



Royal Greenwich
Trust School

Learning Today, Leading Tomorrow

PART OF UNIVERSITY SCHOOLS TRUST



Candidate Information Pack

Deputy Headteacher – Inclusion

Learning Today, Leading Tomorrow
Responsibility | Grit | Teamwork | Success





“ Providing transformational educational opportunities for all children...”



Deputy Headteacher – Inclusion Royal Greenwich Trust School

University Schools Trust

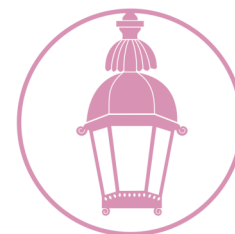
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Welcome



Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools

with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 0207 987 1883 Extn. 3025

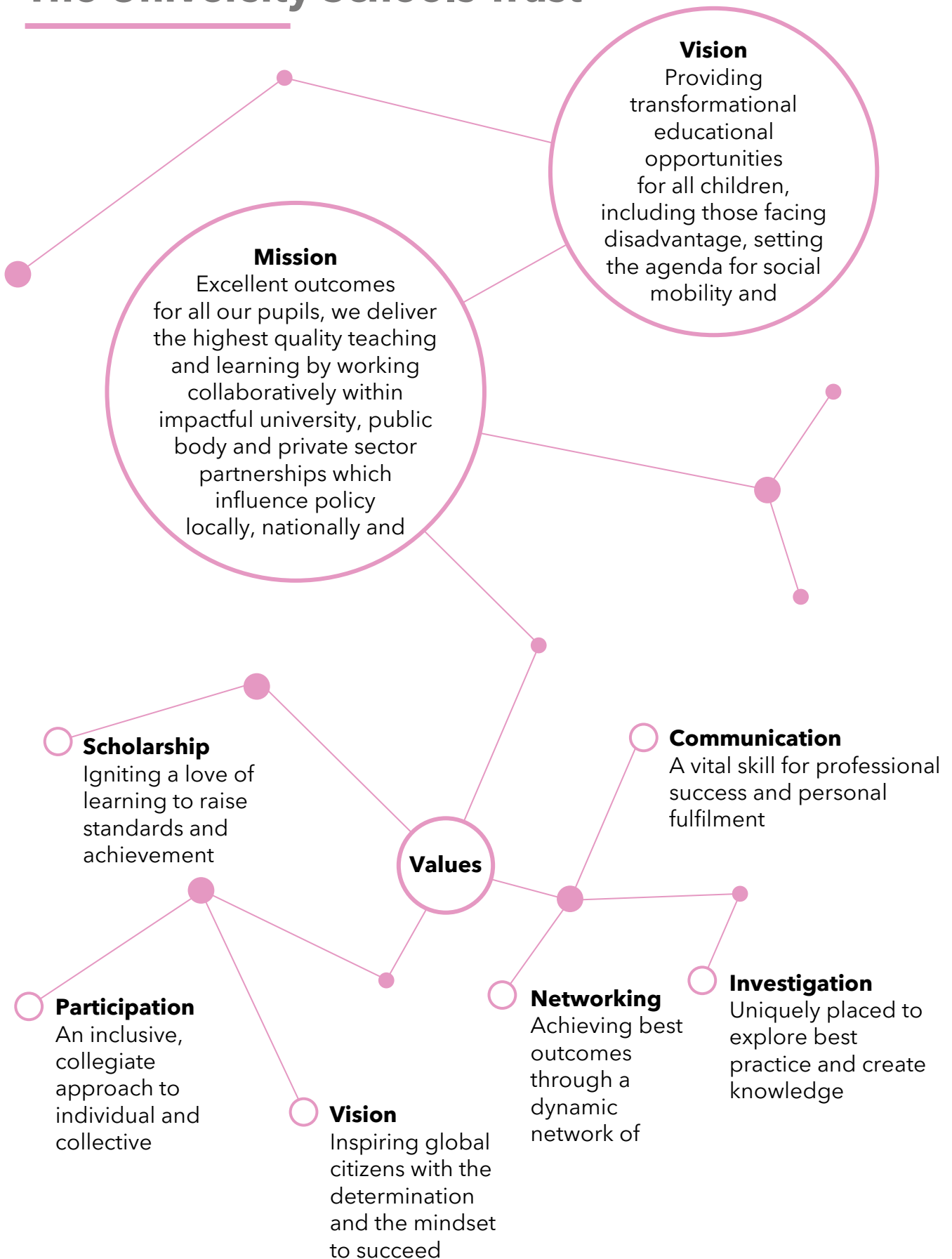
or email ustrecruitment@ust.london

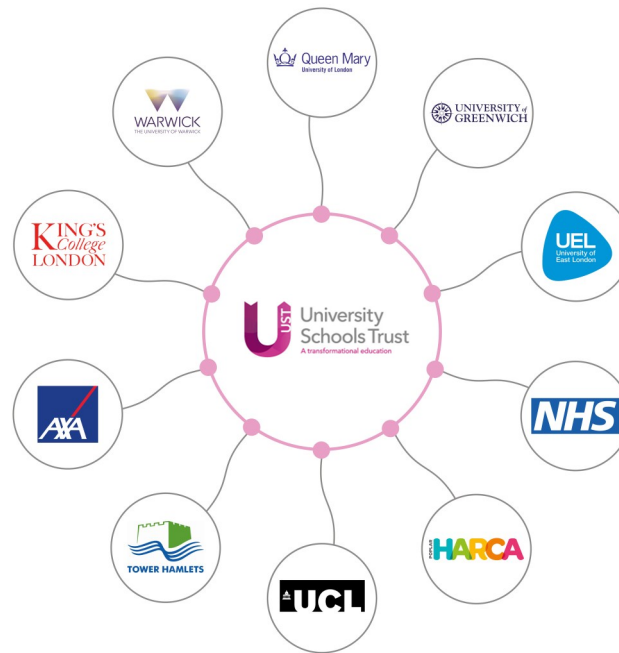
Caroline Toyne

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate,

share and continually raise our standards. The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource - our staff.

For more information about our School of Education please see:

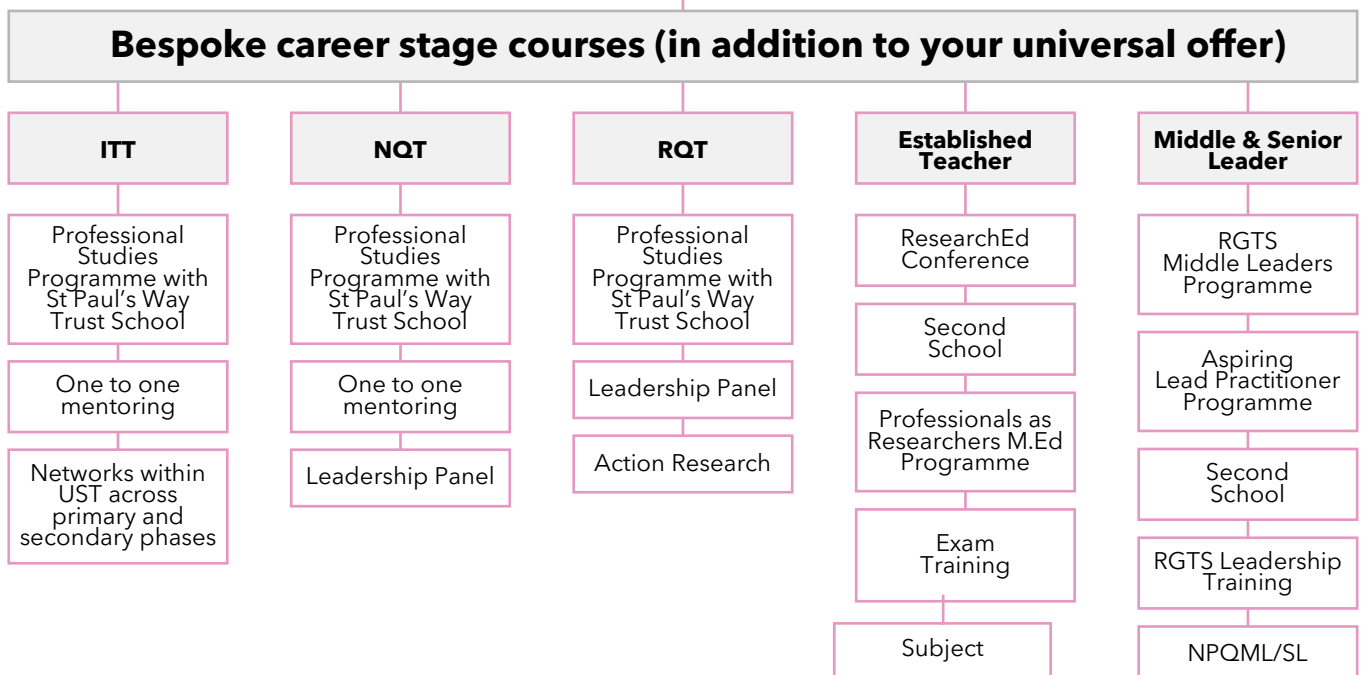
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Continual Professional Learning

