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**DEPUTY HEADTEACHER APPLICATION PACK**

**Dear applicant,**

Thank you for your interest in Gatton Primary School. The appointed Deputy Headteacher will be someone with a positive mindset, keen to improve the life chances of pupils and determined to secure the best for ***all*** in the school.

The senior leadership team collectively play a crucial role in driving forward high-quality teaching and learning through an ‘Expert teaching model’. The team also ensures the curriculum is coherent, challenging and progressive for all learners. All of our work is underpinned by our faith as encapsulated in the verse from the Quran, ‘Oh Lord Increase Me in Knowledge’.

As the first purpose built Muslim VA school, we want to be the best in all that we do. This is because we believe in the importance of excellence in action. The school is oversubscribed and is highly regarded by all its stakeholders. Our recent Section 48 inspection came out as Outstanding and we would like to maintain our ‘Outstanding’ rating in our impending Section 5 OFSTED inspection.

The school is a happy place, where pupils feel safe and enjoy learning. Staff feel SLT are approachable and provide the help needed to ensure everyone’s wellbeing is managed effectively. They also feel that they are challenged and supported to be better in what they do. We want someone who will build on all these positive areas and provide the additional impetus for the school to continue its commitment to excellence.

The post holder will be an ambitious leader who has the experience, charisma and integrity to work in this large 3 form entry school. In return we can assure you that you will enjoy coming to work every day!

We would love to show you our school, visits to the school are encouraged, please contact Ms Uzma Mussa via email [umussa@gatton.wandsworth.sch.uk](mailto:umussa@gatton.wandsworth.sch.uk) to arrange a suitable time.

**Deadline** – Friday 26th April 2024

**Shortlisting** will take place on Monday 29th April 2024

**Interviews** will take place on 1st May 2024.

Please contact us should you require any further information. I look forward to receiving your completed application form.

Yours sincerely,

Majid Ishaque

Headteacher

**BSc, PGCE, NPQH, MBA**

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| **KEY FACTS ABOUT GATTON SCHOOL** | |
| Age range | 4-11 |
| Location | Wandsworth, London |
| School Type | Islamic Voluntary Aided School (Sunni) |
| Foundation Body | Al-Risalah Education Trust |
| SLT Structure | Head, Deputy Head, 2 Assistant Heads (FT) 2 Assistant Heads (PT) |
| Total Staff | 84.4 FTE (additional temporary staff based on needs) |
| Pupil Roll Feb 2024 | 628 |
| % FSM | 19% |
| % EAL | 93% |
| % SEND | 11% |
| EYFS Standards for 2023 | 66% achieved a Good Level of Development (GLD) |
| Y1 Phonics 2023 | 77% achieved the expected standard in phonics |
| KS1 Results 2023 | Expected Standard  Reading 70%, Writing 73% and Maths 80%  Reading, writing and maths combined 67%  Greater Depth  Reading 20%, Writing 10% and Maths 19%  Reading, writing and maths combined 10% |
| KS2 Results 2023 | Expected Standard  Reading 74%, Writing 77%, Maths 89%  Reading, writing and maths combined 64%  Greater Depth  Reading 32%, Writing 24%, Maths 34%  Reading, writing and maths combined 18% |
| Year 4 Multiplication Check | 82%  The school’s average score of 24.5 was recognised as being in the top 200 of similar schools nationally. |
| Attendance 2023 | 93% |
| OFSTED | Outstanding 2014 |
| Section 48 – Religious designation Inspection | February 2024 – Outstanding |
| Website | [www.gatton.wandsworth.sch.uk](http://www.gatton.wandsworth.sch.uk)  Please see our blogs on the Year group pages as well as a wide range of other documents such as the termly newsletter to get a feel of Gatton School. |

**Our Vision**

And say: "My Lord! Increase me in knowledge."

*Surah Taha – Verse 114*

 Our school vision is encapsulated in verse no. 114 from Surah Taha from the Holy Quran.

**And Say** – This command at the beginning of the verse is in the imperative form which indicates the importance of action.

