

Littleover Community School



**and
Sixth Form Centre**

**Appointment of Deputy
Headteacher**

L22-26

**Information pack for candidates
January 2022**

January 2022

Dear Applicant,

RE: DEPUTY HEADTEACHER - LITTLEOVER COMMUNITY SCHOOL

Thank you for your interest in the position of Deputy Headteacher at Littleover Community School. I hope that this information pack, combined with the content on our website, will enable you to form a clear view of the school and encourage you to submit an application. As you will see from the details enclosed and information on our website, we are a high achieving school with a history of high expectations for our students and staff.

As a school, we are committed to continuous improvement so that we can continue to evolve to match the changing needs of our students, parents and carers, staff and wider school community. We are keen to utilise the latest thinking and technologies to ensure all our students are best equipped to achieve success in the future.

Our governors and staff are fully committed to serving the needs of our school community in these challenging social times, including continuing to develop the very strong academic performance of our school. If you feel you could contribute to this vision, we would be very pleased to receive your application.

The position of Deputy Headteacher has become available after the retirement, at the end of this academic year, of a long-standing and highly respected Deputy Headteacher, who, historically, has held a curriculum leadership and management role. With this new appointment, however, we are not necessarily looking for a 'like for like' replacement, as we have existing members of our SMT who can take on the necessary responsibilities. We are looking to appoint someone to our school with a commitment to upholding our traditional high standards and expectations, whilst also willing to lead on developments and changes we will need to make in the years ahead. With this in mind, we are inviting applications from candidates with varying backgrounds and experiences, who feel their skills can make a positive contribution to our school.

Completed application forms, with supporting letter explaining why you feel you have the qualifications, experience and personal qualities required for this post, should be returned by email to: jobs@littleover.derby.sch.uk

The school will only contact successful candidates.

Closing date for applications is 12.00 pm on Monday 7th February, 2022

Information and application forms are available from the school website: www.littleover.derby.sch.uk

Interviews

Interviews will be held on: Tuesday 1st March and Wednesday 2nd March, 2022

School Visits

Applicants who would like to visit the school for a tour with a member of our Senior Management Team, should contact Mrs. Janis Page on: 01332 513219 or by email at: j.page@littleover.derby.sch.uk

Tours will take place at approximately 4.00 pm on:

- Thursday 27th January, 2022
- Monday 31st January, 2022
- and/or Tuesday 1st February, 2022 (depending on demand).

Should you require any further information, please contact Janis Page at the above.

Littleover Community School welcomes enquiries from everyone and values diversity in our workforce. Our school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcomes applications from a wide range of candidates, including those with criminal records.

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Littleover Community School complies fully with the DBS Code of Practice (link below)

<https://www.gov.uk/government/publications/dbs-code-of-practice>

and undertakes to treat all applicants for positions fairly. Littleover Community School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed and can only ask an individual to provide details of convictions and cautions the school is legally entitled to know about.

Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended) and where appropriate Police Act Regulations (as amended), Littleover Community School can only ask an individual about convictions and cautions that are not protected.

Littleover Community School selects all candidates for interview based on their skills, qualifications and experience.

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful candidates.

Copies of our Child Protection and Safeguarding Policy, along with other school policies, are available on our website at:

<https://www.littleover.derby.sch.uk/information.php#policies>

We would advise anyone considering applying for a position at Littleover Community School to read the above information prior to submitting an application, along with the following Keeping Children Safe in Education document:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Thank you for your interest in this post.

Yours sincerely,



J. Wilding
HEADTEACHER

General Information

Littleover Community School is an 11-18 comprehensive, community school. We are a Local Authority maintained school and have a positive working relationship with Derby City Council. We are not an Academy and have no current plans to join a new, or existing, Academy chain.

Our school is situated four miles to the south west of the centre of Derby, in pleasant, spacious grounds. We have a proud academic and pastoral record and the school is always popular with parents and carers looking for school places, within our own catchment area and beyond.

We currently welcome 295 students into Year 7 each year, giving us a current roll of approximately 1850, including a Sixth form of over 330 students.

The excellent examination results our students achieve are above local and national averages and the attainment of our students is consistently within the top 20% of schools nationally. In October 2007, we were classed as an 'Outstanding' school by OFSTED and, as a result, have not been subject to a full OFSTED Inspection since 2007. We are expecting a full Inspection under the new framework within the next academic year, or before 2025.

It will always be our aim at Littleover Community School to care for all our students as individuals. We also wish to provide each of them with an enjoyable and varied learning experience and help them to fulfil their potential.