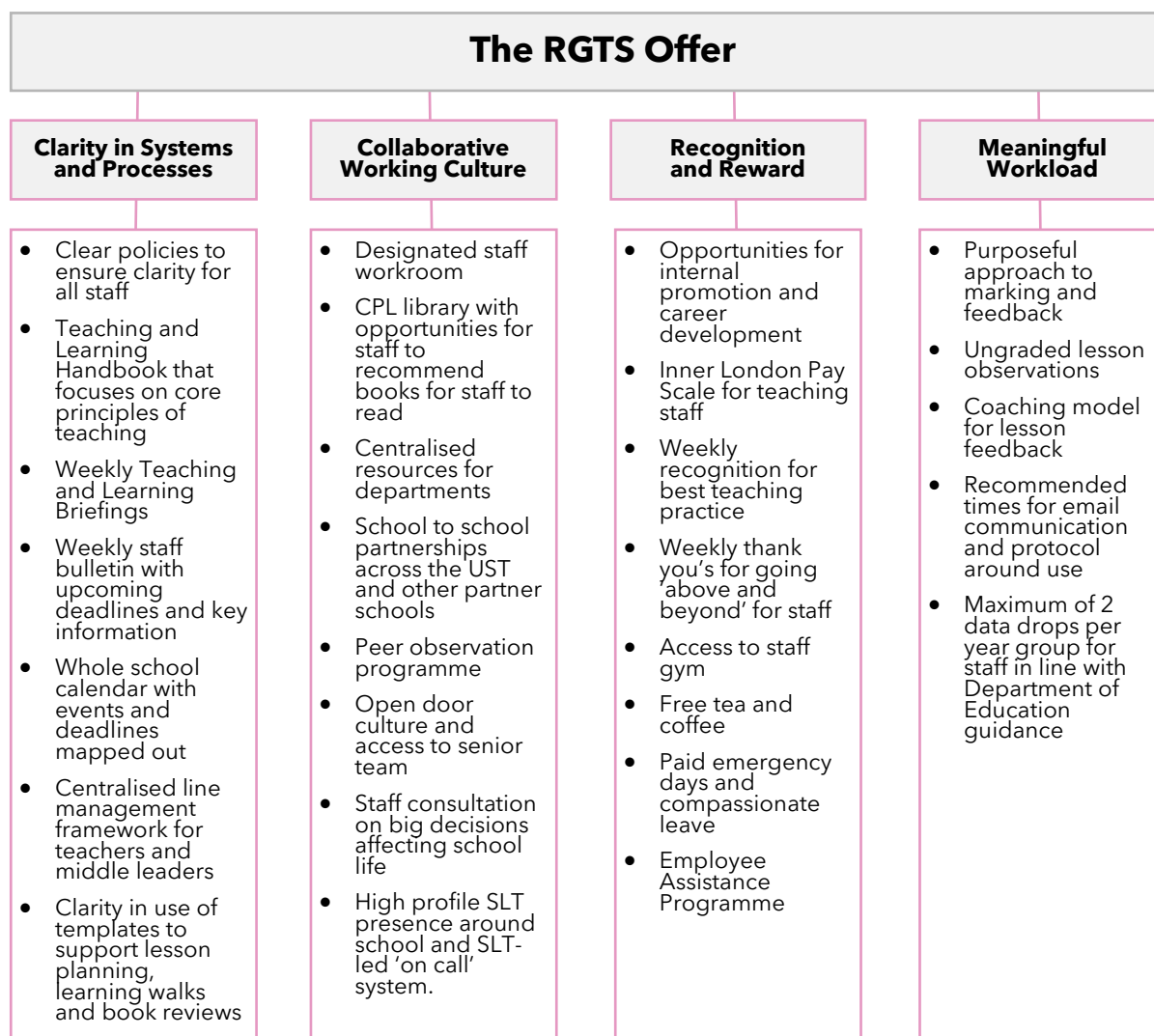
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations



