students end up working in.

Our current SLT are the most effective, well balanced SLT that I have ever worked with. This was reflected in the way we managed our OFSTED experience last year as well as how we lean on each other for our strengths for support.

The current SLT structure and responsibilities will be shared with shortlisted candidates but as far as the specific post is concerned the non-negotiable for the post is HR. It is essential I have a deputy who can fulfil the following responsibilities:

· Single Central Record - responsibility for ensuring the SCR is up to date, compliant and secure. (NB: Ella, my PA helps massively!). Responsible for ensuring appropriate staff and governors are suitably trained in safer recruitment & the SCR.

· Staffing recruitment - adverts, communication with applicants & curriculum leader through the process (supported by Ella), organisation of interviews and feedback. Reporting on staffing issues to governing body

· Staffing Retention - responsibility for wellbeing strategies/resources/structures for staff, surveying of staff. Reporting on wellbeing to governing body. 1265 calculation, consultation and dissemination.

· With H & DH curriculum - planning to ensure we are fully staffed to fulfil our curriculum.

· Disciplinary procedures - investigating officer when necessary, writing and dissemination of staff code of conduct

· Appraisal and pay recommendations - Development of appraisal process, implementation of strategy and reporting to governing body.

· Sickness absence for staff - monitoring sickness absence and patterns, application of policy (in a humane way), subsequent recommendations and/or follow up with HR, Occupational Health or other agencies.

· Appropriate record keeping of meetings with staff.

· Approving and monitoring of all Leave of Absence requests from teachers.

· Day to day deployment of cover is done by admin supported by the curriculum dept. This role finds long term supply and liaises with the supply agency to ensure good relations and to provide feedback on supply quality.

· Marketing of school (including social media)

Other responsibilities have arisen over time and circumstance and some of the current post holder’s responsibilities can be subsumed into existing structures but these will also need to be allocated amongst the team (or not… i.e. a deputy head needs to do what needs to be done!). Oh… there’s also a teaching element too! We think up to 8 hours a fortnight.

**IT whole school**

· GDPR - Writing all of the strategic documentation and policies relating to GDPR, data protection officer who deals with, monitors and reports on any GDPR breaches.

· Online safety - Strategic planning to ensure we comply with safeguarding requirements for curriculum coverage for online safety and for monitoring/filtering taking appropriate actions in a timely manner. Reporting to governors on online safety and working with the designated governor for online safety. CPD for all staff to ensure they are aware of online safety issues affecting their role.

· Maintaining and marketing National online safety platform with staff, governors and parents.

Subject and year group line management is fluidic and needs to be in order to ensure fresh support and challenge with middle leadership teams.

NB: subject line management to be determined.

Aside from the skills required to perform the job, we need a Deputy who is a genuine team player, someone who understands the strengths and equalities of all members of our organisation and someone who likes children.

We are most definitely not perfect, we don’t show off (in fact I think we’re pretty bad at promoting what we’re good at) and we don’t put a spin on anything that we do or don’t do.

If you decide to apply and are successful I can promise you that it will be hard work, very testing at times, tiring, stressful, exhilarating, extremely rewarding and fun on occasions!!

If you’d like to join a team that values each other’s contributions and can share a commitment & openness to do the best that it can for our pupils I look forward to reading your application!

Ben