

# Briefing Pack for Applicants Deputy Headteacher



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## Section 1: Post Advertisement

**Post:** Deputy Headteacher

**Pay scale:** L18 – L22

**Contract:** Permanent, Full-Time

**Start date:** January 2023

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Handsworth Grange Community Sports College is an Ofsted rated Outstanding School. We are above average nationally for pupil progress. We have been nationally recognised for our work with Pupil Premium. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We are the founding school within the Minerva Multi Academy Trust. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint a Deputy Headteacher, the successful candidate will be responsible for developing school culture, ethos, behaviour and attitudes.

We are looking for someone who:

1. Is a proven leader with experience in developing strong and impactful pastoral provision
2. Can motivate, inspire and innovate
3. Has ambition for becoming a Headteacher or system leader
4. Is committed to changing the life chances of all young people; especially the hardest to reach

In return you will:

1. Join a dedicated and experienced leadership Team
2. Be supported by our Trust Wellbeing and Workload Charter and Wellbeing Services
3. Gain access to a broad range of professional development opportunities
4. Gain access to various salary sacrifice schemes

Candidates are encouraged to have an informal discussion about the role with Mr Parker, Headteacher.

**The closing date is Wednesday 12 October 2022 (9.00am) and interviews will take place on 19 and 20 October.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Alison Keeton- Headteachers PA via e-mail [akeeton@hgsc.co.uk](mailto:akeeton@hgsc.co.uk)

The application form and information pack is available on the school website [www.hgcsc.co.uk](http://www.hgcsc.co.uk)  
**Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

We are fully inclusive and have a strong family ethos. Our student population is diverse and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values:

Together we:

- Care for each other
- Laugh with each other
- Learn from each other
- Celebrate with each other
- Are safe, responsible and respectful

We have a tradition of strong academic performance, in particular in English, Mathematics and Technology. For the last 4 years we have achieved above average Progress 8 scores and we are currently ranked 4th highest in Sheffield. We are proud of the achievements of our disadvantaged students who have the highest levels of progress in the City.

In October 2017 we were judged to be 'Outstanding' by Ofsted and as a result we founded the Minerva Learning Trust. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.



Nick Parker  
**Headteacher**

# Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.

## Section 4: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Deputy Headteacher
<b>GRADE/SALARY</b>	L18-22
<b>HOURS/WEEKS</b>	32.5
<b>LOCATION</b>	Handsworth Grange Community Sports College
<b>RESPONSIBLE TO</b>	Headteacher
<b>RESPONSIBLE FOR</b>	<ul style="list-style-type: none"><li>• All aspects of school improvement</li><li>• Developing culture, ethos, behaviour and attitudes</li><li>• Driving up standards in all aspects of school life to enable us to fulfil our mission</li><li>• Line Management of English, Maths and Science</li></ul>
<b>PURPOSE OF THE JOB</b>	To perform the duties of Deputy Headteacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust. To deputise in the absence of the Headteacher.
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>• Graduate with Qualified Teacher Status</li><li>• Evidence of leadership preparation through Continuous Professional Development (e.g. NPQH)</li></ul>

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

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**Core Purpose:**

- To perform the duties of Deputy Headteacher and School Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust
- To support the Headteacher in providing vision and dynamic and professional leadership for the school to ensure high quality, inclusive and comprehensive education for all its students
- To inspire, challenge, motivate and empower all members of the school community to contribute to carry the vision forward
- To contribute to the effective management of the school's resources and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff
- To promote the school in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools

**Key Responsibilities:**

- Work with the Headteacher and Chief Executive of the Minerva Learning Trust to influence the strategic direction of the school, share good practice and establish the school's position within the Trust
- Work with the Headteacher and the Local Governing Body to establish a clear vision and strategy for the next phase of the school's development and ensure this is clearly articulated, shared and acted upon by the whole school community via an effective School Development Plan
- To assist the Headteacher in the day to day running of the school and ensure the strategic planning, delivery and evaluation of events in accordance with the school calendar
- Create partnerships with other leaders across the Trust
- Direction, management and professional responsibility for staff as allocated in accordance with the responsibilities of the post including recruitment, performance management and management of HR issues
- Developing and leading on a strategic plan to further develop the culture and ethos of the school, including effective methods of stakeholder engagement
- Play a leading role in developing new and supporting existing strategies that enhance student behaviour and attitudes to school; especially the hardest to reach
- Analysing and utilising of behaviour and attitudes data to identify trends and target successful, research based, intervention and support to improve student behaviour and attitudes
- Successfully line manage allocated subjects and leaders
- Coaching and mentoring staff in order to develop their pedagogical skills and knowledge
- Monitoring, observing and evaluating lessons and teaching and learning standards
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered
- Promote an environment characterised by outstanding behaviour for learning where pupils take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them
- Support the development and implementation of an innovative, comprehensive and appropriate curriculum to meet statutory requirements and have regard to the needs, experience, interests and aptitudes of our pupils, providing the opportunity for a rich and compelling education for all
- Play a leading role in safeguarding and promoting the health, safety and welfare of pupils providing a secure and inclusive climate where all pupils feel safe, valued and secure

- Play a leading role in the monitoring of academic progress of pupils, identification of gaps in achievement and work with SLT to implement appropriate interventions.
- Manage finance and resources astutely to maximise their use and value, including effective budgeting, applying resources to deliver the curriculum and needs of the school and ensuring accountability for public funding
- Develop and sustain effective relationships with the Local Governing Body, and produce high quality reports to ensure effective governance of the school

**General:**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer and Local Governing Body.
3. This job description will be kept under review and may be amended at any time via consultation with the individual, Chief Executive Officer and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Please refer to the National Standards for Excellence for Headteacher (next page) which the Trust believes are applicable to all senior leaders in our schools.