**My Lord** – a recognition of a greater being in control and sustaining all things, Allah.

**Increase** – the importance of increase in all its facets, increase indicating growth.

**Knowledge** – the importance of knowledge as opposed to other forms of increase which are not asked for in the Quran e.g. wealth and status.

Gatton School will fulfil this vision by delivering a high-quality curriculum developing our children’s knowledge, skills and spiritual growth thereby cultivating a productive Islamic ethos.

**Our vision in action**

**Pupils**

Pupils will work hard and support other pupils to do so as well.

Pupils will lead through action showing politeness, kindness and resilience.

Pupils will achieve high quality outcomes.

**Staff**

Staff will be punctual, hardworking and committed to delivering and/or supporting high quality teaching.

Staff will lead by example in their manners and etiquette with each other, parents, and pupils alike.

Staff will aim to continually reflect and improve their practise through continual professional development.

**Parents**

Parents will send their children to school on time, in correct uniform and ready to learn every day.

Parents will support their child to achieve the best in learning and conduct.

Parents will lead by example in their adherence to school procedures & policies and work to support its continual growth and success

**Our Aims**

We aim to actively encourage all children within our school to develop their knowledge and skills. We achieve this by providing stimulating work with clear learning outcomes that are challenging yet achievable. We continually assess and positively affirm the effort and progress made by our pupils.

We have high expectations of our pupils, in academic excellence and in standards of behaviour, appearance and character, both inside and outside the school. We equip our pupils with the skills to face the challenges of today’s changing world by encouraging communication, personal growth and confidence in their Muslim identity. We aim to achieve this by teaching our pupils about the value of good character and exemplary behaviour based on the best example, our beloved Prophet Mohammed ﷺ.

We aim to achieve all of this through collaboration between the child, the school, the parents and the wider community.

**Our core values**

The school is part of the Al-Risalah Trust family of schools and as such apply the core values of the trust within the school

**Commitment** – We are committed to providing an outstanding level of education. We are committed to go the ‘extra mile’ when needed to help children achieve the best they can and to help them overcome any barriers to their learning.

**Diversity**– We understand the importance of diversity in all its forms. We seek to explore and educate our children about this diversity through our curriculum and ethos.

**Excellence** - A culture of high expectations and outcomes. Gatton School is committed to the pursuit of excellence. As the Prophet Mohammed ﷺ mentioned the term ihsaan is the pinnacle of faith. Ihsaan has a comprehensive meaning which includes the pursuit of excellence.

**Partnership** – We want to be a place where children can experience and take part in the best opportunities available. Hence the school will endeavour to ensure that we create and make partnerships with as wide a range of stakeholders to achieve this.

**Respect** – We are committed to ensuring respect is fostered for all in society. This is intertwined with the school’s Islamic ethos which encourages respect and care for all. The school is committed to fulfilling its responsibilities under the Equalities Act.

**Responsibility** – We take on the responsibility to ensure all our children are kept safe and happy in school. We take our safeguarding responsibilities seriously and aim to ensure we fulfil all our statutory and moral duties.

**DEPUTY HEADTEACHER JOB DESCRIPTION**

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| **Title and Grade of Post** | Head Teacher  Leadership Scale: L8 -L12 |
| **Status of**  **Post** | The Deputy Headteacher is an employee of the Gatton Primary School and is required to carry out professional duties as detailed in the School Teachers’ Pay and Conditions Document, and support the aims and objectives of the Al Risalah Education Trust.  This job description may be amended at any time, following consultation and will be reviewed annually. |
| **Job purpose** | To provide outstanding leadership and management of the school to secure sustainable success and to ensure that all pupils achieve their highest potential, both educationally and Islamically.  To demonstrate consistently high standards of principled and professional conduct.  The post will require you to work closely with the governing body, Al-Risalah Trust and LA officials to ensure the continuous improvement of the school. |
| **Reporting to** | The post holder is responsible and accountable to the Headteacher in all matters. |
| **Key Responsibilities** | * To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, reflecting its Muslim ethos and values * Establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. * Undertake the professional duties of the Deputy Headteacher reasonably delegated by the Headteacher. * Undertake the professional duties of the Headteacher, in the event of his absence from the school. * In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of teaching and learning throughout the school * To uphold and support the school’s religious ethos. * To provide shared professional leadership and management of School Development Plan priorities.   *(The precise responsibilities will be discussed with the successful candidate to ensure we get the best fit for our school.)* |

