



Horley Infant School **Deputy Headteacher Opportunity**

Staff enjoy working at the school and are proud to be part of a successful team. Collectively, you have the trust of parents, carers and the wider community.



As a consequence of greater challenge in reading, writing and mathematics, the most able pupils now attain higher standards than in other schools nationally.



Pupils are polite, holding doors open and greeting visitors confidently. Pupils are keen to talk about their school and speak enthusiastically and happily.

Leaders have created a rich curriculum, with close links to the local community.

Pupils take part in local events such as Horley in Bloom and the Horley Carnival. During our visits to classrooms, we saw examples of enthusiastic teaching motivating pupils to take part in a wide range of exciting tasks.



Pupils are known as individuals and supported successfully to take part in school activities. The whole staff team works closely together to make sure that each pupil gets the support that they need.



All quotes from Ofsted May 2018





HORLEY INFANT SCHOOL



Lumley Road, Horley, Surrey, RH6 7JF

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Email: info@horley.surrey.sch.uk Web: www.horley.surrey.sch.uk

Headteacher: Mr Jason Walters

Welcome from the Chair of Governors



Thank you for downloading our Deputy Headteacher recruitment pack; we hope you are as excited as we are about this excellent opportunity within our school. Horley Infant School has an excellent reputation within the local area and parental feedback is very positive. We were graded as a "Good" school by Ofsted in May 2018 and have worked hard throughout the pandemic to continue this good level of education through supporting families with remote learning and critical worker/vulnerable provision.

In this pack, we have included a variety of information about the role itself and also about our school. We strongly encourage candidates to browse our school website and to also get in touch to arrange a time to meet with school staff and tour the school. Due to the ongoing concerns around COVID-19, we can make suitable arrangements to do this as safely as possible during the school day as well as outside of school hours, if preferred.

Fiona Stimpson, Chair of Governors

Welcome from the Headteacher

Firstly, may I take this opportunity to thank you for looking at this exciting vacancy that we have available at Horley Infant School. With the current climate, it can be difficult to "find the sunshine" but we believe the reinstatement of a Deputy Headteacher at our school for September 2021 is an excellent reason to smile for our pupils, our staff and our local community.

I know first-hand how important and interesting the role of Deputy Headteacher can be having previously held this position at Horley Infant School prior to becoming the substantive Headteacher in 2019. It is through this valuable role that both the teaching team and the Headteacher can improve outcomes for children and effectively move the school "as one" ever closer towards the school's vision.

We are looking for an authentic leader who will bring passion, enthusiasm and wisdom to the role. Our Deputy Headteacher would be an exceptional teacher who can both act as a role model and as a coach to other school staff in order to exemplify high quality teaching, learning and assessment for all children. The position will focus primarily on raising the standards of teaching and learning across the school and improving children's outcomes for our most vulnerable learners. We strongly encourage those with an interest and commitment to gaining a SENDCo qualification but who do not currently have this, to apply.



Jason Walters, Headteacher

About Us

Our pupils are at the heart of all we do and we have a genuine desire to motivate everyone to succeed and develop the pleasure of lifelong learning. We provide a creative, stimulating balanced curriculum and children are encouraged to question, investigate and take ownership of their learning. A variety of teaching approaches and resources are utilised, and children are supported and challenged as they work in a range of well organised situations and environments. Our curriculum is thematic and is supported through school visits to places such as Wakehurst Place, Brighton Sea-life Centre and Beach, Nower Wood and Hever Castle. In school we regularly welcome visitors such as poets, authors, scientists, sports personalities, local clergy, theatre groups and drama workshops. Other activities have included a Great Fire of London Day, visits from 'People Who Help Us' and astronaut training!

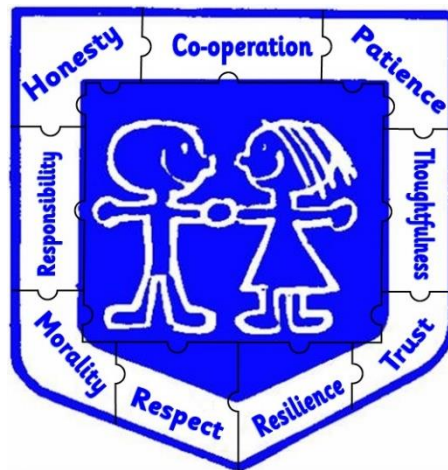
We have an internally run wraparound care provision for both before and after school called Sunrise & Sunset; the sessions run from 07.30-08.45 and 15.00-18.00 and are very popular. Bobtails have been providing pre-school childcare for over 30 years, and opened their second site at Horley Infant School in September 2007. Bobtails secured its second Ofsted Outstanding rating in January 2018 during which the inspector recognised the importance of the Bobtails team working closely with Horley Infants to prepare their children for infant school.

