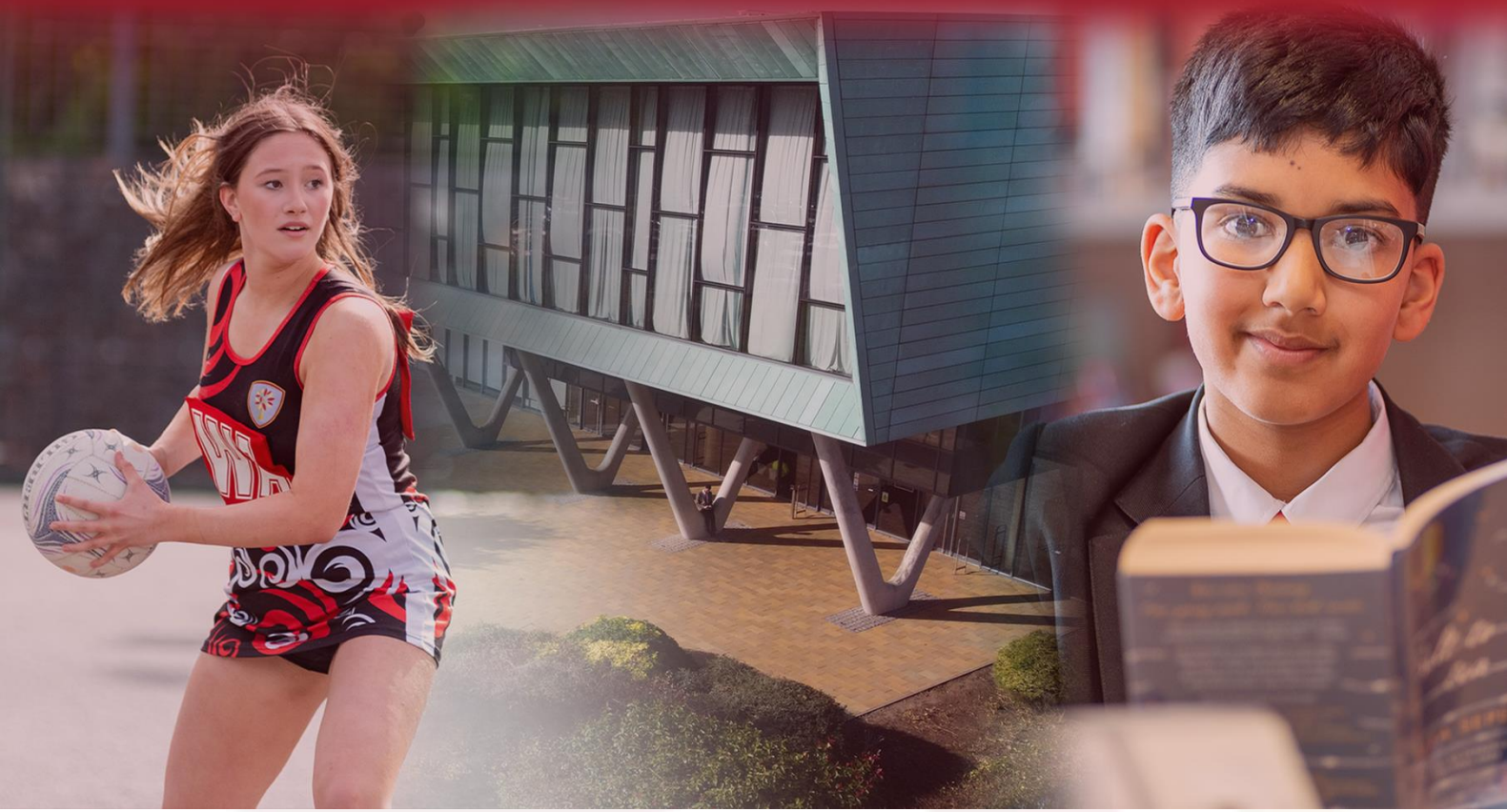


HIGHFIELDS SCHOOL



**Deputy Headteacher
Inclusion and Standards**

Required for Easter 2025



Welcome

Dear Applicant

Thank you for your interest in the vacancy for Deputy Headteacher – Inclusion and Standards.

Highfields is part of the growing Lykos Multi Academy Trust, an active learning community committed to providing high quality and inclusive education for all. Highfields has a long-standing reputation for providing outstanding teaching and learning. We are a heavily over-subscribed, non-selective secondary school in Wolverhampton and pride ourselves on ensuring that each student achieves their full potential.



The school has a collegiate approach to its management structure, with dedicated Heads of Learning School for Maths, Science, Innovations, Communications, Humanities, and PE and Performing Arts. There are Heads of School for Years 7 and 8 (Lower School), Years 9 and 10 (Middle School), Year 11 (Upper School) and Sixth Form. Heads of School are supported by our SENDCOs, Safeguarding Team, Raising Achievement Managers, Year Managers and Assistant Year Managers.