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| * + - * 1. **Shaping the Future** |
| Works closely and collaboratively with the Headteacher and others to ensure that the school’ vision and strategic plan are effective and pertinent to the school’s priorities. These should be clearly articulated, shared, understood and acted upon effectively by all within the religious ethos framework. |
| Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain continual school improvement and a sense of team ownership. |
| Demonstrates the vision and values in everyday work and practice. |
| Motivates and works with all stakeholders to create a shared culture and positive climate. |
| Ensures creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence. |
| Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large. |
| Analyse, interpret and understand relevant data and information to inform future plans for improvement |

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| * + - * 1. **Curriculum, Assessment, Teaching & Learning** |
| Ensures a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught across all phases. |
| Establishes effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities |
| Establishes and sustains outstanding teaching and learning provision across the school, built on an evidence-informed understanding of effective teaching and how pupils learn. |
| Ensures a consistent and continuous school-wide focus on pupils’ achievement, using data and appropriate benchmarks to monitor progress every child’s learning. |
| Ensures that learning is at the centre of strategic planning and resource management. |
| Establishes creative, responsive and effective approaches to learning and teaching that are sustainable & appropriate to the evolving needs of the socio-economic dynamics of the community |
| Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning. |
| Demonstrates and articulates high expectations and sets challenging targets for the whole school community. |
| Determines, organises and implements a powerful curriculum and implements an effective  assessment framework. |
| Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils. |
| Monitors, evaluates and reviews classroom practice and promotes improvement strategies. |
| Challenges underperformance at all levels and ensures effective corrective action and follow-up. |

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| **Developing Self and Working with Other** |
| Effectively manages challenges that arise. |
| Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture. |
| Builds a collaborative learning culture within the school and actively engages with other Trust schools to build effective learning communities. |
| Develops and maintains effective strategies and procedures for staff induction, professional development and performance review. |
| Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. |
| Acknowledges the responsibilities and celebrates the achievements of individuals and teams. |
| Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory. |
| Regularly reviews own practice, sets personal targets, and takes responsibility for own personal development in conjunction with the Headteacher. |
| Manages own workload and that of others to allow an appropriate work/life balance |

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| **Managing the Organisation** |
| Works with the Headteacher to create an organization structure that reflects the school’s religious ethos, values, and enables the management systems, structures and processes to work effectively in line with legal requirements and by adopting the appropriate Trust & LA policies |
| Contributes to and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities. |
| Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives |
| Manages the school’s financial and human resources in keeping with the SFVS in order to ensure effectiveness and efficiency in achieving the school’s educational goals and priorities. |
| Supports the recruitment, retainment and deployment of staff appropriately and manages their workload to achieve the vision and goals of the school. |
| Implements successful performance management processes with designaate staff members |
| Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. |
| Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money. |
| Responsible for promoting and safeguarding the welfare of children and young person’s s/he is responsible for, or comes into contact with. |
| Uses and integrates a range of technologies effectively and efficiently to manage the school. |

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| **Securing Accountability** |
| Fulfils commitments arising from contractual accountability to the governing body. |
| Develops a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. |
| Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines. |
| Uses a range of evidence, including national data and own school’s performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance |
| Works closely with the Headteacher to meet their respective responsibilities. |
| Develops suitable quality assurance systems, including school review, self-evaluation and performance management and presents a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, SIO, parents and carers. |
| Reflects on personal contribution to school achievements and takes account of feedback from others. |

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| **Strengthening Community** |
| Developing communication flow with the wider community to build upon all stakeholders’ confidence and understanding of the school. |
| Builds a school culture and curriculum that takes account of the richness of the school’s communities. |
| Provides a range of community-based learning experiences |
| Collaborates with other agencies in protecting children |
| Creates a wholly inclusive environment whereby all children with physical or learning challenges can be welcomed and supported appropriately. |
| Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment |
| Collaborates with other Trust schools and local schools in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families. |
| Creates and maintains an effective partnership with parents and carers to support and improve pupils’ achievement and personal development. |
| Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. |
| Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives. |

