



# Deputy Headteacher Appointment

## Information Pack



**For Easter/September 2022**

Closing Date for Applications: **Wednesday 2<sup>nd</sup> February 2022 (midday)**

*'being the best that we can be'*

## Contents

- Chair of Governors' welcome
- School Information
  - Ethos
  - About the School
  - Facilities
  - School Status
  - School Timetable
  - BEST Principles
  - SLT Structure
- Job Description
- Person Specification
- Completing your application

## Chair of Governors' welcome

Thank you for your interest in considering applying for the post of Deputy Headteacher.

The Governing Body is seeking to appoint an experienced leader to work with the recently appointed Headteacher and enhance the capacity of his experienced Senior Leadership Team to support students in their efforts to succeed and be *'the best that they can be'*.

Mayfield is one of the largest schools in the country with approximately 2,000 culturally diverse students, including more than 350 in the Sixth Form. Although legally it is a Foundation school (there isn't any Foundation) whereby the Governing Body owns the land and is the employer, it otherwise acts as a community school.

Located on the Redbridge boundary, the expansion seven years ago brought a host of brand-new facilities, including a significant number of classrooms, drama studio, purpose-built sixth form centre, school hall, two sports halls, a floodlit all-weather pitch and three MUGAs, making it one of the best equipped schools in the country.

Also, within the school's grounds (but in its own completely segregated area) is the 'Mayfield Leisure Centre', comprising of a swimming pool and gym. This is wholly operated and maintained by the local authority-owned subsidiary, 'Redbridge Vision', which the school also uses for the management of out-of-hours bookings for its own sports and leisure facilities.

In order to maintain social distancing and protect the safety of staff and students, the school is able to offer pre-application site visits by appointment only. A very short video is also available to enable potential candidates to get a better perception of the premises and its facilities. If you wish to make an appointment or view the video, please e-mail: [hr@mayfieldschool.net](mailto:hr@mayfieldschool.net) and you will be provided with the private link to YouTube, and offered an appointment time.

The closing date is midday on Wednesday 2<sup>nd</sup> February 2022.

The Selection Panel will meet on Monday 7<sup>th</sup> February to decide which candidates to call for interviews etc., which will take place on Tuesday 22<sup>nd</sup> and Wednesday 23<sup>rd</sup> February 2021.

I look forward to receiving your application.

David Backhouse

**Chair of Governors MBE**

**National Leader of Governance (2012-2021)**

## School Information

### School Ethos

Learning is central to everything that the school does; it strives to ensure that every child receives the support, challenge and guidance they need to reach their full potential

The school is fully committed to the education of the whole student: maximising her/his academic outcomes and progress

The aim is also to equip all students with the skills, knowledge and competencies both in and out of the classroom that will help them succeed in their future

Each and every student's aspiration is important to the school which has set its routines and expectations to enable them to be achieved within a safe environment

Overall, the aim is to give each student every opportunity *'to be the best that they can be'*

### About the school

Mayfield is proud to be a fully inclusive school whereby all students are encouraged and supported to *'be the best that they can be'*. The safeguarding and well-being of students and staff are at the heart of all that the school does.

The rich diversity of the school's community is much valued; the school seeks to include all through strong partnerships and recognise the positive contribution of all its students, parents and other community partners.

A key strength of the school is its staff, who are passionate and committed to the task of ensuring each and every student develops the essential skills in order to make progress and be fully equipped to be successful in their future.

This is achieved by offering a broad and balanced curriculum which is exemplified by our 'BEST' philosophy which ensures students of all abilities achieve and flourish

The school takes its responsibility in upholding British Values seriously and actively promotes the fundamental basics of democracy, the rule of law, individual liberty and mutual respect of those of different faiths and beliefs.

As a result of its location in the southeast of Redbridge on its boundary with the neighbouring borough, Barking and Dagenham, the school has not always been fully subscribed, a situation not helped by over-expansion seven years ago. However, it was that expansion which has given the school its many state of the art facilities it has today.

The school's promotional video can be viewed at:

<https://www.youtube.com/watch?v=QlfFWmFFMnk&feature=youtu.be>

## Facilities

Without doubt, Mayfield has some of the best teaching, sports and recreational facilities in the country. Over the last 7 years the Governing Body has overseen the Local Authority's investment of more than £30m in all the various aspects of the school's offering for its students and staff: bright, spacious teaching accommodation and many sporting facilities.