We have a hugely popular and successful Sixth Form. It is a vibrant and challenging place to work and to learn, offering a broad, engaging curriculum and high levels of support and challenge in a warm and welcoming school community. We believe in helping students to become well-rounded individuals who possess the necessary knowledge, skills and qualities to be successful on whatever pathway they choose to follow.



Highfields provides a strong culture of collaboration and support with high expectations for both staff and students. Our staff are highly motivated and work with colleagues within and beyond the school to ensure continuous professional development and to develop best practice to share with staff and students.

We are committed to ensuring that Highfields offers students and staff the very best facilities to support their learning and teaching needs in a safe, secure and caring environment.

We look forward to working with you on this journey.

Graham Tate – Headteacher / CEO

Our Students

We are, quite rightly, proud of the achievements of all our students and staff who work hard to meet our high expectations and aspirations. We provide our students with a rich and fulfilling education and encourage them to participate in a wide variety of academic and social experiences. By doing so, they will become successful learners who can confidently take their place in society as caring, responsible, independent individuals with a strong sense of community.



We work with parents/carers, staff and students to ensure that each child feels safe and happy at school where they can achieve their best and enjoy their time with us.

Highfields core principles are to provide:

- An inclusive and harmonious environment in which students can flourish and be happy.
- A culture which recognises and celebrates success and achievement.
- A broad, ambitious, engaging and relevant curriculum.
- High quality teaching and learning.
- A dedicated and highly skilled body of staff who are passionate about working with young people.
- Outstanding support, care and guidance.
- A wide range of extracurricular activities, trips, visits and leadership programmes.
- Excellent links and opportunities to work collaboratively with 'subject experts' in their field, local community groups and employers.
- A supportive working partnership with parents and carers.
- A foundation for the next stage of students' education, training or working lives.



Deputy Headteacher – Inclusion and Standards

Required for: Easter 2025

Salary: Leadership Scale L17 - 21

We wish to appoint an innovative and highly motivated individual to join our Senior Leadership and Management Team. The successful candidate will be responsible for the achievement and inclusion of all students; especially those who are disadvantaged and those with additional or special educational needs and disabilities (SEND). They will take overall responsibility for student attendance, behaviour and inclusion provision, and will contribute to the strategic leadership of the whole school, including a core focus on the wellbeing of our staff and students.

This is an exciting opportunity for an experienced senior leader with a proven track record of supporting student progress and personal development. The successful candidate will be an inspirational leader of young people and have a commitment to improving standards for all students, ensuring a learning culture which is engaging and aspirational.

As a Leadership Team we offer:

- Strategic and ethical leadership.
- Experienced and supportive staff.
- A creative and collaborative working environment.
- A positive and enthusiastic approach.
- A reflective, honest and caring culture.
- An inclusive team that supports a wide range of students across the school.
- Extensive opportunities for personal and professional development.



Please submit applications through [TES](#)

To arrange a visit, or to discuss this vacancy further, please contact Mrs L Bishop – PA to the Headteacher: lbishop@hswv.co.uk

Closing date: Monday 18th November 2024 at 9am

Interviews: To be advised to shortlisted candidates

For further information on the recruitment process, please see our Recruitment Privacy Notice available from our Trust website: <https://www.lykos.org.uk/our-trust>

Safer Recruitment in Education – Information for Applicants

Highfields School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have a number of policies and procedures that contribute to our safeguarding commitment, including our Safeguarding and Safer Recruitment Policies, which can be viewed on our website: <https://hswv.co.uk/school-policies>.

It is an offence to apply for this post if you are barred from engaging in regulated activity with children.

We may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

What we will provide

All application packs will include:

- A full Job Description outlining the duties of the post, including safeguarding responsibilities.
- A Person Specification which includes a specific reference to suitability to work with children.

The application process

All applicants are required to complete an online application form containing questions about their academic and full employment history, and their suitability for the role.

All applicants are required to account for any gaps or discrepancies in their employment history.

The shortlisting process

Our shortlisting process will include at least two people, at least one of whom will have completed Safer Recruitment Training.

All shortlisted candidates will be required to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss at the interview stage.

An online search will be undertaken on shortlisted candidates to identify any incidents or issues that are publicly available online, which we may want to explore with the applicant at interview.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training.

The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

References

References will be requested with your consent at the selection stage.

Where possible, at least one reference should be provided by the candidate's current or most recent employer, and references will only be accepted directly from the referee.

Our reference pro forma includes specific questions regarding the candidate's suitability to work with children.

Pre-employment checks

An Enhanced DBS Clearance with Barred List Check is required for all successful candidates.