The school is Local Authority Maintained but has formed an informal partnership with eleven other local schools within Horley. The Horley Learning Partnership (HLP) provides opportunities to share expertise and resources to the benefit of our staff and children. We also pride ourselves on being an inclusive school, which sits at the heart of the community we serve. This includes supporting the Horley Carnival, carol singing to residents of local Care Homes, visiting local businesses and community services including Waitrose and the town library and we often use the Horley Town Cricket Club for Sports Day.

Key School Information (March 2021)

Type of School	Infant
Age Range	4-7
Date school established	1864
Current Leadership Structure	Headteacher, 3 x Year Group Leaders & 0.48 SENDCo
Number of teachers	15 (10.8 FTE)
Number of children on roll	290
Average class size	29
Attendance	96.5%
Children with SEND	15%
Children with EAL	15%
Children in receipt of Pupil Premium	11%
Ofsted Report	May 2018 Section 5 Rating: Good

School Values



School Vision



Governors' Vision

To grow an outstanding learning community where we embrace and nurture the individual
Everyone will have the confidence to embark upon future challenges
Inspiring all to achieve

What our children are looking for in a Deputy Headteacher

*Someone who
is kind*

*Someone who
looks after us if
we have hurt
ourselves*

*Someone who
listens to us*

*They need to be
confident and
never give up*

*They should
be friendly*



*Someone who
helps us all get
what we need*

*Someone who
smiles lots*

*They should help
us get better and
better like our
teachers do*

*Someone who
spends time
with us*

*They should do
fun things with us*



Deputy Headteacher & SENDCo

Job Description

STATUS OF POST:	This is a senior post within the school's staffing structure, which carries with it membership of the Senior Leadership Group. This post holder is accountable to the Headteacher. This post holder is to deputise for the Headteacher in their absence. As Deputy Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document and operate to a level as set out in the Headteacher Standards. Whilst there may be some flexible teaching commitment involved, this is not intended to be a class-based role.
RESPONSIBLE FOR:	You will have the responsibility of Deputy DSL meaning that you will need to support and contribute to the work of the Safeguarding team. You will teach pupils and promote and develop inclusive learning and teaching throughout the school. You will provide leadership in the development and management of the teaching and learning of key groups of pupils e.g. (SEND, EAL, Disadvantaged). You will support the Headteacher in safeguarding, behaviour management and promoting the welfare of children. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.
ACCOUNTABLE TO & WORKING WITH:	The post holder is responsible to the Headteacher in all matters. The post holder is also expected to interact and lead both colleagues and children on a professional level in order to promote a mutual understanding of the school's vision and values. Parents and carers should be proactively engaged at all opportunities. You will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.
PAY RANGE:	L4 – L8 (Surrey Fringe)

Role Purpose:	<p><i>The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.</i></p> <p>Under the overall direction of the Headteacher:</p> <ul style="list-style-type: none"> ▪ To establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community. ▪ To establish and oversee systems, processes, and policies so the school can operate effectively. ▪ To provide a model of excellent classroom practice through whole class and support teaching. ▪ To identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context. ▪ To ensure that school improvement strategies are effectively implemented, monitoring progress towards achieving the school's aims and objectives. ▪ Ensure the protection and safety of pupils and staff through effective approaches to safeguarding. ▪ Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds. ▪ Undertake the role of Designated Teacher for Looked After & Previously Looked After Children. ▪ Undertake the role of Deputy Designated Safeguarding Lead.
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Personal Qualities	<p>The Deputy Headteacher will:</p> <ul style="list-style-type: none"> ▪ Uphold public trust in school leadership, maintaining high standards of ethics, behaviour and professional conduct, at all times observing proper boundaries appropriate to their professional position ▪ Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen. ▪ Build positive and respectful relationships across the school community. ▪ Serve in the best interests of the school's pupils. ▪ Take responsibility for their own continued professional development, engaging critically with educational research.
School Culture and Behaviour	<p>Under the overall direction of the Headteacher:</p> <ul style="list-style-type: none"> ▪ Develop and sustain a culture where pupils experience a positive and enriching school life. ▪ Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life. ▪ Develop and sustain a culture of professionalism, promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment. ▪ Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils and demonstrated by adults within the school. ▪ Lead the school's implementation and management of a consistent, fair and respectful approach to managing behaviour, communicated to all in the school behaviour policy.
Teaching, Curriculum and Assessment	<p>Under the overall direction of the Headteacher:</p> <ul style="list-style-type: none"> ▪ Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn. ▪ Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains. ▪ Ensure effective use is made of formative assessment. ▪ Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught. ▪ Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities. ▪ Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading . ▪ Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum. ▪ Ensure the school fulfils its statutory duties with regard to the SEND code of practice and work with teachers to map provision for pupils and take a lead in deploying staff to meet identified needs. ▪ Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities. ▪ Establish and sustain culture and practices that enable pupils with additional and special educational needs and disabilities to access the curriculum and learn effectively. ▪ Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.

