



KINGSBURY HIGH SCHOOL

Spectemur Agendo



DEPUTY HEADTEACHER Candidate Information Pack **MARCH 2024**

Introduction

KHS is a large and successful 11-18 split site school with a vibrant learning environment and a strong community ethos. Students and staff recently celebrated the release of a glowing inspection report (February 2024) which praises the school for its, “vibrant, inclusive culture”. The report reflects the school’s noticeable development over the last few years, with particular emphasis on high expectations, the strength of relationships between pupils and staff and the exceptional educational experience offered in Sixth Form.



Alex Thomas, **Headteacher**

Kingsbury High School has a long history of success. There is a keen understanding of the importance of values and a sense of tradition, encapsulated by our motto, *Spectemur Agendo*. It dates back to the founding of our predecessor school, the Kingsbury County, in the 1920s, and it is Latin for, “let us be judged by our actions”. As Headteacher I seek to lead the school with this at the heart and ask students to follow the Kingsbury Way: to respect themselves, others and the environment. In November 2022 the school achieved ‘Gold’ status on the UN Rights Respecting School Award reflecting our commitment to children and young people.

A great school is a combination of different things. We are equally proud of the many opportunities we provide for our students beyond the curriculum and how we develop students as individuals ready for adult life. Students know our aim is to develop in all of our students the love of learning, intellectual curiosity, skills and qualities of character needed to become successful, happy and engaged members of society. Our key values are: Aspiration; Integrity; Respect; Responsibility and Resilience. Through these, we aim to combine both academic success and the development of the broader aspects of each student’s character.

About the Role

The two Deputy Headteachers at KHS sit right at the heart of the leadership team working directly with the Headteacher. Given the size of our school and the responsibilities of the role, it is one which is an excellent preparation for becoming a Headteacher in your own right, indeed the vacancy exists following the promotion of a colleague from our leadership team to headship at the very end of last year. Each Deputy acts as Head of School leading a site with around 1,000 students and is responsible for its day-to-day running and all aspects of provision. In addition, each Deputy has significant whole school responsibility and is accountable for: Ofsted grades; student examination results; destinations; behaviour; and attendance. The specific whole school responsibilities will be agreed on appointment.

One deputy acts as the senior person in the Headteacher’s absence.

I would be very pleased to discuss this position further with you and visits to the school prior to application are welcomed. For further information about KHS:

Our website: <https://www.kingsburyhigh.org.uk/>

Our X/Twitter feed: @kingsburyhigh.



About Kingsbury High School

Kingsbury High School is located in Brent, one of the most diverse boroughs in England and Wales. It is surrounded by parkland with large playing fields and great local amenities, excellent transport links to enable easy access from central London and fringe areas. There is an upper and lower school; staff and some classes commute between them throughout the day. We recognise our place in the community and are a key part of the partnership, Kingsbury Schools Together with our local primary schools and The Village (special) school.

Our school is truly diverse in its makeup, whilst united as one family working to achieve the best for all our students. At KHS there are higher proportions of students than nationally: with English as an additional language (72%); living in socially deprived households; and disadvantaged (Year 7 -11: 27% eligible for the pupil premium, January 2024). The majority of the roll is minority ethnic although there are no groups significantly more represented than others. Boys are in the majority in all year groups. The proportion of families that identify as having a religious faith is significant with over 40% Muslim. Kingsbury has a stable roll of around 360 sixth formers and the majority of its intake is from minority ethnic groups and a significant proportion is LAC/FSM.



Student attainment on entry is below average for all year groups and the Sixth Form. The proportion on the SEN register is relatively low however there are a significant number of ECHPs. Over the last 18 months there has been a significant increase in numbers open to social care.

KHS has an Alternative Resourced Provision (ARP) for students with hearing impairment (currently 3 students) and a developing onsite alternative provision: Article 28. Part of the Lower School site is shared with a local special provision, The Village School.

A high value is placed at the school on ethos and values and Kingsbury High School is a UNICEF Rights Respecting School: Gold (November 2022).

Student Outcomes

Our students gain excellent examination results at 16 years and across the Sixth Form. The percentage of students achieving English and mathematics is above national (for grade 4+ and 5+) and Attainment 8 is above the national average. Progress 8 for 2023 was +0.48 (84th percentile) and disadvantaged students' P8 was +0.14 (with a narrowed attainment gap compared to 2019).

