



Holly Trees Primary School

Applicant Pack

Deputy Headteacher

Leadership Scale L7-13

Closing Date: Friday 14th February 2025 at noon

Interview Date: Monday 10th March 2025

How To Apply

Please visit essexschoolsjobs.co.uk to apply online and submit your application. Visits to the school are strongly encouraged. To arrange a visit, please contact the school business manager, Mrs Maggie Nimants at finance@hollytrees.essex.sch.uk or call 01277 212296.

Safeguarding Notice

Holly Trees Primary School is committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.

About Holly Trees Primary

Holly Trees Primary School was formed in September 2000 through the amalgamation of the infant and junior schools, originally known as Crescent Road Infant and Junction Road Junior Schools. The school moved to the new building, in Vaughan Williams Way in September 2003. We are a local authority two form entry school.

Our children arrive at school enthusiastic, motivated and keen to learn. We pride ourselves on having experienced, dedicated staff who share the common aim of developing children's abilities and skills through engaging and inspiring lessons. Children are encouraged to investigate, contribute and reflect as they progress through their learning journey.

As you walk around our lovely school, you will see well-behaved children in every classroom. Holly Trees children are happy and eager to learn, and their excellent behaviour is a reflection of their engagement and enthusiasm.

Our Vision

For us at Holly Trees, education is about more than achieving high grades. It is about every child reaching their full potential, both socially and academically. It is about ensuring that each child is cherished, supported and empowered to achieve. Good manners and respect for one another are of the upmost importance; we promote social awareness and provide clear moral guidance.

Our Values

Here at Holly Trees Primary School, we strive to deliver an experience rich education that ensures all children are ready for secondary school and beyond. Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education. Governors, parents, staff and children work together to ensure we live our THRIVE values.



teamwork

honesty

resilience

independence

value everyone

empathy

*we learn together, we achieve
together, we thrive together*

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We are proud of our values because they guide us in how we work, allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and pupils, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our pupils and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all our community make.

Job Purpose

The Deputy Headteacher will play an integral part in leading the vision, ethos and policies of the school which secures effective teaching and successful learning and promotes high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability.

They will help lead and manage the creation and implementation of the School Improvement Plan which identifies priorities and targets for ensuring pupils achieve high standards and make good progress, increasing teachers' effectiveness and securing school improvement and taking responsibility for appropriately delegated aspects of it;

They will work closely with the Headteacher, Governing Board and SLT to monitor children's learning as we continuously close achievement gaps and raise standards for all pupils. They will ensure the high quality of all provision, including contributing actively towards the formulation of all school policies and procedures and ensuring their consistent implementation across the school. The Deputy Headteacher will lead on teaching and learning across the school, as well as contributing significantly to the School's Improvement Plan and School Evaluation Form and playing a major role in determining strategy for the school.

Core Purpose of the Deputy Headteacher

Responsible for the quality of teaching and learning, including assessment, supporting the day-to-day running of the School and working with all staff, parents, carers and volunteers to ensure our School is an exciting place to learn and our pupils work hard and behave well. Other responsibilities will be negotiated according to School need and the applicant's expertise.

Main Areas of Responsibility

Strategic Direction and Development:

- Be an integral part in leading the vision, ethos and policies of the School which secures effective teaching and successful learning and promotes high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
- Help lead and manage the creation and implementation of the School Development Plan which identifies priorities and targets for ensuring pupils achieve high standards and make good progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
- Alongside the Headteacher and Governing Board, establish the policies through which the School's aims and objectives shall be achieved; in particular those pertaining to Teaching, Learning and Assessment and evaluating the effectiveness of these in view of pupil progress;
- Contribute to relevant sections of the School Evaluation Form;
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
- Take a lead role in enhancing standards of teaching and learning and value enthusiasm and innovation in others to raise standards of individual pupil achievement;
- Lead on curriculum development, involving decisions on timetabling and staffing in conjunction with the Headteacher;

- Develop and maintain good relationships with parents, carers and outside agencies and the local community.

Teaching and Learning:

- Undertake an appropriate teaching commitment and be one of our most effective and inspirational teachers;
- Liaise with all teachers to ensure pupils experience a programme that is adapted to their particular needs, identified through a robust assessment programme;
- Act as a role model for other teachers, model effective strategies in all aspects of school life;
- Monitor, evaluate and report on teaching and learning;
- Ensure that the curriculum is rich, vibrant, reflects the many different facets of our community and prepares pupils for the transition to secondary school so that they are able to fully participate in the secondary curriculum;
- With the headteacher, lead pupil progress systems and reviews across the School, ensuring all pupils work and achieve to the maximum of their potential.

