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## Appointment of

## Deputy Headteacher

## (L21 – L25)

**From January 2023**

Dear Applicant

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. We would also encourage you to look at our website ([www.gshs.org.uk](http://www.gshs.org.uk)) which contains information that will give you a flavour of our achievements and ethos.

A rare and exciting opportunity has arisen at this highly successful school as we seek to appoint an experienced, committed and talented professional to be our Deputy Headteacher from January 2023 due to my promotion to Headteacher in September.

We are looking for someone who will:

* expand and develop our vision to deliver continued improvement
* have proven strategic leadership and management experience
* demonstrate improvements in quality of teaching and learning to an outstanding level
* demonstrate the ability to engage, motivate, support and enable others
* foster excellent relationships with staff, students, parents, governors and other stakeholders
* have the care and commitment to ensure that every child achieves their full potential, both academically and as well-rounded individuals
* be able to respond positively to challenge and change
* be approachable to all and promote a happy, safe, inclusive learning environment

We can offer you the opportunity:

* to work with a highly motivated staff team and a committed, supportive and proactive Governing Body
* to actively engage in your continuing professional development
* to develop working relationships with our strong and active partnerships

George Stephenson High School is an 11-18 Trust School of 1236 students, 138 of whom are in the Sixth Form. We also have 65 guest pupils in the Sixth Form from our collaborative partner school. We have 134 staff, 80 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. We genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalized and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We are a popular, inclusive and oversubscribed school that is central to our community. The roll has grown from 850 in 2010 to over 1200 today. We were delighted to welcome our new Year 7 in September and that we have been oversubscribed for many years.

The level of communication with and support from parents is excellent. We have a regular and well-attended Parents Forum and a wide range of evening Parental Engagement events are held. The results of recent parental surveys were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

Our most recent Ofsted inspection was in November 2019 and we are delighted to report that they judged our school to be Good overall, and indeed Good in every single category. We believe that this is a real testament to our students and staff and to how hard we have all worked and how committed we are to providing the best possible educational experience for all of our students. Staff, students, parents, carers and governors all play their part and this report is a reflection of the effort, enthusiasm and determination that they display every day. In the report, Ofsted say that “staff have high expectations for pupils and each other. This is a key ingredient of the school community. During lesson visits, pupils were attentive and respectful. There are strong relationships between teachers and pupils. As a result, pupils have achieved better examination results in a wide range of subjects since the previous inspection”. The care, guidance and support that we provide for our young people was again praised, with Ofsted saying that “staff are well trained to look after and care for pupils. They understand the school’s safeguarding procedures. They are aware of the need to share any concerns with appropriate people. They do so in a timely manner. Pupils know there is always somebody to talk to when they need help. Pupils know how to keep themselves safe.”

They said lots of positive things about the relationships in our school, saying that good relationships and mutual respect exist between students and staff and that our young people are keen to learn and behave well. They also said that the behaviour of students is good, that they manage their conduct well, both inside and outside of the classroom and that they know what is expected of them. As we have always said, our students are a credit to us all and we continue to be immensely proud of them. Inspectors also stated that the care and guidance we offer our students is strong and that we prepare students well for life after school. As a result, the percentage of students going onto successful careers or further education is well above the national average. Personal development, behaviour and welfare were all identified as real strengths of the school. Indeed Care, Guidance and Support at George Stephenson High School have been graded as good or outstanding in our last four Ofsted inspections. This is a result of our pastoral guidance systems in school, the aim of which is to support the learning and development of each individual student through the encouragement of regular attendance, punctuality, good study habits, good behaviour and a positive attitude, and by the monitoring of progress, regular target setting and celebration of achievement.

The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students’ life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities.  The tutor groups, under the leadership of the Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students’ welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

If you have passion and energy to inspire and motivate students and staff; a proven track record of success in raising standards; exceptional interpersonal skills and a strong commitment to teamwork and capacity for hard work whilst retaining a sense of perspective and humour then we would love to hear from you. The successful candidate will be an inspirational leader who can demonstrate passion, integrity and a strong record of effective practice.

We have made real progress over recent years and are proud of what we have achieved so far. However, we know that we have the capacity to improve still further. We are a forward looking school, committed to giving our students the best possible educational experience. Although increasingly successful, we are not a complacent school. There are many aspects that we can improve further and our challenge is to do this without compromising our existing strengths. George Stephenson High School is a great place to work, with fantastic staff and talented students. I hope you are enthused by the enclosed information and choose to apply.