In 2020, both Leyton Orient Football Club and Newham All Star Sports Academy (NASSA) set up a football and basketball academy at the school; both are running successfully. Students follow A-level or Level 3 BTEC pathways whilst also training several times a week with Leyton Orient/NASSA coaches and competing in external football/basketball college leagues on a Wednesday afternoon.

The most recent addition to the teaching accommodation is a new two-storey Design and Technology Centre which became operational in September 2020. It is a great asset to the school and will bring significant benefits to all the students who will learn new skills in it.

Behind this new building is the school's (snow covered) playing field, with a 6-lane x 300m running track, which occupies approximately half of the 35 acres of land on which the school is sited.



The school's sporting and leisure facilities are complemented by 15 hours' free access a week to the Local Authority's 'Mayfield Leisure Centre' which comprises a 6-lanes x 25m swimming pool and a 40-station gym. It has its own external access and car park which is fully segregated from the school. The area of land on which it is sited has been leased to the Local Authority for a peppercorn rent for 125 years.





## School Status

The school converted to 'Foundation' status on 1<sup>st</sup> January 2002. However, there is no 'Foundation'; Partnership Governors are nominated by the community and appointed by the Governing Body.

Although the Governing Body has considered a further conversion to academy status, it has not seen any significant advantages in doing so and hence has not pursued the matter further.

As a Foundation School, the Governing Body is the employer of staff and the 'Admitting Authority', although applications for admission and the administration of it are managed by the local authority as a participant in the Pan London Admissions' Scheme.

The Governing Body owns all the land and the school's buildings.

OFSTED Inspection (Section 5 in October 2018):





|  |             |
|--|-------------|
| <b>Overall effectiveness</b>                 | <b>Good</b> |
| Effectiveness of leadership and management   | Good        |
| Quality of teaching, learning and assessment | Good        |
| Personal development, behaviour and welfare  | Good        |
| Outcomes for pupils                          | Good        |
| 16 – 19 study programme                      | Good        |





## School Timetable

The school timetable is currently from 08:30 (Period 1 from 08:45) – 14:50 with a 20-minute break from 10:45-11:05, and a 45-minute lunchbreak from 13:05-13:50.





## BEST Principles

Our curriculum is supported and brought to life by high quality teaching and learning in the classroom. We passionately believe that a fantastic curriculum that is taught brilliantly will prepare our students for successful and fulfilling lives. As a result, we are committed to ensuring that every single lesson is the very best it can be. Alongside this, we endeavour to provide students with a broad and exciting range of experiences and opportunities that support their wellbeing and conduct so that they can be the best they can be and make excellent progress in all aspects of their learning journey. To make this practical, we have created our BEST Teaching, BEST Learning, BEST Wellbeing and BEST Conduct principles. These are:

| B   | E   | S  | T   |
|---|---|--|---|
| <b>Teaching</b>   |   |  |   |
| <b>Boost progress by planning with data</b><br><br><ul style="list-style-type: none"> <li>Plan using SEN passports, reading ages, CEDUOs and QLA.</li> <li>Teach to the top and provide scaffolding for those who need it.</li> <li>Challenge students with 'Think Harder' tasks.</li> </ul> | <b>Effective feedback</b><br><br><ul style="list-style-type: none"> <li>Use DIRT for written feedback.</li> <li>Use Red Amber Green planner pages.</li> <li>Target your questions.</li> <li>Use peer and self assessment.</li> <li>Use think time strategies:               <ul style="list-style-type: none"> <li>Pose, Pause, Pounce, Bounce</li> <li>Wait time</li> <li>Think Pair Share</li> </ul> </li> </ul> | <b>Success criteria</b><br><br><ul style="list-style-type: none"> <li>Use for specific tasks.</li> <li>Use to outline ingredients for excellence.</li> <li>Give opportunities to check progress against success criteria.</li> </ul> | <b>Teachers have high expectations</b><br><br><ul style="list-style-type: none"> <li>Prepare students to learn:               <ul style="list-style-type: none"> <li>do now task ready</li> <li>meet &amp; greet at door</li> <li>check equipment</li> </ul> </li> <li>Use 'no opt out' ethos.</li> <li>Rigorous follow up:               <ul style="list-style-type: none"> <li>lates, home learning, behaviour, redo any work less than their best.</li> </ul> </li> </ul> |