Leadership:

- Play a full part in the life of the School, to support its aims and ethos and encourage staff, pupils, parents and carers to follow this example;
- With the headteacher, have oversight of professional development across the whole school, working with teams and individuals to develop training opportunities and ensure good practice is developed and shared;
- Line manage members of the teaching staff and other support staff as appropriate;
- Monitor progress, analysing results and taking appropriate action including liaising with the Leadership Team
- Inspire confidence in teaching and support staff and disseminating good practice across the school;
- Demonstrate the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning;
- Update the Headteacher and Governing Board on the effectiveness of provision for pupils in the groups above;
- Work to ensure the health, safety and welfare of staff and pupils;
- Attend, lead (as appropriate) and participate in open evenings, curriculum events and pupil performances;

Maintenance and Professional Standards:

- Keep fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School;
- Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the school;
- Support the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
- Undertake performance appraisal in line with the policy;
- Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders;
- Undertake any other reasonable professional tasks as directed by the Headteacher.

Behaviour and Attitudes

Lead, with SLT, the school behaviour strategy. Specifically:

- Demonstrate an active commitment to positive relationships and behaviour management throughout the school and model this at all times.
- Ensure school behaviour (and rewards) policy is coherent, promoted and well understood by all.
- Keep abreast of developments in education, both locally and nationally, to ensure school practice is current and relevant.
- Monitor the impact of the behaviour policy and provide reports as required to a variety of stakeholders.
- Develop a strategy for the most vulnerable pupils that reduces behaviour incidents and secures their success.

Safeguarding

As part of the DSL team, ensure that there is an effective whole-school approach to safeguarding by:

- Ensuring safeguarding is integral to the curriculum & personal development offer.

- Engaging with outside agencies and stakeholders as required.
- Monitoring the well-being and safety of pupils and as a result ensure action is timely and appropriate.
- Providing reports as required to a variety of stakeholders.

Pupil Premium

Lead, with others, the school strategy for disadvantaged children. Specifically, to ensure that:

- There is a culture of high expectations for all.
- There is a belief that all pupils, irrespective of background or barrier to learning, can attain well.
- Teachers and other classroom practitioners understand their role within the school's strategy.
- Disadvantaged pupils and their families are held in positive regard.
- Self-evaluation is rigorous and honest.
- Staff have a strong understanding of the barriers to learning faced by disadvantaged pupils and where those barriers are evident in the classroom.
- There is effective use of data and research to inform strategic planning.
- Professional development targeted at pupil need is at the heart of the school's strategy.

School Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post;
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term;
- To participate in training and other professional development learning activities;
- To promote equal opportunities and celebrate diversity in all aspects of the school;
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example;
- To support and attend school events such as Open Evening and school performances;
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate;
- To be aware of and comply with all school policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Graduate (with a good degree) plus formal Teaching Qualification or other relevant professional studies. Evidence of continuous self-development and updated knowledge in the fields of teaching and learning and education management, particularly in the areas of responsibility for this post. 	<ul style="list-style-type: none"> NPQSL
Experience, Skills & Knowledge	<ul style="list-style-type: none"> To be able to demonstrate a proven track record in producing high quality achievements for all children. Experience of delivering high quality INSET to teaching staff. Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance. Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching effective use of resources and improved standards of learning and achievement for all pupils across the school. Experience of involvement in assessment, pupil tracking and record keeping and effective data analysis and target setting. Recent experience of involvement in innovative curriculum development and ideas of how English and Maths can be used across the curriculum to raise standards. Experience of embedding innovative strategies for improving teaching and learning in a whole school situation. Excellent written and oral communication skills and experience of presenting to a wide audience including teachers, governors and parents. Knowledge of the Early Years Foundation Stage Curriculum and the National Curriculum. Evidence of successful working relationships with parents and carers, governors, outside agencies and the local community. 	<ul style="list-style-type: none"> Experience of contributing to problem solving and strategic thinking at a whole school level with regard to school improvement and outcomes for children. Experience in financial planning, budget management and deployment of resources to meet the school vision. Ability to enhance performance by motivating and developing staff, helping them acquire the skills to prepare for more senior roles. Minimum of 5 years' teaching experience Experience of using an evidence-informed approach to ensure high quality continuous professional development.
Special Abilities & Aptitudes	<ul style="list-style-type: none"> Ability to be well organised, work under pressure whilst maintaining a positive approach to work and relationships with others. A high degree of organisational skills, decision making and use of initiative. The ability to motivate, support and encourage staff through a collaborative approach. 	

	<ul style="list-style-type: none"> • Ability to oversee the pastoral welfare of children across the school and to promote good behaviour and discipline. 	
School Ethos	<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels • Motivation to work with children and young people • Ability to build & sustain professional standards, relationships & personal boundaries with young people • Emotional maturity & resilience in dealing with challenging behaviours • Ability to contribute towards creating a safe & protective environment • Empathy with the aims and objectives of Holly Trees Primary School • Willingness to continue professional development • Commitment to maintaining high standards & expectations • Commitment to contributing to school life as a whole • Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all pupils 	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that school policies are reflected in all aspect of his/her work, in particular those relating to:

1. *Equal Opportunities*
2. *Health and Safety*
3. *General Data Protection Regulations (2018) and Data Protection Act (2018)*
4. *Safeguarding children*

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via Essex School Jobs or the DfE Teaching Vacancies website.

Thank you for your interest in the Holly Trees Primary. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained

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