The A-level ALPs grade has been 1-3 for the last six years and in 2023, 33% of grades were A*-A and 66% A*-B (both above the national average). Our APS was in the top 10% of schools and %AAB in top 5%. For vocational courses, ALPs is grade 4 and 88% of students achieved a Distinction/Distinction* (an increase on 70% in 2022), with 57% gaining a Distinction (APS top 11% schools). Progression to university (including to Oxbridge and medicine) is very strong.

A Letter from the Chair of Governors

Dear Applicant,

We are delighted that you are interested in the position of **Deputy Headteacher** at Kingsbury High School. Kingsbury High School is a brilliant school and the Governors were really pleased the comments in our recent Ofsted Report (February 2024) reflected this. As Governors we are particularly proud of:

- the rich diversity of our community;
- our unwavering belief in the personal and holistic development of the child;
- the strong links we maintain with our local Kingsbury schools;
- our accomplished and dedicated staff;
- the unique opportunities we provide for our students;
- the long history and traditions of the school and our alumni; and
- the progress made by students including those eligible for the pupil premium.

What we are most proud of, however, are the values and ethos that drive the teaching and learning environment at our school. The school values shape our ethos with a sense of purpose that encourages togetherness, warmth, openness and inclusivity.

The Governing Body has an effective partnership with the Headteacher, Alex Thomas, and the Senior Leadership Team, challenging and supporting them in equal measure. We are proactive in determining and carrying out our strategic functions and work closely to provide principled and clear direction for our school. Our aspiration is to appoint a new senior leader as Head of School who will have all the skills, understanding, enthusiasm and commitment to build on our strengths and raise standards even further.



Next year we will celebrate 100 years since a secondary school was opened on our site. Together with our successful Ofsted inspection this makes it a very exciting time to be joining the school. Please contact us if you would like to make an informal visit to the school, or phone for any further information. We look forward to receiving your application.

Regards,

Sandra Ernstoff

Chair of Governors

chairofgovernors@kingsburyhigh.org.uk

Our Ethos and Values: *The Kingsbury Way*



Our aim is to develop in all of our students the love of learning, intellectual curiosity, skills and qualities of character needed to become successful, happy and engaged members of society.

Aspiration	Integrity	Respect	Responsibility	Resilience
<p><i>Being optimistic about the future.</i></p> <p><i>Being ambitious in everything we do.</i></p> <p><i>Being unwavering in our expectation that all can succeed and meet their potential.</i></p>	<p><i>Being honest about our strengths and weaknesses.</i></p> <p><i>Being open about decisions and doing what we say we will do.</i></p> <p><i>Being prepared to apologise if we get things wrong.</i></p>	<p><i>Being considerate of the views of, and our impact on, different groups and the community.</i></p> <p><i>Being proud about what makes each one of us different.</i></p>	<p><i>Being accountable for our actions.</i></p> <p><i>Being clear about what we expect.</i></p> <p><i>Being aware of our impact on the environment.</i></p>	<p><i>Being explicit in developing physical and emotional wellbeing.</i></p> <p><i>Being prepared to go 'the extra mile'.</i></p>

Our Commitment to Staff

Commitment—The DfE Wellbeing Charter was adopted by Governors in 2022/23; a Wellbeing Forum meets monthly; and KHS is working towards the *Wellbeing Award*

Work-life balance—KHS discourages emails and working out of hours; provides wellbeing advice (via a Virtual Staff Room, VSR and HR); and appraisal is supported via bespoke time off timetable

Communication—Transparency and signposting is supported via the VSR and a weekly bulletin

Support— A coaching programme supports teacher development; Education Support (EAP) is available for all; and training for leaders on wellbeing and mental health (via MIND) is provided

Human Resources—Induction programme for all staff; a HR function with a supportive attitude towards personal issues - medical; child-related; personal

Feedback loop— at faculty, team and individual level via: TES Pulse; SLT on the sofa; a Joint Consultative Committee with Governors and Professional associations; and regular consultation.

Job Description: Deputy Headteacher

Reports to: Headteacher

Salary Scale: Leadership Scale (L23—L27 on the Inner London scale)

Contract: Permanent/Full Time

Specific Responsibilities: To be agreed on appointment

Deadline for Applications: Tuesday 16th April 2024

Proposed Start Date: September 2024

Please note that early applications are encouraged as we will be reviewing them as they come in. First stage interviews may take place virtually as suitable applications are received.

Job Purpose

In addition to the professional responsibilities common to all classroom teachers, Deputy Headteachers are members of the Senior Leadership Team and, as such, play a full part in the leadership of the school to ensure a clear sense of direction as well as delivering the smooth day to day operation of the school across both sites.