Staff Benefits and Well-being



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

Job Title:	Deputy Headteacher – Inclusion
Location:	Royal Greenwich Trust School
Responsible to:	Head of School
Responsible for:	Strategic leadership of student behaviour and attitudes, personal development and wellbeing)
Full/Part time:	Full time
Grade:	Leadership Scale 20 - 24 (Inner London)

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

The Deputy Headteacher, under the direction of the Head of School, as direct line manager, will take a key role in:

- Formulating the vision, aims and objectives of the school.
- Establishing policies, procedures and processes to enable these priorities, aims and objectives to be achieved.
- Leading and managing staff and resources effectively.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Providing strategic and direct leadership of inclusion (behavior, attendance, SEND, personal development and safeguarding)
- Working collaboratively with colleagues across the school to manage planning and delivery of the Continued Professional Learning framework.

The Deputy Headteacher will also have a timetabled teaching commitment of approximately 25% (eight periods) complying with the teachers' standards and modelling best practice for others. They may also be required to undertake any of the duties delegated from the Head of School.

To promote opportunities for CPL (Continued Professional Learning) within the Senior Leadership Team, roles and responsibilities will be reviewed and agreed on an annual basis in response to the needs of the school.

SPECIFIC RESPONSIBILITIES

Under the direction of the Head of School:

- Support the Head of School and work in partnership with the other Deputy Headteacher in the day-to-day management and smooth running of the school, maintaining high visibility and a proactive presence within the school community and when representing RGTS within the local community.
- Communicate the school's vision in a compelling manner and assist the Head of School in the strategic leadership of the school.
- Lead by example, focusing on providing transformational educational opportunities and outcomes for all students.
- Contribute to the crafting, implementation and review of the SEF, SIP and other whole school documentation.
- Lead on whole-school strategies drawn from the priorities within the SIP and in agreement with the Head of School, including stakeholder engagement and primary liaison.
- Oversee the school's response to the public sector equality duty as set out in the Equality Act (2010), alongside the other Deputy headteacher, through the crafting, implementation and reviewing the impact of the actions set out within the equalities action plan.
- Work with the other Deputy Headteacher to confirm that the Pupil Premium and other additional funding is used appropriately to target students requiring support/intervention and the spend for these areas is quality assured effectively.
- Enhance the school's inclusion provision through the development of the faculty and using the Vulnerable Students Index as a driving force to target support and intervention.
- Develop clear systems and processes to support the quality assurance procedures across the school and use data (numerical and other forms) to evaluate impact, identify areas for development and inform practice.
- Be responsible for the development, implementation and review of key policies including Safeguarding, Behavior for Learning/Exclusions, Attendance & Punctuality.
- Report to the School Committee and Trust, where required, on areas of whole school leadership and other elements within your portfolio.
- Build positive and sustain relationships with members of the school community, wider community, outside agencies & organisations and our external partners.
- Contribute to the school communication, marketing, and promotion plans.
- Oversee the in-year admissions process and key stage 2 to 3 transition arrangements.
- Act as line manager for a range of colleagues, both teaching and support staff, as agreed with the Head of School and maintain a balance between providing guidance, support and challenge.
- Follow up on all matters in a timely and efficient manner and keep appropriate records.
- Keep up to date with developments in education on a local and national level and bring new ideas and thinking into the school where this would benefit or enhance ways of working.
- Seek and engage with training and continuing professional development to meet own needs and enhance personal effectiveness.
- Carry out the professional duties of a Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document.