We have made a strong commitment to safeguarding children and young people and recognise the importance of providing an environment within school that will help children feel safe and respected, with a clear understanding of their needs and views. We have an excellent safeguarding and wellbeing team with considerable experience and expertise to promote positive mental health and to ensure that every child receives appropriate support. We aim to help students develop the resilience they will need to manage the challenges they may face, not only in school but also in the wider world. Our aim is simple, to assist our students to flourish now and in the future.

Management

Our Senior Management Team consists of 8 members of staff and comprises the Headteacher, Senior Deputy Headteacher, Deputy Headteacher, three Assistant Headteachers, Designated Safeguarding Lead and School Operations Manager. There is a consultative structure within the school which operates through specific working groups. All staff are involved in regular subject area, Year Team and Full Staff meetings. We encourage an 'open door' policy, where any member of staff should feel they can approach any member of SMT for help.

The Headteacher and SMT work closely and collaboratively with our school Trade Union Representatives, with whom the Headteacher meets fortnightly.

The Governing Body meets as one full group for 7 meetings during the school year.

Headteacher				
Deputy Headteacher			Deputy Headteacher KS4 Lead	
Assistant Headteacher KS5 Lead – Head of Sixth Form	Assistant Headteacher KS3 Lead Dt for LAC/PLAC	Assistant Headteacher CPD Lead	Safeguarding Manager (DSL) (Non-teaching)	School Operations Manager (Non-teaching)

The basic responsibilities of lead members of staff currently include:

Key Stage Leads: Monitoring student progress and attainment in their Key Stage (addressing underachievement and promoting excellence). This would include intervening with students at risk of underachievement, linking the student-focussed work of Curriculum Coordinators and Heads of Year and supporting them in raising standards. In addition to these general responsibilities, the **Key Stage 3 Lead** also has responsibility for Primary Transfer, PSA and Alumni, Looked After Children and Post-Looked After Children and Inclusion. **The KS5 Lead** would, as Head of Sixth Form, continue to carry out some of the curriculum and pastoral responsibilities in KS5 carried out by the Deputy Heads in KS3 and KS4. The **KS5 Lead** is also responsible, along with the Headteacher, for coordinating our approach to staff well-being.

Deputy Headteacher - Curriculum Lead: Quality of teaching and learning, monitoring and evaluation, curriculum development, Options (KS4 and KS5), staffing and rooming, timetable, line manager of Curriculum Coordinators, Literacy and Numeracy strategy, Careers and employability skills, Pupil Premium, recovery and catch-up curriculum and School Council.

Deputy Headteacher - Pastoral Lead: Student behaviour and attendance, student welfare, line manager of Heads of Year, Assessment, recording and reporting.

Assistant Headteacher: Staff CPD, Induction of new staff, ECTS

School Operations Manager: Finance, Premises, Support staff

Safeguarding Lead (DSL): Safeguarding and Child Protection across the school, student well-being.

Headteacher: Overall responsibility for school performance. Line manager of SMT, external relations, staff appraisal and discipline, complaints, partnerships, governance, strategic development, recruitment and selection, HR (in partnership with School Operations Manager), oversight of curriculum, pastoral, resource and safeguarding matters.

All SMT members apart from the Safeguarding Lead and Operations Manager will maintain a teaching commitment and carry out the full range of general SMT duties, including operating as 'on-call' to deal with student issues during the school day.

Staffing

The number of teachers we currently employ for this academic year is 94.1 full-time equivalent, with 17 teaching assistants to support students with special needs.

Our school has an effective team of support staff. These include a Bursar, Head's PA, Student Support Manager, Medical Officer, ICT Systems Manager, Premises Manager, Librarian, Maintenance Team and many other administrative and clerical staff. In addition, there are a number of specialist support staff providing technical support in the Science, Technology, ICT, Arts and Media areas.

SCHOOL AIMS

Learning

- Deliver an excellent quality of teaching which fosters an ethos of lifelong learning.
- Provide a relevant and accessible curriculum which meets the needs of our diverse community.

Caring

- Develop a caring and supportive environment where everyone feels safe and valued.
- Cultivate a comprehensive ethos that encourages inclusion.

Succeeding

- Deliver academic excellence to achieve the highest standards.
- Celebrate achievement in all its forms within and beyond the curriculum.

Curriculum

All students at Littleover Community School follow a broad and balanced curriculum, which reflects the needs of our students and national priorities. This allows students to develop the skills and knowledge required to succeed in the adult world, now and in the foreseeable future, and to grow into confident, responsible citizens ready to make a positive contribution to their local community and to society.