| B  | E   | S   | T   |
|--|---|---|---|
| <b>Learning</b>  |   |   |   |
| <b>Be prepared to learn</b><br><br><ul style="list-style-type: none"> <li>Arrive on time.</li> <li>Place all equipment on your desk and turn your planner page to green.</li> <li>Start the 'do now' task.</li> </ul> | <b>Engage</b><br><br><ul style="list-style-type: none"> <li>Use DIRT to engage with teacher feedback.</li> <li>Use peer assessment and discussion to engage with students.</li> <li>Use coloured planner pages to engage your teacher for help.</li> </ul> | <b>Show pride</b><br><br><ul style="list-style-type: none"> <li>Complete every class and home learning task to the BEST of your ability.</li> <li>Present every piece of work to the BEST possible standard.</li> </ul> | <b>Think hard</b><br><br><ul style="list-style-type: none"> <li>Push yourself to tackle the toughest tasks - aim high!</li> <li>Use Success Criteria to check your work is the BEST it can possibly be.</li> <li>Use self-assessment to check your work is the BEST it can possibly be.</li> </ul> |

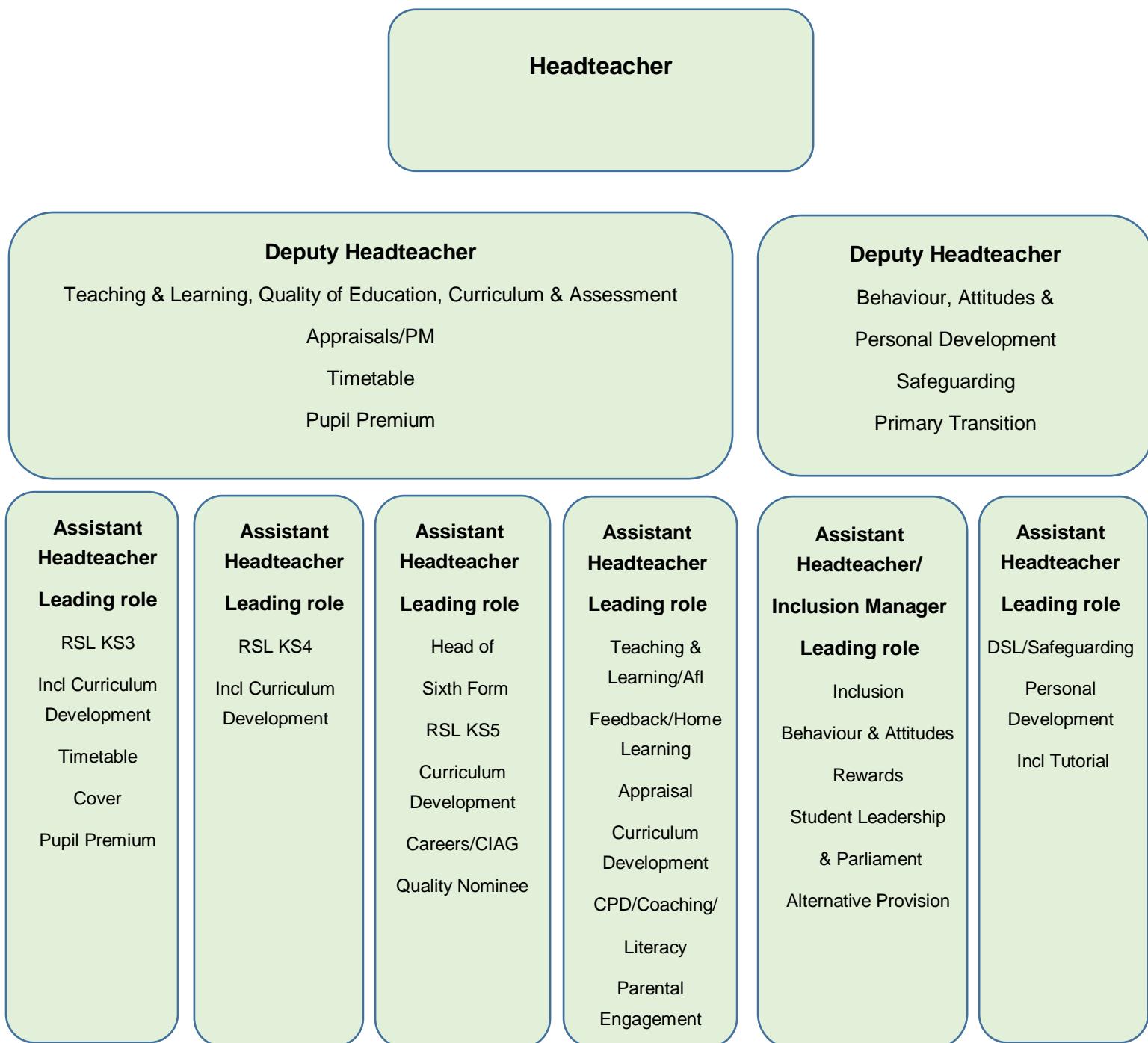
|   |  |   |   |
|---|--|---|---|
| <b>B</b>  | <b>E</b>   | <b>S</b>  | <b>T</b>  |
| <b>Well-being</b>   |  |   |   |
| <b>Belong</b>   | <b>Empathise</b>   | <b>Self-care</b>  | <b>Thrive</b>   |
|    |   |   |    |
| <ul style="list-style-type: none"> <li>• Take opportunities to <u>socialise</u>.</li> <li>• Participate in clubs or activities.</li> <li>• Show pride in being part of our school community.</li> </ul> | <ul style="list-style-type: none"> <li>• Be supportive.</li> <li>• Be compassionate.</li> <li>• Listen to others.</li> <li>• Help others when they need it.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask for help when you need it.</li> <li>• Get plenty of sleep.</li> <li>• Be physically active, eat healthily and stay hydrated.</li> <li>• Make time for yourself.</li> </ul> | <ul style="list-style-type: none"> <li>• Be grateful.</li> <li>• Make the most of opportunities.</li> <li>• Believe in yourself.</li> <li>• Channel positivity - look for the positives in all situations.</li> </ul> |