In addition to this, further pre-employment checks such as a Prohibition Check, Section 128 Check or Overseas Criminal Records Check will be completed if necessary.

Job Description

Post Title: Deputy Headteacher – Inclusion and Standards

Purpose:

- To take responsibility, with the support of the Headteacher, for the achievement and inclusion of all students; especially those who are disadvantaged and those with additional or special educational needs and disabilities (SEND).
- To take overall responsibility for student attendance, behaviour and inclusion provision.
- To maintain a culture of high standards and expectations across the school
- To safeguard the wellbeing and safety of all students and staff.

Reporting to: Headteacher

Responsible for: Heads of School, SENDCOs, DSL

Liaising with: Headteacher, Governors, Trustees, Heads of Schools, Inclusion Staff, external organisations, parents/carers.

Working Time: Full time

Salary/Grade: Deputy Headteacher - Leadership Spine 17 - 21

Disclosure level: Enhanced

Strategic / Operational Planning

- Work in partnership with the Headteacher in managing the school through strategic planning, budget management, the formulation of policy and the delivery of strategy, ensuring management decisions are implemented.
- To assist in whole school development planning and the completion of the school SEF.
- To ensure that communication of the school's ethos and values are clearly disseminated through all school literature and the website.
- To ensure that all staff uphold the school's mission and values through their management of communication with students and parents/carers.
- To lead, manage and have strategic oversight of the implementation of Heads of School, the Designated Safeguarding Lead (DSL) and the school's inclusion and safeguarding systems.
- To ensure school policies related to inclusion and safeguarding systems are relevant, up to date, and are clearly understood by all stakeholders.
- To work closely with Heads of School to ensure common standards across the school, a joined up and coordinated approach and effective use of resources.
- To champion inclusion across the school, working closely with other senior colleagues to retain overall responsibility for the progress of disadvantaged and SEND students.
- To ensure the school holds ambitious expectations for all students and particularly those who are disadvantaged or have SEND.
- To establish and maintain systems which ensure that all students outcomes are systematically monitored, reviewed and evaluated.
- To establish clear procedures for target setting, monitoring progress, interventions and reporting to parents/carers.

- To monitor and review the implementation and outcomes of Learning School intervention strategies.
- To contribute to curriculum planning and development and ensure an inclusive curriculum.
- To monitor the impact of the curriculum on achievement and standards.
- To establish and sustain a culture and practices that enable students to access the curriculum and learn effectively.
- To monitor the culture of learning across the school and implement strategic change accordingly.
- To work in partnership with the Designated Safeguarding Lead to undertake safeguarding responsibilities, including keeping the Headteacher informed of safeguarding issues.
- To actively raise awareness of safeguarding/child protection issues with all staff.
- To lead and manage student admissions, off-site directions and Alternative Provision.

Leading the Attendance and Behaviour for Learning Curriculum

- Ensure a school culture which takes account of the richness and diversity of the school and its community.
- Ensure a school ethos which challenges prejudice and addresses bullying and harassment.
- To establish and sustain high expectations of attendance and behaviour for all students built upon relationships, rules and routines which are understood clearly by all staff, students and parents/carers.
- To ensure high standards of student behaviour in accordance with the school's Behaviour for Learning Policy.
- To implement consistent, fair and restorative approaches to managing behaviour and take overall responsibility for student behaviour procedures and policy.
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.

Culture and Ethos

- In partnership with the Headteacher and Trustees, establish and implement an ambitious vision and ethos of the future of the school.
- Play a leading role in the school improvement and school self-evaluation planning process.
- Devise, implement and monitor action plans and other policy developments.
- To implement systems within the school to promote high levels of participation in extra-curricular activities and effective student personal development.
- In partnership with the Headteacher, lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.
- To coordinate, monitor and develop the school's personal development, CEIAG and SMSC provision.
- To monitor staff wellbeing, identifying support needs and acting upon them. To report to SLT on staff wellbeing.

Staffing

- To be responsible for the day-to-day management of Heads of School, SENDCOs, the DSL and the Inclusion and Safeguarding teams.
- Participate as required in the selection and recruitment of staff.
- To ensure effective induction procedures are in place and implemented in accordance with school policies and procedures.

- Work with the Headteacher to raise standards through staff performance management.
- To contribute to the development of an appropriate programme of professional development for all staff, including quality coaching and mentoring, in line with the School Improvement Plan and performance.
- To undertake Appraisal Review(s) and to act as a reviewer for identified staff.
- To motivate staff and promote a collegiate ethos to ensure effective working relations across the School.