Managing the school	<p>Under the overall direction of the Headteacher:</p> <ul style="list-style-type: none"> ▪ Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently. ▪ Ensure rigorous approaches are used to identify, manage and mitigate risk. ▪ Ensure staff are deployed and managed well with due attention paid to workload. ▪ Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
Managing staff Professional Development	<p>Under the overall direction of the Headteacher:</p> <ul style="list-style-type: none"> ▪ Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. ▪ Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development. ▪ Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning. ▪ Oversee the support and development of all Teaching Assistants.
Governance, Accountability and Working in Partnership	<p>Under the overall direction of the Headteacher:</p> <ul style="list-style-type: none"> ▪ Commit to working successfully with other schools and organisations in a climate of mutual challenge and support forging constructive relationships beyond the school, working in partnership with parents, carers and the local community. ▪ Build and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils. ▪ Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility establishing and sustaining professional working relationship with those responsible for governance. ▪ Ensure that staff know and understand their professional responsibilities and are held to account. ▪ Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
Continuous Improvement	<p>Under the overall direction of the Headteacher:</p> <ul style="list-style-type: none"> ▪ Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement. ▪ Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context. ▪ Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

The Deputy Headteacher may also be required to undertake other reasonable duties as may be requested by the Governing Body from time to time. This job description is subject to the general conditions of service as set out in the School Teachers' Pay and Conditions Document. The job description has been developed with reference to the Headteachers' standards 2020.



Deputy Headteacher & SENDCo

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

The letters in the 'Assessment Method' column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected.

Application Form	Supporting Statement	Interview
A	SS	I

Domain		Assessment Method	Requirement	
			Essential	Desirable
	Qualifications, Training & Experience			
1.	Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent).	A	✓	
2.	Proven middle leadership experience in a relevant sector school.	A	✓	
3.	Exemplary classroom practitioner relevant to primary aged children.	A, I	✓	
4.	Relevant experience of working with children with a wide range of special/additional needs.	A, I	✓	
5.	SENDCo Qualification.	A		✓
6.	Experience of teaching in more than one school and/or more than one Key Stage.	A, I		✓
7.	Experience as a Deputy or Assistant Headteacher.	A		✓
8.	Experience of working directly with teachers to improve practice.	A, I		✓
	Professional Knowledge & Understanding			
	Leadership and Management			
1.	To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework and safeguarding practices and procedures.	SS, I	✓	
2.	Recent experience of contributing towards a Good/Outstanding Ofsted inspection judgement.	SS, I		✓
3.	The ability to identify and evaluate data critical to the assessment of the school's performance and take appropriate action.	SS, I	✓	
4.	The ability to maintain good behaviour and discipline to support children's learning and social development.	SS, I	✓	
5.	The ability to communicate effectively in writing and orally to a range of audiences.	SS, I	✓	
6.	Experience of strategic financial planning, budget management and principles of best value.	SS, I		✓