|  |  |   |   |
|--|--|---|---|
| <b>B</b>   | <b>E</b>   | <b>S</b>  | <b>T</b>  |
| <b>Conduct</b>   |  |   |   |
| <b>Be Kind</b>   | <b>Engage</b>  | <b>Stay Safe</b>  | <b>Take Responsibility</b>  |
|   |   |    |    |
| <ul style="list-style-type: none"> <li>• Treat others how you would like to be treated.</li> <li>• Show tolerance, be accepting of others.</li> <li>• Think about how your actions/words affect others.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen and follow instructions.</li> <li>• Engage and respond appropriately.</li> <li>• Communicate in a calm, respectful way.</li> </ul> | <ul style="list-style-type: none"> <li>• Make sure your behaviour does not put yourself or others at risk, inside or outside of school.</li> <li>• Make sure you are safe when online and offline.</li> </ul> | <ul style="list-style-type: none"> <li>• Be honest.</li> <li>• Accept that your actions and words have consequences.</li> <li>• Everyone makes mistakes - learn from them.</li> </ul> |



## Senior Leadership Team (SLT) – Current Structure

September 2021, following the appointment of the new Headteacher.



## The appointment of the third Deputy Headteacher

The final strategic job description and areas of responsibility will be agreed with the successful candidate in accordance with their expertise and with the strengths of the existing team and Mayfield's development priorities.