In Years 7 and 8 we focus on the acquisition of skills, knowledge, understanding and attitudes in order to lay strong and broad foundations for future study.

In Year 7 all students study the following subjects:

English, Maths, Science, French, History, Geography, RE, Technology, Art, Music, Drama, Computing, PE and PSHE.

In Year 8 virtually all students will learn a second language, either German or Spanish.

In Year 9, the taught curriculum places more emphasis on the skills and knowledge required for GCSE study and part-way through the year, students choose their GCSE options subjects.

In Years 10 and 11 students follow GCSE courses in English Language, English Literature, Mathematics and Double Science (sets 2-6) or Triple Science (Set 1). Students in set 1 also study Further Maths. Most students choose a Language, a Humanities subject and two other subjects from a comprehensive list for their options. The non-examined curriculum covers PSHE and Careers, RE and PE. A small number of students take one less GCSE and replace their language choice with extra time on Literacy and Numeracy skills.

A number of BTEC and OCR National courses were introduced in 2020, to offer a wider choice of options to students who would find a full set of GCSE subject challenging. These subjects include Health and Social Care, Travel and Tourism and Sports Science and are all GCSE equivalent level.

Teaching Groups

In Year 7, students are taught in all-ability tutor groups for virtually all subjects. Technology is taught in smaller groups, and Maths is taught in sets from October onwards. There are many opportunities to change sets in all Year Groups until Year 11.

In Year 8, French and the second language are taught in ability groups, and in Year 9 setting is extended to English, History and Geography. Other subjects in Year 8 and 9 are taught in new all-ability groups.

Homework

We place great emphasis on homework, as we believe it provides students with the opportunity to work independently, to consolidate their knowledge and understanding and to conduct their own research.

There is a planned timetable of homework for each year group. Most Year 7, 8 and 9 students will get, on average, two pieces of homework an evening, each about 20-30 minutes. KS4 students can expect longer homework tasks of about 45 minutes. Parents/carers can see what homework has been set each day by logging into Go4Schools.

Academic Excellence

It is important to us that students are challenged in their lessons so they are enthused and make good progress.

Data received from partner primary schools and from the cognitive tests we ask students to complete in September, plus baseline assessments made by our teachers in the first term of Year 7, all enable us to set challenging targets for each subject.

These test results help our teachers to plan appropriately for the students in their class, so that all students are challenged and stimulated in lessons. We also identify students with particular talents, eg in Sport, Music, Drama, so they can be encouraged to take part in activities that will develop their talents.

Students with Special Needs

The progress of students with PCPs, EHCPs and those students on the SEND register, is overseen by the Learning Support Department, lead by our SENDCO. Teaching Assistants support students in their lessons by offering individual help, small group work and differentiated resources. Occasionally students are withdrawn from lessons for more targeted support, eg Lexia Reading, developing basic Numeracy skills, Nurture Groups and Social Skills groups. Our SENDCO plays an important role in strategic school planning and attends all SMT meetings.

Careers Education

Careers education is an important and regular component of our PSHE courses with every year group. Each year group takes part in planned activity days to develop their awareness of employability skills and career possibilities.

Our dedicated Careers team helps students arrange their work experience week in KS4, offer advice and guidance on careers throughout Years 7 to 13 and help students with CVs and mock interviews.

There are regular careers talks at lunchtimes and visiting employers are involved in our Enterprise Challenge Days. We are proud as a school to have retained the Career Mark standard over several continuous years.

LCS Sixth Form

We are proud to have a highly successful Sixth Form, which many younger students aspire to join. We offer a wide range of A-Level subjects and recruit approximately 180 students each year, with the majority of those progressing on to University, or higher-level Apprenticeships.

We are proud of our academic success, but we place considerable emphasis on developing our students in other ways through a programme of enrichment activities, including the Gold Duke of Edinburgh award, an annual two-week visit to our partner school in Uganda, work experience placements and mentoring of younger students. Our Sixth Form has a dedicated Common Room area and study rooms, but students attend lessons across the school building.

Safeguarding and Wellbeing

At Littleover Community School we have made a strong commitment to safeguarding children and young people. We recognise the importance of providing an environment within school that will help children to feel safe and respected, with a clear understanding of their needs and views.

Our Safeguarding and Wellbeing team use their considerable experience and expertise to promote positive mental health at school, to ensure that each child receives the appropriate support. The aim is simple, to assist our students to flourish now and in the future.