Line management

- Assistant Headteachers attached to the Upper/Lower School.
- Other members of the leadership team at assistant Headteacher or Associate Assistant Headteacher level.
- The Head of Faculty for a core subject English /Mathematics or Science.

Common to all teachers: Teachers' job description

- To deliver the expectations of effective teaching and Teachers' Standards 2012

Leadership and management

- Acting as Head of School for the Upper or Lower School
- Accountability for strategic leadership and operational management of aspects of the School Improvement & Development Plan and whole school areas of responsibility.
- Building capacity amongst staff to deliver and sustain the highest quality outcomes.
- Helping to lead self-evaluation processes on the Quality of Education and/or pastoral work, including monitoring the quality of the curriculum and teaching and learning and its impact on students.
- Supporting the assessment routines and data analysis of performance in the Quality of Education across the school
- Holding colleagues accountable in their roles at all levels, being accountable for the continuing effective work of all staff for whom the postholder is responsible including line management and appraisal.
- Leading, developing and enhancing the teaching practice of others.
- Deputising for the Headteacher and members of the Senior Leadership Team within the school and wider community and assisting other members of the SLT as appropriate.
- Refining the quality of professional development to ensure staff are continually supported to enhance their impact in the classroom.

Ethos and values

- Promoting and delivering *The Kingsbury Way* and contributing to our commitment to the UNICEF Rights of the Child.
- Leading whole school assemblies.
- Developing and promoting policies and procedures that ensure the school's distinctive ethos is reflected in all learning activities.

Job Description: Deputy Headteacher – Continued

Attitudes and Behaviour

- To ensure that the Lower/Upper School site has a calm and orderly environment
- To monitor the quality of pastoral support and teaching of social, emotional and behaviour curriculum and to devise systems which ensure continual improvement.
- Leading, with other members of the Senior Leadership Team, the behaviour management of the school.

Site Responsibilities

- To ensure that there are clear routines, expectations and protocols in place for students and staff in tutor time, PSHE, curriculum lessons and less structured times such as break and lunch.
- To ensure that the site is an environment within which students feel safe and in which there are robust approaches and policies to respond to any incidents of bullying, discrimination or sexual harassment, in person or online.
- Overseeing the induction of external students (including managed transfers and in-year admissions) and transition between Key Stages.
- To promote a positive attitude to learning for students and staff.

Governance, Finance and Resources

- Being accountable for the management of funding or budgets related to areas of responsibility.
- Ensuring compliance with the school's Health and Safety policy and the expectations of the General Data Protection Regulations (GDPR).
- Attending and contributing to the Full Governing Board and Committee meetings (with the status as observer), presenting as required by the Headteacher or Chair of the relevant Board/Committee.

Safeguarding

- Assuming the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- Promoting an environment which recognises that, 'it could happen here'.

Equality

- Ensuring that all students including those with Special Educational Needs and disabilities, those eligible for the Pupil Premium and / or other barriers to learning have equality of opportunity.
- Ensuring all groups of students make excellent progress and are able to access the full curriculum, including disadvantaged students and those with SEND.

Other duties that might reasonably be required of a senior member of the leadership team.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description. This job description will be reviewed on a regular basis.

Person Specification: Deputy Headteacher

Education and qualifications	E	D
A good honours degree	✓	
Qualified Teacher Status (QTS)	✓	
Relevant higher degree		✓
Evidence of recent and relevant training and development at senior leadership level (such as an NPQ)		✓
Substantial experience of teaching, including in an 11-18/19 school.	✓	
Qualities and knowledge	E	D
Career history demonstrates successful recent strategic leadership experience (likely to have been gained in an SLT role as a Deputy or Assistant Principal/ Headteacher) in a multicultural school.	✓	
In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues.	✓	
Experience and understanding of working with and presenting to the Governing Board / Trustee Board.		✓
Proponent of the comprehensive philosophy of education, and seasoned practitioner of school leadership focused on providing high-quality teaching and learning experiences to students of all abilities and backgrounds.	✓	
Proven track record in leading, monitoring and managing staff including building a successful team, delegating effectively and implementing and managing change.	✓	
Experience of managing a budget against School Development Plan priorities.		✓
Knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures.	✓	
Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems.	✓	
Have high expectations and personal integrity with the ability to promote and deliver the values, culture, ethos of our school.	✓	
Be astute and perceptive with strong analytical skills with the ability to use sound judgement to anticipate and to resolve conflict and issues imaginatively.	✓	
Be proactive, innovative and versatile with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals.	✓	
Be articulate with excellent interpersonal communication skills both verbally and in writing, to a variety of different cultural and age groups.	✓	
Be able to relate empathetically to parent/carers, staff, students, Governors, stakeholders and the wider community.	✓	

