

Candidate Information Pack



Deputy Headteacher

for

Netherthorpe School

Chesterfield, Derbyshire



Communities Learning Together

Cavendish Learning Trust, Netherthorpe School, Ralph Road, Staveley, Derbyshire, S43 3PU
Tel: 01246 472013 e: info@clt.org.uk www.clt.org.uk

Welcome from the Chief Executive Officer of the Cavendish Learning Trust

Dear Applicant,

Thank you for showing an interest in joining the Cavendish Learning Trust. We believe that this is an extremely exciting time to join the Trust, as the process to re-launch many aspects of our work has commenced and the successful applicant will be an integral part of delivering this with Netherthorpe School.

The Trust currently has four academies that are geographical based in Chesterfield, with over 1,600 children attending from the ages of 2 to 18. Our academies are:

- Barrow Hill Primary Academy
- Dunston Primary and Nursery Academy
- Whittington Moor Nursery and Infant Academy
- Netherthorpe School

We are very fortunate to be a cross-phase multi-academy Trust, which gives us the opportunity to share a wide range of knowledge and expertise for the benefit of the children within all of our academies.

The Vision and Values of the Trust have recently been reviewed in order to give a clear focus to the work we do and are built around our vision statement;

We are a family of schools working together focused on supporting the needs of our individual communities, providing excellent education to maximise children and young **adults' life choices**.

The Trust also has a framework for operation entitled 'Our Commitments', which ensures that all academies within the Trust are providing an equitable education to the children in the communities in which they serve. More information on both these key areas can be found by visiting our website www.clt.org.uk

Our academies are supported by a Shared Services Team which supports in the following areas:

- Education Strategy including monitoring and evaluation
- Budget setting and monitoring
- Contracts and project management
- Facilities
- Human Resources
- Data Protection and Compliance
- Health and Safety

Thank you again for your interest in joining us and the best of luck with your application. We look forward to welcoming you to the Trust and sharing with you, our commitment to support the children and communities that we serve.

Dave Williams



Netherthorpe School

Deputy Headteacher

Leadership Scale 18 – 22
(£64,143 - £70,745)

Permanent – Full Time Start Date: 25th April 2022

Overview of Netherthorpe School by the Headteacher Helen McVicar

Netherthorpe is a very popular secondary school with an incredible amount of history and tradition.

Netherthorpe can trace its origins back to 1572 when four local families, the Sitwell family, the De Rodes family, the Cavendish family and the Frechville family decided to establish a school to serve the local people of Staveley. The aim was to provide extra-ordinary opportunities for the children in the area and I am pleased to say that over 400 years later the school continues to do this.

Netherthorpe School is a truly special place. Combining modern facilities with listed buildings, this offers a unique learning environment for students of all ages to flourish. We aim for every student and staff member to 'Learn, Enjoy and Succeed' and I am pleased to say that this is the case.

In order to support the aims of the school we ensure the following:

- High quality teaching and learning experiences both within and outside of the classroom.
- A pastoral structure that ensures that students have the guidance and support tailored to their individual needs.
- A proactive student leadership structure to inform the decisions made by the School Leadership Team to help students in achieving their potential.
- The opportunity to develop students' moral and social understanding by supporting a wide range of charitable organisations through the charity committee.
- Strong and effective working relationships between staff and students.
- A warm and welcoming environment.

Due to all the work the school has done in recent years, the school is thriving with examination results increasing. It is our aim to become one of the best schools in the country and in order for this to happen it is important that we continue to work closely with our local community.

Helen McVicar

Job Description

Overview

The Deputy Headteacher will be directed and line managed by the Headteacher. The specific areas of responsibility will be determined with the successful applicant on appointment and will respond to the areas identified in the School Improvement Plan.

The main purpose of the Deputy Headteacher role is to:

- Support the Headteacher in developing, implementing and embedding the education strategy for the school
- Support the Headteacher in the day-to-day operational management and organisation of the school
- Be responsible and accountable for the quality and effectiveness of the strategies implemented within the Deputy Headteacher role
- Safeguard and promote the welfare of all children by implementation of Child Protection and Safeguarding Policies across the school
- Lead and manage the school in the Headteacher's absence
- Carry out professional duties as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document (STPCD) and other relevant statutory provisions.