**DEPUTY HEADTEACHER PERSON SPECIFICATION**

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| **Faith** | **E** | **D** |
| A practising Muslim from the Ahlus Sunnah wal Jama’ah who is committed to affirming and enhancing the Islamic ethos of the school with an active commitment to supporting and developing the Islamic Studies Provision. | **** |  |
| Understanding of the distinctive nature, requirements and purpose of an Islamic School and the local Muslim community | **** |  |

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| **Qualifications and Training** | **E** | **D** |
| Qualified Teacher Status and evidence of professional development, particularly in relation to leadership and school management programme or similar. | **** |  |

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| **Experience** | **E** | **D** |
| Proven successful leadership and management experience as a Deputy Headteacher or part of a leadership team within a range of settings, | **** |  |
| Experience of successful people and performance management | **** |  |
| Experience of managing school finances and other external funding sources |  | **** |

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| **Skills and Qualities** | **E** | **D** |
| Ability to develop and maintain good personal and professional relationships with pupils, teaching and non-teaching staff, parents, the Governing Body, Al Risalah Education Trust, LA and representatives of professional associations and external agencies. | **** |  |
| Proactive in collaborating with other schools, building partnerships and extending links with all stakeholders. |  | **** |
| Proven ability to motivate others, build effective teams and inspire staff. | **** |  |
| Proven ability to organise and prioritise tasks effectively, work under pressure and ensure that they are carried through successfully and the ability to delegate responsibility. | **** |  |
| Proven ability to set high standards and priorities for improvement | **** |  |

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| **Knowledge, Ability, Accountability and Understanding** | **E** | **D** |
| Proven ability to develop a clear vision of the school’s future development. | **** |  |
| Proven ability to promote a strong, positive ethos and maintain high standards of behaviour. | **** |  |
| Knowledge and understanding of the leadership styles appropriate for use in a Muslim school. | **** |  |
| Proven ability to demonstrate and articulate high expectations and set challenging targets for the whole school community. | **** |  |
| Evidence of good/outstanding teaching practice including the ability to lead by example and to identify where teaching is good to outstanding, where it needs to be improved and how to improve it. | **** |  |
| Evidence of Understanding and welcoming the role of effective governance, upholding the obligation to give account and accept responsibility |  | **** |
| Understanding of establishing and sustaining professional working relationship with the Governing Board. |  | **** |
| Analyse, interpret and understand relevant data and information- (School Profile, FFT, APS, VA score, Raise online etc) and enable others to understand and use it too. | **** |  |
| Sound knowledge of the Ofsted Framework and legislative changes and their significance for the school. | **** |  |
| Proficiency in computing and enthusiasm for its implementation throughout the school. |  | **** |
| Commitment to and an understanding of equal opportunities both for pupils and staff. | **** |  |
| Understanding of current Safeguarding, child protection issues and legislation. | **** |  |
| Knowledge of finance and budgetary aspects of local management of schools and ability to manage the school’s finances in accordance with the priorities of the school. |  | **** |
| Demonstrable knowledge of the SEND Code of Practice and its implementation. | **** |  |
| Ability to develop a comprehensive inclusive education provision for all groups of children. | **** |  |

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| **Personal Qualities** | **E** | **D** |
| Has a belief in the potential of all students – so that every child can go onto achieve great things. | **** |  |
| Stamina – so that you can keep up with the demands of a challenging yet rewarding job. | **** |  |
| Excellent interpersonal skills – so that you know how to talk to people with empathy and care, yet can still challenge them to go further. | **** |  |
| High expectations and aspirations – so that we never settle for less than the best. | **** |  |
| Level headedness – so that you can keep calm whilst others may get flustered. | **** |  |
| A sense of humour – so that you can be part of a team that enjoys being in school. | **** |  |
| Motivation and drive – so that you can be the best you can. | **** |  |
| Integrity in word and action – so that people know they can trust you to get things done. | **** |  |