Student Behaviour and Attitudes

- Provide strategic leadership to fulfil the school's vision of a whole school culture that is rooted in positive relationships and where students are confident, happy, secure and ready to learn within a safe, calm and orderly environment.
- Lead on the implementation of the Behaviour for Learning policy, ensuring that all aspects are implemented consistently and underpinned by clear habits & routines, appropriate use of sanctions and restorative conversations plus the correct balance is achieved between consequences and rewards.
- Oversee the use of our internal isolation base and fixed term exclusions, guaranteeing that appropriate reintegration plans are in place for students.
- Use the rewards system, calendared events and other forums to create opportunities to recognise and celebrate student contributions and achievements.
- Represent the school at the FAP (Fair Access Panel), oversee any managed moves and support the successful integration of vulnerable students into the school community.
- Oversee the engagement of alternative provision for students, maximise cost effectiveness and quality assure the impact of this.
- Positively promote and monitor practice relating to equal opportunities and prejudiced based bullying
- Lead and plan for the effective tracking, monitoring and evaluation of students' attendance & punctuality in tandem with the Student Services Manager.
- Ensure consistent practice across the key stage leads, heads of year and other key colleagues within the inclusion faculty.

Personal development and wellbeing

- Oversee and contribute to the school's safeguarding policy and procedures, ensuring that we fulfill the wider aspects of being a safe community.
- Manage the statutory and local safeguarding policies, procedures and systems to confirm their effectiveness in practice.
- Act as the Senior Designated Safeguarding Lead and support the DSL and wider members of the team to guarantee as consistency of approach, swift and appropriate follow up monitoring of identified students and families.
- Oversee the implemented plans around provision for children who are on a CP plan and those are designated as CIN, Young Carers, Looked After and Post Looked After Children.
- Oversee the work of the SENDCO to utilise funds appropriately and verify that clear provision mapping leads to effective intervention and targeted support is in place.
- Lead and evaluate the strategy for the provision for disadvantaged and vulnerable students, in particular those in receipt of additional funding, such as EHCPs or the Pupil Premium.
- Oversee the framework for Character Development, allowing students to enhance and refine their personal characteristics and employability skills.
- Oversee the personal development and wellbeing delivery and impact, including PSHE, SMSC, SRE, mental health and British Values.
- Monitor the effectiveness of the school's Student Voice and Student Leadership opportunities at all levels.
- Make sure that the school's Educational Trips & Visits and enrichment offer is varied, well attended and enhance students' cultural capital.
- Lead the school's CEIAG strategy to ensure the school prepares students for future success and for their next steps in their education, that the plan meets statutory requirements and is tailored to the needs of students.

Teaching responsibilities

- Undertake a designated programme of teaching across all key stages.
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Teach consistently high-quality lessons informed by the school's teaching principles.
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching.

- Follow the school's policies on feedback, providing formative feedback in every lesson and whole class feedback for set pieces of work.
- Maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Work in collaboration with Learning Support Assistants, Special Educational Needs team and wider inclusion team.
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
- Be a role model for students, inspiring them to be actively interested in the subject.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject.
- Promote learning through out of hours activities such as enrichment.
- Promote aspects of Personal Development, cultural capital, CEIAG and enrichment related to the subject.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Follow the school policies and procedures.

Finance and resources

- Ensure that budgets are used in line with school procedure and that resources are recorded and monitored.
- Seek to ensure the effectiveness of the department's equipment, proper maintenance of the materials and observance of relevant health and safety regulations.
- Be responsible for the registration, maintenance and recording of all assets and resources within the department.