## Job Description

### Core Purpose:

The Deputy Headteacher will, under the direction of the Headteacher, take a major role in:

- providing aspirational leadership to enhance the culture of achievement and excellence.
- building upon the school's successes, accurately and rigorously identifying its strengths and weaknesses and providing strong leadership, placing students at the heart of all decisions
- monitoring of progress towards the fulfilment of those aims and objectives and managing staff and resources accordingly

The Deputy Headteacher may be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

### Qualities:

The Deputy Headteacher will:

- uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- build positive and respectful relationships across the school community
- serve in the best interests of the school's students at all times

### School culture and behaviour

Under the direction of the Headteacher, the Deputy Headteacher will:

- ensure a culture of staff professionalism
- create a culture where students experience a positive and enriching school life
- uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- sustain and enhance the school's ethos of inclusion and support for all students
- encourage and maintain high standards of behaviour from students, consistent with the school's BEST philosophy

## Teaching, curriculum and assessment

Under the direction of the Headteacher, the Deputy Headteacher will:

- establish and sustain high-quality teaching across all subjects and phases, based on evidence
- ensure teaching is underpinned by subject expertise
- effectively use formative assessment to inform strategy and decisions
- ensure the teaching of a broad, structured and coherent curriculum
- establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum

## Additional and special educational needs (SEN) and disabilities

Under the direction of the Headteacher, the Deputy Headteacher will:

- promote a culture and practices that enables all students to access the curriculum
- have ambitious expectations for all students with SEN, disabilities, and those who are disadvantaged including EAL
- make sure the school liaises effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- make sure the school fulfils its statutory duties regarding the [SEND Code of Practice](#)

## Organisational management and school improvement

Under the direction of the Headteacher, the Deputy Headteacher will:

- establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- establish and oversee systems, processes and policies so the school can operate effectively
- ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of the duty of care
- manage staff well with due attention to workload

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- ensure rigorous approaches to identifying, managing and mitigating operational risk
- allocate financial resources appropriately, efficiently and effectively
- identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- make sure these school improvement strategies are effectively implemented

### **Professional development**

Under the direction of the Headteacher, the Deputy Headteacher will:

- ensure staff have access to appropriate, high standard professional development opportunities
- keep up to date with developments in education
- seek training and continuing professional development to meet needs

### **Governance, accountability and working in partnership**

Under the direction of the Headteacher, the Deputy Headteacher will:

- understand and welcome the role of effective governance, including accepting responsibility
- ensure that staff understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- work successfully with other schools and organisations
- maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students

## Person Specification

### Appointment of Deputy Headteacher for Easter/September 2022

**Method of Assessment:** A = Application Form; I = Interview and T = Task

**Weighting key:** 3 = most important; 1 = least important

***The successful candidate will:***

| have qualifications and experience, including:  |  | A, I & T | Weighting |
|---|--|----------|-----------|
| 1.  | Qualified Teacher Status   | A        | 3         |
| 2.  | be educated to degree level  | A        | 3         |
| 3.  | provide evidence of relevant postgraduate qualification in leadership (NPQH or equivalent)   | A        | 1         |
| 4.  | senior leadership team experience at Assistant Headteacher/Deputy Headteacher level or above in a diverse and large secondary school setting(s).                                     | A & I    | 3         |
| 5.  | be able to demonstrate evidence of continuing professional development which has an impact on school improvement   | A        | 3         |
|   |  |          |           |
| embody the characteristics, with regard to their qualities and knowledge, as follows: |  |          |           |
| 1.  | hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve;  | A & I    | 3         |
| 2.  | have a demonstrable understanding of and commitment to statutory duties with regard to safeguarding  | A, I & T | 3         |
| 3.  | have successful experience of creating and maintaining productive partnerships with students, parents, governors, the local community and other organisations.                       | A & I    | 2         |
| 4.  | sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally.  | A        | 3         |
| 5.  | work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context. | A        | 1         |
| 6.  | communicate compellingly the school's vision and empowering all students and staff to excel.   | A        | 3         |
|   |  |          |           |