Making the decision whether to apply for a new post is always challenging on a number of levels but hopefully this applicant pack provides you with all of the information that supports you in choosing to proceed and make an application. If you would like an informal and confidential discussion about this post with myself, please contact Sarah Fitton on [sfitton@gshs.org.uk](mailto:sfitton@gshs.org.uk)

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Sarah Fitton (Headteacher’s PA) by noon on Monday 10th September 2022. We will be shortlisting on Tuesday 11th October and we expect to hold interviews on Tuesday 18th and Wednesday 19th October 2022. If you have heard nothing by this date you must assume that your application has been unsuccessful.

Yours sincerely

Mr. Peter Douthwaite

Headteacher

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**DEPUTY HEADTEACHER**

**RESPONSIBLE TO:** Headteacher

The post holder is required to carry out the duties of a Deputy Headteacher and a school teacher as set out in the School Teachers Pay and Conditions Document and summarised in the school handbook. All members of the Leadership Team share in the responsibility for the day-to-day running of the school in accordance with published procedures in the staff handbook and adopted school policies. All share in the management of student development and behaviour and so promote the ethos of the school. All take regular assemblies. Each may be required to deputise in the event of the absence of the Head.

**GENERAL RESPONSIBILITIES**

**Strategic Leadership**

Knowledge of:

* Local, national and global trends
* How to build, communicate and implement a shared vision
* Contribution to the strategic planning process
* Awareness of new technologies, their use and impact
* Helping to lead change
* Creative and innovative skills

Professional Qualities:

Commitment to:

* Collaborative school vision of excellence and equity (high standards/expectations for all students)
* Helping to set and achieve challenging and ambitious targets
* Inclusion

Ability to:

* Think strategically
* Inspire, challenge, motivate and empower others
* Model the values and vision of the school at all times

**Leading Teaching, Learning and Assessment**

Knowledge of:

* Strategies for raising achievement and achieving excellence
* Use of new and emerging technologies to support teaching and learning
* Teaching, learning and assessment strategies
* Principles of effective teaching and learning
* Line management responsibilities including performance management
* School self-evaluation
* Strategies for developing effective teachers
* Data collection tools and analysis

* Latest academic research into pedagogy and practice
* Inclusion strategies
* Impact of behaviour/attendance on learning and educational progress
* Curriculum design and management

Professional Qualities:

Commitment to:

* Raising standards for all in pursuit of excellence
* The entitlement of all pupils to effective teaching and learning
* Personalised learning

Ability to:

* Demonstrate personal enthusiasm for the learning process
* Demonstrate the principles and practice of effective teaching and learning
* Challenge poor performance
* Develop relevant strategies for improved performance
* Inspire others through outstanding classroom practice

**Leading People**

Knowledge of:

* Awareness of significance of interpersonal relationships and models of CPD
* Strategies to promote individual and team development
* The interconnection between managing performance, CPD and sustained school improvement

Professional Qualities:

* Commitment to:
* Effective working relationships
* Shared leadership
* Effective team working
* Effective performance management and ensuring that team leaders are properly accountable for the performance of their team members
* CPD for self and others
* A training, coaching and mentoring role
* Participation in staff selection

Ability to:

* Foster an open, equitable culture and manage conflict
* Develop, empower and sustain individuals and teams
* Collaborate and network within and beyond the school
* Give and receive effective feedback and act to improve personal performance

**Leading the Organisation**

Knowledge of:

* Models of organisations and principles of organisational development
* Principles and models of self-evaluation
* Principles and strategies of school improvement
* Implementation of change
* Policy creation
* Informed decision making
* Performance management
* Legal issues
* Strategic financial planning

Professional Qualities:

* Commitment to:
* Distributed leadership and management
* Contribution to school policies
* Strengthening the school’s organisational capacity
* Development of a safe, secure and healthy environment

Ability to:

* Establish and sustain appropriate structures and systems
* Manage school effectively and efficiently on a daily basis
* Delegate
* Prioritise, plan and organise self and others
* Making high quality judgements and decisions
* Think creatively to anticipate and solve problems

**Leading in the Community and Securing Accountability**

Knowledge of:

* Statutory educational frameworks
* Self-evaluation and multi-agency working
* Use of range of evidence/data to support, monitor, evaluate and improve performance
* Principles and practice of quality assurance systems

**Professional Qualities:**

Commitment to:

* Principles and practice of school self-evaluation
* Individual, team and whole-school accountability for student learning outcomes
* The school working effectively towards the academic, spiritual, moral, social, emotional and cultural development of pupils
* Being outward looking with a desire to find best and next practice in order to move the school forward

Ability to:

* Form constructive relationships with all stakeholders
* Engage the whole community in systematic and rigorous self-evaluation, taking particular responsibility for a number of allocated departments
* Demonstrate political insight
* Analyse data to understand the strengths and weaknesses of the school
* Combine outcomes of regular school self-review with external evaluations to develop the school
* Work outside of the immediate school environment in collaborations and networks

**Deputy Headteacher: Person Specification**

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| --- | --- | --- | --- |
| **Selection Criteria** | **Essential** | **Desirable** | **How Assessed** |
| **Qualifications, training & experience**   * Qualified Teacher Status * Graduate Status * Experience at Senior Leadership level * Experience of working in more than one school * Extensve Experience as a Middle Leader * Further Professional Qualifications | ü  ü  ü | ü  ü  ü | A, R  A, R  A, R  A, R  A, R, I  A, R, I |
| **Knowledge and Understanding of Strategic Leadership**   * Knowledge of current educational developments * Evidence of successful leadership as a senior leader * Evidence of effective working as part of a leadership team * Recent experience of leading a whole school development * Ability to use comparative data to establish benchmarks, targer resources and raise achievement * Experience of monitoring and evaluation, including self evaluation, to develop practice and raise standards * Knowledge of curriculum design and experience as a budget holder | ü  ü  ü  ü  ü  ü | ü | A, R, I  A, R, I  A, R, I  A, R, I  R, I  A, R, I  A, R, I |
| **Leading Teaching and Learning**   * Excellent classroom practitioner with a record of success at KS3 & 4 * A bredth of teaching experience within a specialist curriculum area across whole school and extra curricular activites * A good understanding of current thinking about learning and assessment * Experience of teaching at KS5 * Experience of working to improve teaching and learning at a subject / whole subject level * Knowledge of involvement in curriculum design * Knowledge of the uses of ICT as a teaching and learning tool | ✓  ✓  ✓  ✓  ✓ | ✓  ✓ | A, R, I  A, R, I  I  A, R  A, R, I  A, R, I  A, R, I |
| **Leading People**   * Ability to provide professional advice, coaching and to deliver training to colleagues at all levels * An effective communicator – verbal and written. * Able to foster an open, fair and equitable culture * Can hold colleagues to account and challenge poor performance * Ability to build trust with partners and act in an ambassadorial role for the school * Confident and assertive when working with a wide range of stakeholders * Experience of leading and managing a diverse range of colleagues from across the school | ✓  ✓  ✓  ✓  ✓  ✓ | ✓ | A, R, I  A, R, I  A, R, I  R, I  R, I  A, R, I  A, R, I |
| **Leading in the community**   * Knowledge of multi-agency work * Ability to form constructive relationships with all stakeholders * Outward looking with a desire to find best and next practice in order to move the school forward * Experience of working outside of the immediate school environment in collaborations and networks * Evidence of successful partnership work | ✓  ✓  ✓  ✓  ✓ |  | A, R, I  R, I  R, I  A, R, I  A, R, I |
| **Personal Attributes**   * A reflective practitioner and with good listening skills * Well organized & prepared with good time management skills * Ambitious, with the potential to move to Headship in due course * Flexible, hardworking and diligent * A proactive problem – solver * Ability to maintain optimism, enthusiasm and energy, even in the most difficult of circumstances | ✓  ✓  ✓  ✓  ✓  ✓ |  | R, I  R, I  I  R, I  R, I  R, I |

**A = Application form and letter I = Interview process R = References**

**SUPPORTING INFORMATION**

**How to Apply**

Completed application forms should be submitted by email to [sfitton@gshs.org.uk](mailto:sfitton@gshs.org.uk) by noon on Monday 10th October 2022. Emailed applications are required and CV's will not be accepted.

**Selection Process**

We will be shortlisting on Tuesday 11th October and expect to hold interviews on Tuesday 18th and Wednesday 19th October 2022.

**Salary**

The salary for the post is between £69,031 - £76,141per annum (L21 – L25) of the School Teachers' Pay and Conditions Document. You will be paid monthly on the 22nd of each month.

**Pension**

On joining the school you will automatically be included into the Teachers' Pensions Scheme (TPS) unless you are employed on a contract for less than 3 months. A Pension contribution is deducted from your monthly pay depending on your annual salary.

**Medical Clearance**

Your appointment is subject to pre-employment medical clearance. If you are successful at interview you will be issued with a medical questionnaire that must be completed and returned before your appointment can be confirmed.

**Notice Periods**

Notice periods are in accordance with the School Teachers' Pay and Conditions Document.

**Terms and Conditions**

Your terms and conditions of employment are those laid down by the Teachers Pay and Conditions Document.

**Safeguarding**

George Stephenson High School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.