Staff development

- Continue professional learning in the relevant areas of leadership as well as great subject knowledge and teaching methods.
- Engage actively in the Performance Management process.
- Participate and lead whole school CPL programmes.

General administration

- Check that information required by various external bodies is produced within the given time scale and is of excellent quality.
- Assist to maintain the interior and exterior of the classrooms and displays to a high standard that reflects the ethos of the school.

Wider professional responsibilities

- Make an active contribution to the policies and aspirations of the school.
- Seek to share your expertise with colleagues.
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promoting the general progress and well-being of individual students.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers.
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.

- Communicating and consulting with the parents / carers of students in line with school procedures.
- Participating in meetings arranged for any of the purposes described above.
- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.
- Undertake any professional duties reasonably delegated to you by the Head of School.

Qualification criteria

- A fully qualified teacher with evidence of QTS for secondary teaching.
- Qualified to at least degree level in subject area and/or good A Levels or equivalent.
- Qualified to teach and work in the UK.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
- To drive educational standards, promote life-long learning and continually improve outcomes for all
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB AGREEMENT

The postholder will be line managed and appraisal managed by: Head of School

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Postholder)

_____ Signed by (Head of School)

PERSON SPECIFICATION

		Assessment Method
Qualifications	<ul style="list-style-type: none"> • Graduate with qualified teacher status. • Minimum of five years teaching experience within the secondary phase. • Substantial experience of a whole school leadership role, serving on at least one senior leadership team. • Proven track record in improving and securing best outcomes for students. • Recent appropriate Continuous Professional Development. 	<p>AF</p> <p>AF</p> <p>AF/I/R</p> <p>AF/I/A/R</p> <p>AF/I</p>
Experience, skills and knowledge	<ul style="list-style-type: none"> • Ability to communicate a clear vision and inspire others in buying into this. • Extensive leadership and management experience in a school. • Secure understanding of high-quality teaching, and the ability to model this for others. • Knowledge of the strategies used to support others to improve their practice. • Involvement in school self-evaluation and development planning. • Line management experience and ability to hold others to account, within curriculum areas and those related to inclusion. • Ability to build effective working relationships. • Outstanding interpersonal skills. • Experience of contributing to and leading staff training and development. • Ability to communicate effectively both orally and in writing. • Confident in presenting to a range of audiences and stakeholder groups. • Broad understanding of school finances and resourcing matters. 	<p>AF/I/A</p> <p>AF/I/A</p> <p>I/A</p> <p>I/A</p> <p>AF/I/A</p> <p>AF/I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A/R</p> <p>AF/I/A</p> <p>I/A/R</p> <p>I/A</p>
Characteristics/ Attributes	<ul style="list-style-type: none"> • Commitment to securing the best outcomes for all students and promoting the ethos and values of the school. • Seeks to ensure that at the heart of their work the best interests of the students in their care remains paramount. • Outstanding classroom practitioner across all secondary key stages. • Works to establish and maintain positive relationships with students and adults. • Willingness to initiate and participate in both cross curricular and extra-curricular activities. 	<p>I/A</p> <p>I/A/R</p> <p>AF/R</p> <p>I/A/R</p> <p>I/R</p>

Characteristics/ Attributes	• Ability to work in productive partnerships with parents, external agencies and the wider community.	AF/I/R
	• Determination to promote a culture that celebrates success.	AF/I/R
	• Commitment to safeguarding and equality.	AF/I/R
	• Leads by example, setting high standards of punctuality, dress and conduct.	AF/I/R
	• Clarity of thought and vision with proven ability to finish a task.	AF/I/A/R
	• Ability to reflect critically on own performance and to engage in continual self-improvement.	I/A/R
	• Resilient, works well under pressure and applies effective prioritisation skills.	A/R
	• Adopts a creative approach to solving problems.	I/A/R
	• Commitment to maintaining confidentiality at all times.	I/R
	• Retains a positive disposition and possesses a good sense of humour.	I/R