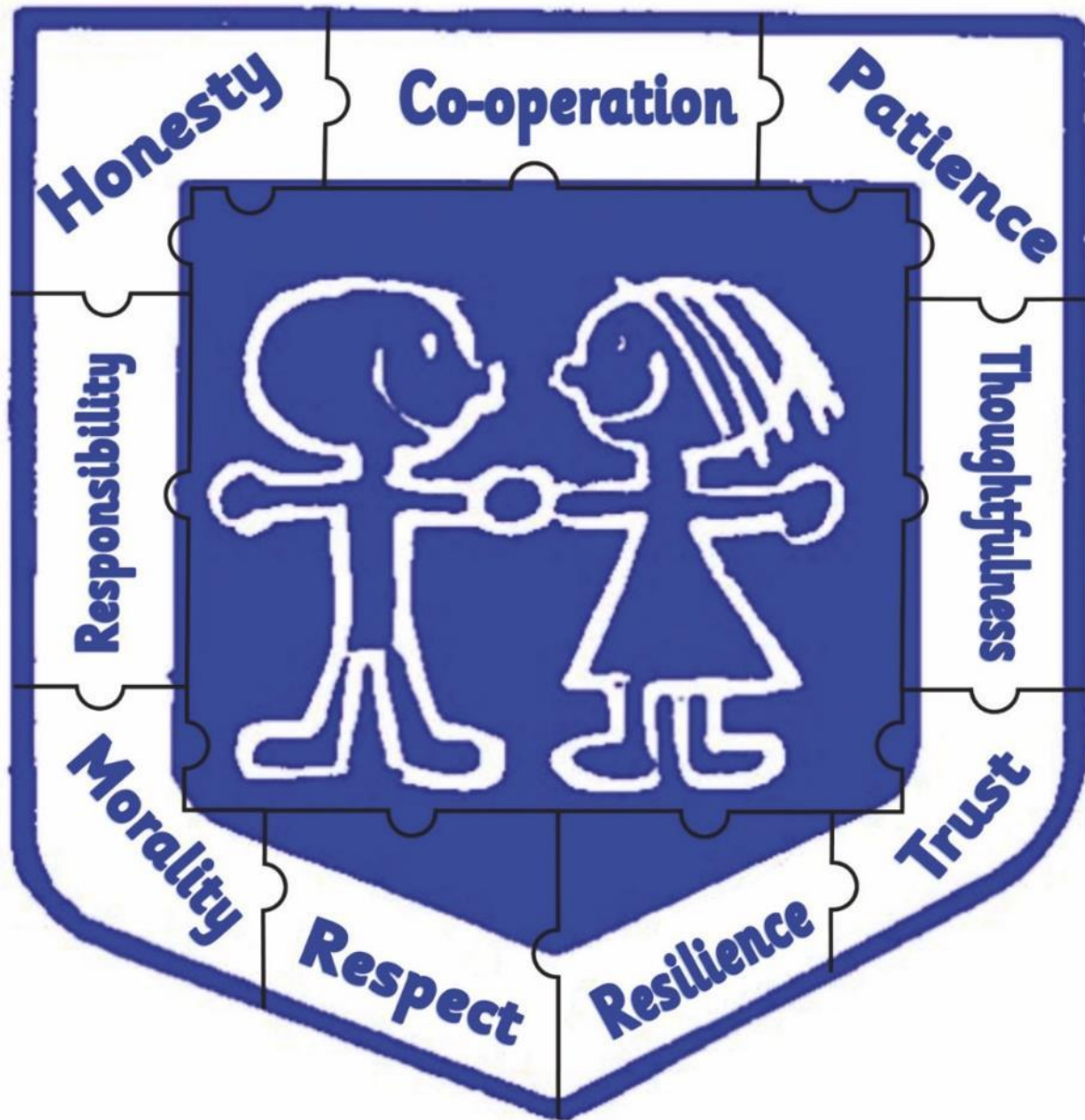
	Management of Teaching, Learning and Assessment			
1.	Demonstrate an evidence informed understanding of child development and how children learn.	A, SS, I	✓	
2.	Demonstrate a thorough evidence informed understanding of teaching, learning and assessment.	A, SS, I	✓	
3.	Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress.	A, SS, I	✓	
4.	Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving pupils' outcomes.	SS, I	✓	
5.	Demonstrate a very good knowledge and understanding of how to provide a broad, structured, coherent and accessible curriculum, with ambitious expectations for all pupils., including those with SEND.	I	✓	
	Managing Staff and Personal Professional Development			
1.	The ability to lead, develop and motivate colleagues though effective performance management and continuous professional development (CPD).	SS, I	✓	
2.	Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD.	A, SS	✓	
3.	The ability to drive a culture with high levels of staff professionalism and performance whilst effectively challenging underperformance.	A, SS, I	✓	
4.	Experience of managing underperformance.	I		✓
	Managing the School			
1.	The ability to promote good staff and parent relationships and deal sensitively with people and any conflicts.	SS, I	✓	
2.	The ability to undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance identifying barriers which limit school effectiveness and prioritising areas for improvement.	SS, I	✓	
3.	The ability to undertake rigorous approaches to identifying, managing and mitigating risk.	SS, I	✓	
4.	The ability to deploy staff effectively and actively manage staff workload.	SS, I	✓	
5.	Commitment to safeguarding children and ensuring all members of the community share that commitment and developing knowledge and understanding of supporting children who are at risk of harm.	A, SS, I	✓	
6.	Experience or engagement within a specific role related to safeguarding.	A, SS, I		✓
7.	Experience of working with/leading partnerships with Governors, the LA, PTA, other schools and wider professional networks.	SS, I		✓
Personal Skills, Attributes & Competencies				
	Strategic Leadership			
1.	Self-aware: <i>Aware of their personal strengths, weaknesses and areas for future development and understands how their own leadership behaviour impacts on others and manages this effectively.</i>	SS, I	✓	
2.	Driven: <i>Focused on improvement and results orientated meaning they seek to achieve the highest standards within their role through setting and striving to achieve their goals.</i>	SS, I	✓	