1. Vision, Direction and Development of the School

The Deputy Headteacher will work with the Headteacher to develop a vision and strategic view for the school, which will inspire and motivate students, staff, parents and wider members of the school community. This should embrace and build upon the vision and values of the Trust.

It is the responsibility of the Deputy Headteacher to work with the Headteacher to achieve the strategic objectives and to ensure the vision for the school is clearly articulated, shared, understood and implemented effectively by all.

Main Duties:

- a) Support the Headteacher in setting the strategic direction of the school and reporting progress towards this.
- b) Work collaboratively with the school's Senior Leadership Team to translate the vision into agreed objectives and operational plans for the school to promote and sustain school improvement.
- c) Support the Headteacher in recruiting, inducting, retaining and deploying high-quality staff appropriately so that the vision, aims and key priorities of the school can be achieved.
- d) Work with the Headteacher to monitor and evaluate the performance of the school.
- e) Demonstrate vision, values and aspiration in everyday work and practice.
- f) Ensure the entitlement of all children at the school is met through inclusion in all areas of school life.

2. Leading and Managing Staff

Effective communication and relationships are key to effective leadership. The Deputy Headteacher will work with the Headteacher to lead and support staff to build a professional learning community, providing opportunities for everyone to achieve their full potential.

It is the responsibility of the Deputy Headteacher to demonstrate good and outstanding leadership and to support staff at all levels to ensure that actions impact positively leading to good or better student outcomes.

Main Duties:

- a) Lead and support the development of professional knowledge, skills and abilities, providing opportunities for all staff to be involved in high quality continued professional development.
- b) Recognise high performance and actively encourage talent development.
- c) Promote and develop good leadership and management practice, positive staff participation, effective communication and clear procedures.
- d) Treat everyone fairly, equitably and with respect in order to promote and embed a positive school culture.
- e) Regularly review own practice and achievements, setting personal targets and take responsibility for own personal development, taking account of the feedback from others.

3. Accountability

The Deputy Headteacher will support the Headteacher in being accountable for the effectiveness of the school to the Chief Executive Officer and the Academy Improvement Board. Ultimate accountability lies with the Board of Cavendish Learning Trust.

It is the responsibility of the Deputy Headteacher to rigorously monitor and evaluate the performance of the school and provide honest, informative reports to the Headteacher and the Academy Improvement Board.

Main Duties:

a) In relation to the Headteacher

- To support the leadership and management of the school on a day-to-day operational management and organisation basis.
- To meet regularly in order to monitor and evaluate the performance of the school.
- To work directly with the Headteacher in determining the strategic direction of the school and the wider deployment of resources.

b) In relation to Academy Improvement Board:

- To advise and assist in the exercising of its functions.
- To attend meetings as required by the Headteacher.
- To provide reports as appropriate and necessary.

c) In relation to the students, their families and the wider community:

- To ensure that the needs of the students are at the heart of all decision making.
- To develop and maintain positive relationships which support learning.
- To promote a positive image of the school and the Trust.
- To provide regular communication and promote active engagement between home, school and the wider community.
- To provide regular opportunities for dialogue between families and staff

d) In relation to school employees:

- To ensure that all employees are managed in line with the Employer of Choice principles.
- To inspire and recognise talent across the Trust.

e) In relation to the Trust, the Local Authority and partner agencies:

- To share information as appropriate.
- To develop and maintain positive relationships which support learning.
- To contribute to the development of the education system by, for example, sharing good practice, working in partnership with other establishments and promoting innovative initiatives.
- To co-operate and work with relevant agencies to protect children and promote their wellbeing.
- To liaise with partner agencies and professional bodies in the best interests of the pupils and in the meeting of statutory obligations.

6. Generic Requirements

a) It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of duties

b) All employees of the Trust are required to uphold the Equality Policy and the Code of Conduct.

c) All staff will ensure the safeguarding of young people by the implementation of Child Protection and other safeguarding policies.