Person Specification—Continued

Be visible to students, staff, parents and community groups, both in person physically and as a high profile role model, with a professional approach that demands excellence, confidence, trust and respect of the school and wider community.	✓	
Be aware of the challenges brought about by the demography of the school and its community and seek new opportunities to better equip our students for life outside and beyond school.	✓	
Students and staff	E	D
Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice.	✓	
Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment.	✓	
Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility needed to meet the personalised agenda from Year 7 through to the sixth form.	✓	
Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.	✓	
Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of students.		✓
Evidence of achieving a safe, secure and healthy school environment.	✓	
Demonstrates the importance of a work life balance for themselves and others.	✓	
Systems and processes	E	D
A strong leader with evidence of being able to recognise high performance and tackle underperformance through to resolution.	✓	
Successful experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money.		✓
Proven successful experience of school self-evaluation and accountability and the school improvement process.		✓
Worked effectively with governance and other stakeholders.		✓
A commitment to and evidence of promoting diversity and equal opportunities within the curriculum and in employment practice.	✓	
Proven ability to plan strategically with the expertise to deliver and to communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.		✓
Distributes leadership forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	✓	

Person Specification—Continued

The self-improving school system	E	D
Successful experience of securing and raising standards in an inclusive school and working with external agencies locally or nationally.	✓	
Actively encourages research-led development by staff and innovation in teaching practices.	✓	
Demonstrates commitment to continued learning and development for students, staff and parents, with self as a role-model.	✓	

How we will assess candidates

The skills and qualities we are seeking will be assessed via:

- The candidate's application form, including the personal statement and career history
- The statements by the referees provided by each candidate
- A range of activities at interview stage including:
 - Staff and student panels
 - An interview with the Headteacher
 - A taught lesson
 - A written task / in-tray exercise
 - An assessment of the candidate's ability to identify good practice in teaching and learning and suggest areas for improvement
- A final interview panel with Governors and senior leaders*

*Please note that not all shortlisted candidates will be offered a final interview with Governors.



Safeguarding / Safer Recruitment

Kingsbury High School is committed to the safeguarding of children and students. All employees are expected to comply with our School Child Protection and Safeguarding Policy and the Staff Code of Conduct.

Safer recruitment

Kingsbury High School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. Any roles which involve working with children, young people or vulnerable adults, or roles in which the duties will involve access to sensitive information relating to children, young people or vulnerable adults, the School will take up references prior to interview.

You should provide details of referees including your current and previous employers, covering the last 5 years.

Candidates can request for us not to send a reference request to their current employer prior to interview by emailing us at khsvacancies@kingsburyhigh.org.uk

As part of our Safer Recruitment Policy, a full employment history is also required for this role. Please provide a full employment history, together with a satisfactory written explanation of any gaps in employment.

Unless otherwise stated, a Basic DBS check will be undertaken as part of the pre-employment checks for successful candidates.

Diversity Statement

Kingsbury High School values the diversity of its community and aims to have a workforce that reflects this. We therefore encourage applications from all sections of the community.

High Volume Applications

Kingsbury High School reserves the right to close any vacancy earlier than the advertised closing date should there be a high volume of applications received.

DBS

This role requires an Enhanced DBS (This post is exempt from the Rehabilitation of Offenders Act, 1974)

Induction

All new members of staff are expected to complete the induction programme, including required health and safety courses, and display their understanding of the Code of Conduct and Keeping Children Safe in Education (KCSiE).

Advert Close

All vacancies close at midnight unless otherwise stated.



Johann, Head Boy and Riddhi, Head Girl

Deputy Headteacher: How To Apply

Salary Scale:	Leadership Scale (L23—L27, Inner London Scale)
Contract:	Permanent/Full Time
Specific Responsibilities:	To be agreed on appointment
Deadline for Applications:	Tuesday 16th April 2024
Interviews:	w/b Monday 22nd April 2024
Proposed Start Date:	September 2024

To apply for this role directly, we ask that you complete the following documents:

- KHS Application Form—Teaching Staff
- KHS Self Declaration Form
- KHS Equal Opportunities Monitoring Form

Please send the completed documents with the job role you are applying for in the subject line of the email to:

khsvacancies@kingsburyhigh.org.uk

If you would like to have a phone call or school visit prior to submitting your application you can make the request via email to us. Please note that we will aim to do our best to accommodate your availability, but this may not always be possible.