Key:
AF = Application Form
I = Interview
A = Activities
R = References

Application and Selection Process

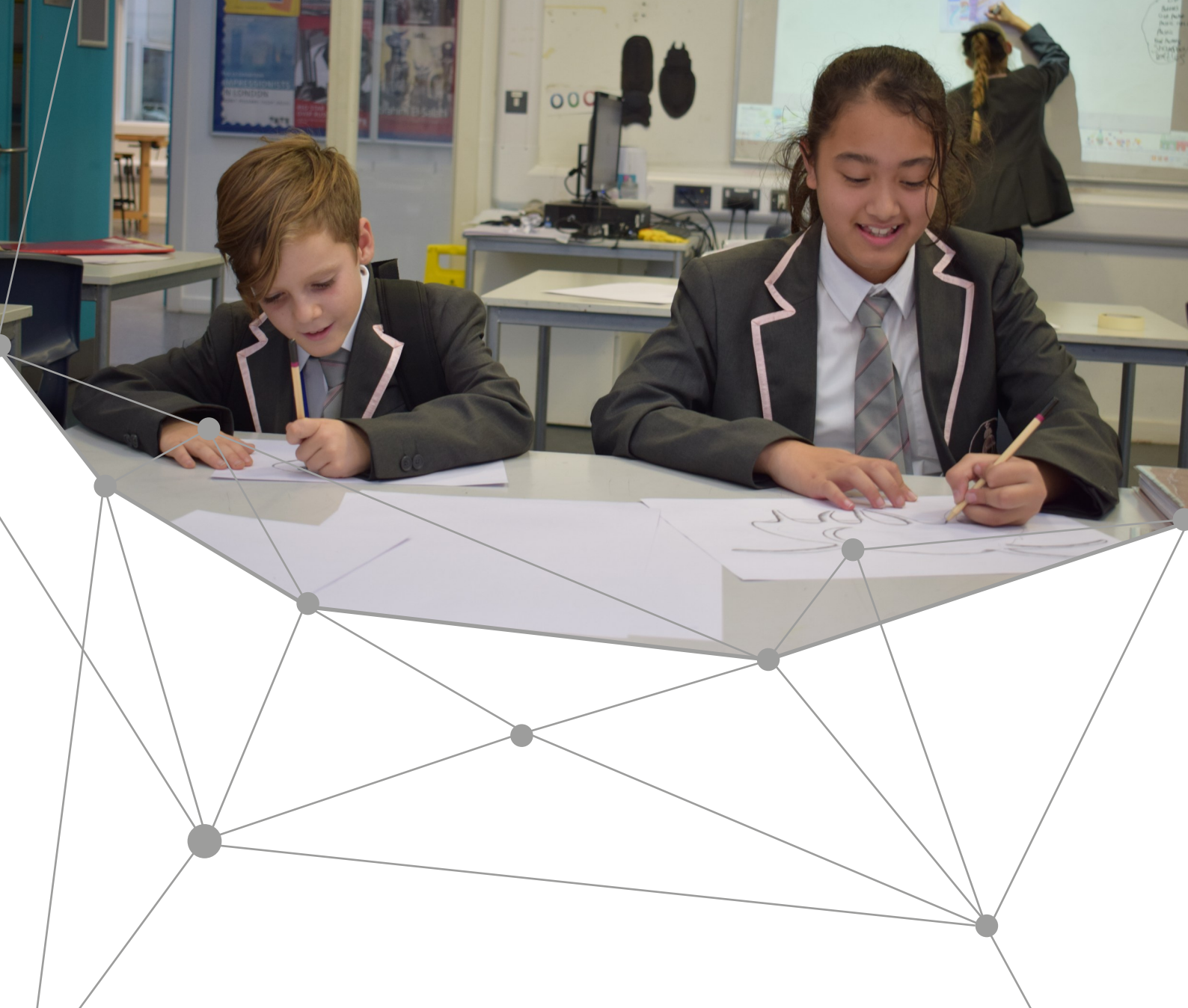
All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit <http://ast-ust.jgp.co.uk/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is **Thursday 27th March 2025**





Royal Greenwich Trust School

Learning Today, Leading Tomorrow

QUALITY AND COMMUNITY THROUGH LEARNING & TRUST

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