# The National Standards of Excellence for Headteachers

The National Standards of Excellence for Headteachers are set out in four 'Excellence as Standard' domains:

- Quality and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of you as Deputy Headteacher.

## DOMAIN ONE – QUALITIES AND KNOWLEDGE

Our Deputy Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils of the school.	3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on your scholarship, expertise and skills, and that of those around you.	5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy in the school's context.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the pupils and staff, and towards parents, Governors, and members of the local community.	4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.	6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## DOMAIN TWO – PUPILS AND STAFF

Our Deputy Headteacher will:

1. Demand ambitious standards 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.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence in the standard, leading to clear succession planning.
2. Secure 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.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	6. Hold all staff to account for their professional conduct and practice.

## DOMAIN THREE – SYSTEMS AND PROCESSES

Our Deputy Headteacher will:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose,	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff,	5. Exercise strategic, curriculum-led financial planning to ensure equitable deployment of budgets and resources in the best interests of pupils'
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upholding the principles of transparency, integrity and probity.	addressing any underperformance, supporting staff to improve and valuing excellent practice.	achievements and the school's sustainability.
2. 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.	4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold you to account for pupils, staff and financial performance.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## DOMAIN FOUR – THE SELF-IMPROVING SCHOOL SYSTEM

Our Deputy Headteacher will:

1. Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for pupils.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	4. Shape the current and future quality of the teaching professional through high quality training and sustained professional development for all staff.	6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

## Section 5: Person Specification



# Minerva Learning Trust Person Specification



### Post title: Deputy Headteacher

#### Minimum Essential Requirements

#### Method of Assessment

#### QUALIFICATIONS AND EXPERIENCE

Graduate with Qualified Teacher Status

AF/I

Evidence of leadership preparation through Continuous Professional Development

AF/I

Experience of secondary school(s) as a Senior Leader

AF/I

Experience of having secured on-going student progress through own teaching

AF/I

Direct experience of:

AF/I

- Motivating, inspiring and leading a dedicated and highly professional staff
- Safeguarding and promoting the welfare and wellbeing of all students
- School strategic development planning and self-evaluation
- Raising standards in learning and teaching and improving outcomes
- Recruiting and developing skilled, effective teams through the school
- Developing and implementing executive and impactful pastoral systems and approaches
- Effective change management

Development of effective and sustainable relationships, respect and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations

AF/I

Experience of effective management of people and financial resources

AF/I

#### QUALITIES AND KNOWLEDGE

Having vision and ambition with the ability to implement it strategically. Able to build and communicate a coherent vision of excellence and equality, empowering all pupils and staff to contribute and achieve their full potential

AF/I

Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on pupils' attainment, behaviour and attitudes. Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development and sustained school improvement

AF/I

Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the

AF/I

legal framework in which academies operate. Political insight and knowledge of national trends that could impact upon both the school and the Minerva Learning Trust	
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to Continuous Professional Development	AF/I
Willingness to actively participate in professional learning.	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
<b>PUPILS AND STAFF</b>	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example. Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all pupils	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school	AF/I
Commitment to and ability to implement an ethos of the highest standards of pupil behaviour, standards and welfare	AF/I
<b>SYSTEMS AND PROCESS</b>	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources in order to maximise the achievement of all pupils.	AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities	AF/I
Effective people management capabilities, including understanding of the role of Appraisal and Performance Management in staff development and school improvement	AF/I
<b>SELF-IMPROVING SCHOOL SYSTEM</b>	
An understanding of, and sensitivity to, the needs of all members of the school and wider community	AF/I
The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of pupils	AF/I
Ability to engage the school community in systematic and rigorous self-evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school	AF/I
Commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities,	AF/I

initiatives and partnerships to derive maximum benefit for the school and its stakeholders	
<b>SKILLS</b>	
Capacity to motivate, inspire and challenge young people	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I
Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s	AF/I
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Excellent communication, planning and organisational skills	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I
Ability to teach Key Stage 3 and 4	AF/I
<b>PERSONAL QUALITIES</b>	
Passionate about education, inclusion and success for all, leading by example with optimism, empathy and integrity to inspire, motivation and generate trust in others	AF/I
Highly effective and creative communicator (oral and written)	AF/I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners	AF/I
Ambitious, driven and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence, and recognise and deal effectively with poor performance	AF/I
Ability to generate commitment and develop strong teams to manage change effectively	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference

## Section 6: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.



8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [akeeton@hgcs.co.uk](mailto:akeeton@hgcs.co.uk) by the closing date.