| be able to provide evidence of successful experience including: |  |       |   |
|---|--|-------|---|
| 1.  | being an excellent practitioner across the secondary age range.  | A     | 3 |
| 2.  | the use of assessment, analysis of student performance and outcomes data in order to set aspirational targets and inform curriculum development  | A & I | 3 |
| 3.  | accurate evaluation of school effectiveness and SMART planning for school improvement  | A & I | 2 |
| 4.  | formulating objectives, policies and plans and monitoring, evaluating and reviewing their impact   | A & I | 2 |
| 5.  | using performance management and line management to secure accountability and to improve the quality of education, leadership and raise achievement; ability and willingness to challenge underperformance | A & I | 2 |
| 6.  | managing and resolving parental complaints   | A & I | 3 |
| 7.  | having a wide and current knowledge of the national educational priorities and new developments for schools and analysis of their significance and implication for school leaders                          | A     | 2 |
| 8.  | a sound knowledge of school financial planning, budgeting and resource management for the benefit of all students and ensuring accountability to stakeholders  | A     | 1 |
| 9.  | a thorough knowledge of the national curriculum and of how to meet the needs of all students, national performance measures and academic and technical qualifications                                      | A & I | 3 |
| 10.   | having excellent oral and written communication skills and the ability to produce and present information for a wide variety of audiences.   | A & T | 3 |
| 11.   | having an ability to promote positive behaviour for learning and ensure that effective programmes for student behaviour, guidance, support and welfare are in place.                                       | A & I | 3 |
| 12.   | having knowledge of how to promote cultural diversity and embed British Values in the whole school community.  | A & I | 3 |
|   |  |       |   |

| be able to demonstrate skills and personal qualities as follows: |   |          |   |
|--|---|----------|---|
| 1.   | high expectations of themselves and others, leading by example  | A & I    | 3 |
| 2.   | demonstrate and inspire loyalty   | A        | 2 |
| 3.   | strong presentation, public speaking and writing skills, effective listening and negotiation skills   | A, I & T | 3 |
| 4.   | a management style informed by emotional intelligence and intellectual rigour; confidence, humility and resilience                            | A & I    | 3 |
| 5.   | track record of tackling difficult issues and taking hard decisions courageously and honourably, conveying outcomes clearly and sensitively   | A & I    | 3 |
| 6.   | ability to be innovative and find creative solutions, problem solve   | A & I    | 3 |
| 7.   | calm and organised under pressure with the ability to prioritise, make informed decisions and consistently demonstrate core values            | A & I    | 3 |
| 8.   | experience of delegating responsibilities and tasks, building effective teams and monitoring implementation and impact                        | A & I    | 3 |
| 9.   | proven commitment to working with all relevant agencies to keep children safe   | A & I    | 3 |
| 10.  | the capacity to be critically reflective and evaluative in order to identify accurately and candidly strengths and priorities for development | A & I    | 3 |
|  |   |          |   |

## Completing your application

### Application Form

Please complete all aspects of the application form fully (CVs will not be accepted). Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those courses in recent years which have helped prepare you for headship.

### Person Specification and Personal Statement

When writing your response, it is really important that you read the Job Description and address each of the requirements in the Personal Specification. Ensure that you evidence additional aspects, e.g. training, and qualifications together with your background and experience in your Personal Statement, which should not exceed three sides of A4.

### References

Referees will be asked to provide a reference for all short-listed candidates. There will be a swift turn-around for this process. Preferred referees are your last two employers and you should provide their official organisation e-mail address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.

### Important dates and information

|                                    |  |
|------------------------------------|--|
| <b>Pay Range:</b>                  | L28 (currently £85,290pa) to L32 (£93,724pa).  |
| <b>Virtual tour of the school:</b> | To view a short video in lieu of visiting the school in person, please e-mail: <a href="mailto:hr@mayfieldschool.net">hr@mayfieldschool.net</a> and you will be provided with the private link to YouTube. |
| <b>Pre-application Visits:</b>     | Visits are available strictly by appointment. To arrange a visit, please email <a href="mailto:hr@mayfieldschool.net">hr@mayfieldschool.net</a> for further details.                                       |
| <b>Closing date:</b>               | Wednesday 2 <sup>nd</sup> February 2022 (midday).  |
| <b>Completed applications:</b>     | Please send your application to: <a href="mailto:hr@mayfieldschool.net">hr@mayfieldschool.net</a>  |
| <b>Short-listing date:</b>         | Monday 7 <sup>th</sup> February 2022.  |
| <b>Assessment &amp; Interview:</b> | Tuesday 22 <sup>nd</sup> and Wednesday 23 <sup>rd</sup> February 2022.   |
| <b>Start date:</b>                 | Monday 19 <sup>th</sup> April 2022/Thursday 1 <sup>st</sup> September 2022.  |