3.	Resilient and emotionally mature: <i>Resilient, focused and tenacious when faced with the demands of the job and continually challenging circumstances. Able to respond positively when managing uncertainty and adversity.</i>	SS, I	✓	
4.	Conceptual thinker: <i>Identifies patterns between potentially unrelated concepts and draws on past experience to make sense of underlying issues to understand a situation. Takes a broader view and utilises additional information to create new ways of and approaches to doing things.</i>	SS, I	✓	
5.	Future focused: <i>Continually looks ahead and identifies / capitalises on opportunities that are likely to arise, as well as managing day to day challenges, and takes action to resolve these.</i>	SS, I	✓	
6.	Influential: <i>Has a positive impact on pupils, colleagues and the wider community through inspiration and persuasion to their perspective. Knows when they need to negotiate to find a solution and communicates effectively by understanding others' perspectives and priorities and suitably tailoring their communication.</i>	SS, I	✓	
Educational Excellence				
1.	Delivers continuous improvement: <i>Supports a clear vision of the central importance of leading teaching and learning in terms of driving and sustaining school improvement and creating improved life chances for pupils, their families and their community.</i>	SS, I	✓	
2.	Models excellence in Teaching: <i>Has a deep understanding of the characteristics of excellent/outstanding teaching, informed by current research and is able to articulate this effectively to others.</i>	SS, I	✓	
3.	Learning focussed: <i>Passionate about learning and will embed a culture of learning for all members of the school community and fosters equality of access.</i>	SS, I	✓	
4.	Collaborates: <i>Works collaboratively with a range of people in schools, governing bodies and the wider community, to build a culture of cooperation and raise achievement through partnership working.</i>	SS, I	✓	
5.	Understands the community: <i>Able to identify and engage with the major influencers and decision makers within the community.</i>	SS, I	✓	
Operational Management				
1.	Efficient & Effective: <i>Ensures all systems and resources (including financial, human and environmental resources) are used efficiently and effectively to achieve the school's goals and in a way that maximises performance.</i>	SS, I	✓	
2.	Analytical Thinker: <i>Collects information and data systematically from a wide variety of sources. Competently analyses complex information and data and understand the connections between issues.</i>	SS, I	✓	
3.	Relationship Manager: <i>Develops and sustains appropriate internal and external relationships, manages individuals and leads effective teams.</i>	SS, I	✓	
4.	Holds others accountable: <i>Communicates expectations clearly and gives constructive and specific feedback.</i>	SS, I	✓	

The safety and welfare of our pupils is also of paramount importance, and we expect all staff and volunteers to share this commitment. We will ensure that our recruitment and selection processes reflect this, with all successful candidates being subject to Disclosure and Barring Service checks along with other relevant employment checks. One of your referees should be your current school or most recent employer and another should be able to comment on your performance at work from a position of responsibility and is not a peer. Please note that CV's will not be accepted as applications.

Please review the Job Description and Person Specification and ensure that your personal statement is a best fit for the priorities of our school. You are welcome to structure this in the way you feel best but your supporting statement should reflect the person specification and must not exceed two sides of A4.





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