We are committed to staff wellbeing and have recently established a new Staff Wellbeing policy, overseen by the Headteacher and Head of KS5.

Extra-Curricular Activities

The school places a strong emphasis on the importance of extra-curricular activities. A variety of clubs and groups flourish within the school and students are currently involved in a wide range of activities associated with music, drama and sport. There are also many homework clubs and subject catch-up sessions.

The range of extra-curricular options available to students has been impacted by Covid-19 restrictions, however we have looked to ensure as many activities can continue as possible, as part of our 'recovery' strategy.

Equal Opportunities

At Littleover Community School we aim to ensure that our policies and curriculum are concerned with the rights of all people to justice and equality of opportunity. All members of our school community are entitled to be treated with dignity and respect. We aim to foster positive attitudes to counter anti-social behaviour which intentionally, or unintentionally, works against individuals or groups and to eliminate discriminatory practices which may threaten equality of opportunity.

- The school recognises the diversity of its students; we believe this is one of our greatest strengths.
- We believe that this policy should influence every aspect of school life. It is hoped that the values and attitudes fostered in school will be carried forward into the wider community.
- We acknowledge that the curriculum should be constructed to reflect diversity in terms of content and resources and, where possible, extra-curricular activities should reflect the interests of the whole school community and be accessible to all.
- The school confirms its opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity. We aim to ensure that the recruitment, selection, training and promotion of staff is based solely on the criteria of merit and ability.
- The school will not tolerate behaviour which categorises people into stereotypical groups instead of treating them as individuals.

Littleover Community School has a duty to:

- Eliminate unlawful discrimination.
- Promote equality of opportunity
- Promote good relations between people of different groups and backgrounds.

The Pastoral system

On entering the school, each student is placed in a Form Group in which they would normally remain throughout Years 7 to 11, under the supervision and guidance of a Form Tutor. There are 10 Form Groups in each of Years 7-11 and 12 'vertical' Tutor Groups in the Sixth Form. Each Year Group is under the supervision of a Head of Year and an Assistant Head of Year, who co-ordinate the work of the Form Tutors. Heads of Year will usually remain with a Year Group throughout their time in school, until the end of Year 11.

Each Year Group has a Student Year Council comprising representatives from each Form Group, who decide topics for consideration by the Year Council, which is convened by the Head of Year. Once each half-term, four representatives from each Year Council meet together as the School Council to debate issues raised in the Year Councils. Our Student Council is an important part of school life and we encourage students to have a voice in how the school is organised. In recent years, two LCS students have gone on to be elected as Youth Mayor for the City of Derby, after initially representing their peers on our School Council.

Our School places great emphasis on the development of self-reliance and self-discipline in our students. We believe that a positive approach is an encouragement to good behaviour. We do, in the first place, look at ways of rewarding students whilst emphasising that we expect very high standards of behaviour from them, at all times.

Students are rewarded for effort and good behaviour with positive points on the Go4Schools system. Letters are sent home to parents/carers after a certain number of points have been gained. Parents/carers are encouraged to monitor G4S regularly, to keep up to date with their child's progress.

Where the behaviour or effort of a student causes concern, negative points are recorded on G4S to alert the relevant Head of Year and parent/carer. Where a student accumulates a number of these negative points, the Head of Year will intervene with appropriate strategies to improve the situation.

Students identified as having individual learning, behaviour or emotional needs can be referred to our Pastoral Support team, which includes a Behaviour Support Specialist and Learning Mentor. Students requiring these services are referred by their Head of Year, although referrals from parents/carers will also be considered.

Looked After Children (LAC) and Post Looked After Children (PLAC) are supported through regular meetings with the Learning Mentor and their progress is monitored by the Assistant Headteacher with designated responsibility for LAC /PLAC.

The Pastoral System plays a significant role in maintaining the positive and friendly ethos of the school and our established high levels of student attendance. This makes a major contribution to the academic success of Littleover Community School.

In recent years, we have looked to summarise what we believe it means to be a student and member of staff at Littleover Community School. We have called this the 'LCS Way'.