Managing the Organisation

- Ensure the day-to-day effective organisation and running of the school, including the deployment of staff as appropriate.
- Ensure a consistent approach to the standards of behaviour, attendance and punctuality are implemented across the school.
- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate.
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication.
- Working with the Headteacher, undertake key activities related to professional, personnel/HR issues as appropriate e.g. sickness absence, disciplinary, capability.
- Be a proactive and effective member of the Senior Leadership Team.
- To undertake any professional duties reasonably delegated by the Headteacher.

Securing Accountability

- Lead and support staff, Governors and Trustees in fulfilling their responsibilities with regard to the school's performance and standards.
- Support the Headteacher in reporting the school's performance to its community and partners.
- Promote and protect the health and safety/welfare of students and staff.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Strengthening Community

- Work with the Headteacher in developing policies and practice which promote inclusion, equality and the extended services that the school offers.
- Develop and maintain contact with all specialist support services as appropriate.
- Promote the positive involvement of parents/cares in school life.
- Organise and conduct meetings where appropriate with parents/carers to ensure positive outcomes for all parties.
- Strengthen partnership and community working.
- Promote positive relationships and work with colleagues in other schools and external agencies.

Quality Assurance

- Ensure the effective operation of quality control systems across the school and particularly in the year teams, safeguarding and inclusion teams.
- Ensure common standards of working practice across the school.
- Ensure the effective operation of quality control systems to effectively monitor student progress and the impact of intervention strategies.
- Challenge under-performance and ensure effective remedial action.
- Seek/implement modification and improvement where required.

Management Information

- Ensure that relevant management information is available and accessible.
- Ensure that accurate and up-to-date information is maintained on students.
- Ensure the analysis and evaluation of student progress takes place and that performance data is used effectively to inform interventions.
- Ensure the analysis and evaluation of trends in student attendance and behaviour takes place and that data is used effectively to inform appropriate responses.
- Support innovative projects to develop the improved use and analysis of data to improve school outcomes.

Communications

- To ensure effective communication/consultation as appropriate with colleagues, students and their parents/carers.
- To liaise with partner schools and other relevant external bodies.
- To represent the school's views and interests in relevant areas.

Marketing and Liaison

- To contribute to the school liaison and marketing activities.
- To lead on the promotion of the school through the school website, digital display and other relevant media.
- To lead the development of relevant effective links with partner schools and the community, attendance where necessary at liaison events partner schools and the effective promotion of the school at Open Mornings and other events.
- To actively promote the development of effective links with external agencies.

Management of Resources

- To effectively deploy available resources.
- To support all staff in ensuring that all teaching rooms and learning spaces offer an appropriate teaching, learning and working environment.

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To routinely deliver good/outstanding lessons and model all elements of school improvement priorities for teaching and learning in lessons.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

Other Specific Duties

- To undertake personal and professional development as agreed.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- 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.

This job description is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Person Specification

AREA	FACTORS	ESSENTIAL	DESIRABLE
Qualifications and Training	Qualified Teacher Status	✓	
	Management Qualification		✓
	Evidence of continuing professional development	✓	
	Commitment to ongoing research into teaching and learning and school improvement	✓	
	Evidence of leading professional development activity	✓	
Experience, Knowledge and Skills	Substantial and sustained experience of leadership in the secondary sector	✓	
	A track record of providing leadership, raising standards and delivering educational excellence	✓	
	Leads by example with an understanding of how to use different leadership and management styles.	✓	
	Successful engagement and collaboration with other schools, agencies and stakeholders		✓
	Engagement with current education developments, opportunities and innovations	✓	
	Experience of successfully managing change		✓
	The ability to challenge, influence and motivate others	✓	
	A rigorous approach to accountability for student learning outcomes	✓	
	An understanding of the learning needs of Pupil Premium students and those who have a special educational need or disability and thorough knowledge and understanding of the SEND Code of Practice	✓	
	Knowledge and understanding of intervention strategies	✓	
	Strong analytical skills and an ability to interpret both quantitative and qualitative data	✓	
	Strong classroom practitioner	✓	
Impact	Articulates the school's vision and inspires, motivates and empowers others to achieve this	✓	
	Works relentlessly to deliver the school's targets, goals and ambitions	✓	

AREA	FACTORS	ESSENTIAL	DESIRABLE
Personal Attributes	Generates high expectations and achieves the best for every learner	✓	
	Manages staff performance effectively to drive up standards	✓	
	A commitment to safeguarding and promoting the welfare of children	✓	
	Has a clear commitment to fully inclusive comprehensive education	✓	
	Commitment to continual improvement	✓	
	Personal pride in delivering success against challenging targets	✓	
	Excellent interpersonal and communication skills	✓	
	Passionate about supporting, motivating and inspiring learners, their families and the community	✓	
	A strategic thinker who is creative and innovative	✓	
	Stable and supportive with energy, confidence and emotional intelligence	✓	
	Shows consistency of judgement and high levels of integrity	✓	
	Resilient, positive and calm	✓	