Further information can be found on the school website: www.littleover.derby.sch.uk

JOB DESCRIPTION

Title of Post:	Deputy Headteacher
Post Status:	Permanent, full-time
Salary Range:	L22-26
Accountable to:	Headteacher
Commencement date:	1 st September 2022

Key Responsibilities

1. To provide clear, professional leadership.
2. To be visible around the school, leading by example and demonstrating high expectations.
3. To retain a teaching commitment, depending on subject specialism.
4. To ensure that the vision and aims of the school are shared and delivered by all members of the school community.
5. To ensure the maintenance and development of the school's supportive ethos.
6. To manage workload and that of others to allow an appropriate work-life balance.
7. To ensure that students and staff are happy, safe and successful, ensuring statutory Health & Safety and Safeguarding requirements are met.
8. To maintain and improve upon the school's academic success and promote student achievements, for all key student groups.
9. To have the required knowledge and skills to deliver and implement change.
10. To ensure the intent, relevance and value of the curriculum is communicated effectively to all stakeholders.
11. To develop and improve teaching and learning.
12. To support and develop the use of emerging technologies to enhance students' learning experiences.
13. To ensure there are effective systems in place to support excellent standards of student behaviour and attendance.
14. To hold staff accountable for their professional conduct and practice.
15. To monitor and evaluate all aspects of school performance, using data to help identify areas for continuous improvement.
16. To maintain trust and an effective working relationship with stakeholders, including, but not limited to, parents/carers, Governors and the Local Authority.
17. To contribute to the effective deployment of school resources and astute budget control.
18. To oversee an appropriate staffing structure and drive continuous professional development throughout the school, within the specific management and leadership role of the Deputy Headteacher.
19. To effectively contribute to activities which continually promote and sustain the school's reputation in the local community and beyond.
20. To be active in and contribute to the local education community.
21. If the Headteacher is absent, the Deputy Headteacher may be asked to deputise, as directed by the Governing Board.
22. Specific responsibilities to be agreed after interview, depending on relevant experience.
Safeguarding comment to be added
23. To share the school's commitment to safeguarding and child protection and be familiar with the Safeguarding and Child Protection Policy and other relevant policies.

PERSON SPECIFICATION

Deputy Headteacher

	Essential	Desirable	A*	I*	T*
1. PERSONAL QUALITIES					
Is approachable, has presence and enjoys being visible to children, parents/carers and staff.	X			X	
Is ambitious for our school and students.	X		X	X	X
Possesses excellent written and verbal communication skills	X		X	X	X
Understands children and has a sense of humour and a sense of proportion.	X			X	X
Is able to work calmly, patiently and sensitively under pressure.	X			X	X
Has excellent organisational skills, managing time and priorities effectively.	X			X	X
Possesses integrity and can inspire commitment, enthusiasm, confidence and respect from all staff, children and parents/carers, governors and the community.	X			X	
Values diversity and the unique contribution that every individual makes to the school.	X		X	X	
Has high expectations of self and of others	X		X	X	
Is committed to equal opportunities and inclusion.	X		X	X	X
2. QUALIFICATIONS AND EXPERIENCE					
Bachelor's Degree or equivalent (Post Graduate desired)	X		X		
Qualified Teacher Status.	X		X		
NPQH		X	X		
Proven track record of high-quality teaching.	X		X	X	
Successful and demonstrable experience of Curriculum and/or Pastoral development.	X		X	X	X
Successful experience of positive behaviour management.	X		X	X	X
Successful experience of raising standards for all.	X		X	X	
Proven track record of setting and achieving ambitious targets and understanding achievement/progress data to set targets and identify weaknesses	X		X		X

	Essential	Desirable	A*	I*	T*
Experience as an effective senior manager/leader for a minimum of 3 years in a comparable school.		X			
Recent experience of successful leadership and management of change, within areas of Curriculum and/or Pastoral management and development.	X		X	X	
Suitability for working with children.	X		X		
3. PROFESSIONAL SKILLS					
A self-motivated and inspirational leader.	X			X	
Ability to use a range of leadership and management styles, in order to 'bring staff along' with proposed developments and projects.	X		X	X	
Able to lead by example and have a high profile in the school.	X			X	
Able to act decisively, including challenging students, staff and others to produce positive outcomes.	X			X	X
Able to take difficult decisions, conveying outcomes clearly, positively and with sensitivity.	X			X	X
Able to develop and share the collective vision for Littleover Community School.	X			X	
Able to ensure that the performance of the school is rigorously monitored, evaluated, improved and reported to the Governing Body.	X			X	
Able to work effectively with the Governing Body.	X		X	X	
Able to establish appropriate priorities for spending and effectively monitoring of the school budget, within area of responsibility.	X		X	X	
Able to utilise technology effectively	X			X	X
Able to create and maintain an effective partnership with parents/carers.	X		X	X	
Able to develop effective partnerships with other schools, the local community, Local Authority and other relevant agencies.	X			X	
Able to adapt to the changing education landscape.	X			X	

*A-Applications, I-Interview, T-Tasks