Person Specification

	Key Requirements	Essential	Desirable
Qualifications	Right to work in the UK	✓	
	Qualified Teacher Status	✓	
	Evidence of professional development in preparation for school leadership	✓	
	Further qualifications that would support the development of the academy		✓
Knowledge, Skills and Experience	Experience of teaching across all secondary key stages	✓	
	Extensive experience of delivering exceptionally high standards in teaching and learning and inspire and coach those around you to do the same	✓	
	In depth knowledge and understanding of the secondary curriculum and wider education system	✓	
	In depth knowledge and understanding of the Special Needs Code of Practice		✓
	Experience of developing and implementing whole school strategies to raise standards	✓	
	Proven track record of leading others, appointing staff, conducting appraisals and managing performance	✓	
	Experience of working within a senior leadership post in a secondary setting	✓	
	Experience working in a multi-academy trust or federation of schools		✓
Skills, Abilities and Personal Qualities	A strategic thinker who can work with the staff and other stakeholders to implement the Trusts vision and values, underpinned by a strong moral purpose	✓	
	Committed to education and to raising the academic standards amongst children and young people	✓	
	Highly effective negotiating and influencing skills, with the ability to inspire confidence, forging effective partnerships with all stake holders, partners and colleagues	✓	
	Excellent communicator, including public speaking and a proven ability to communicate effectively with a variety of audiences	✓	
	Evidence of highly effective leadership a colleague who can build a positive organisational culture, encourage reflection, delegate responsibility, build teams, strive for continuous improvement and inspire all staff, pupils and stakeholders to achieve their full potential	✓	
	A leader who can analyse and process complex information and data quickly and rigorously to make the best opportunities	✓	
	Demonstrate flexibility and adaptability in juggling a range of different tasks and work effectively to achieve tight and/or changing deadlines	✓	
	To be able to hold others to account and provide support and challenge	✓	

How to Apply and Visit our Academy

Visits to Netherthorpe School are highly recommended and warmly welcomed. To arrange an appointment, please contact the Headteacher, Helen McVicar by email at h.mcvicar@netherthorpe.derbyshire.sch.uk or by calling 01246 472220 and speaking to the Headteacher's PA Lynne Jordan.

Please submit a fully completed application form, which can be found on the Cavendish Learning Trust website www.clt.org.uk supported by a personal statement which details your reasons for applying and how your experience meets the requirements outlined in this pack.

Completed applications should be addressed to the Headteacher, Helen McVicar and sent via email to h.mcvicar@netherthorpe.derbyshire.sch.uk.

Cavendish Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to complete an enhanced DBS check and all job offers are subject to satisfactory references, a health screening questionnaire and proof of eligibility to work in the UK.

Closing Date for applications: 10th December 2021

Interview Dates: 16th and 17th December 2021

Please note: References for all short-listed candidates will be requested before the interview.

Start Date: 25th April 2022

Safeguarding & Child Protection at Cavendish Learning Trust

This handout provides a brief introduction to Safeguarding and Child protection issues. It should be read in conjunction with the Safeguarding and Child protection Policy for each academy which can be found at www.clt.org.uk

Safeguarding

Safeguarding is everyone's responsibility

Cavendish Learning Trust are required to ensure a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.

This means:

- Protecting children from maltreatment
- Preventing impairment of health or development;
- Ensuring circumstances consistent with provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

Child Protection

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child Protection is part of safeguarding and promoting welfare.

All our academies have a senior member of staff as Designated Safeguarding Lead (DSL) and several Deputy DSL's who work alongside them.

Key Areas

- Early Help
- Four Categories of abuse
- Signs and symptoms of abuse
- Receiving / dealing with disclosure
- Making referrals
- Safe working practice

Early Help

Our Early Help Team work together across the academies and are supported by our Early Help Manager to identify concerns early and provide help for children, to prevent concerns from escalating

Abuse

Maltreatment of a child, by inflicting harm, or by failing to prevent harm

Categories of abuse

1. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs including failure to:

- Provide food, clothing, adequate supervision;
- Ensure access to appropriate medical care;
- Protect child from danger

2. Physical abuse or injury

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.
- inducing illness, carer fabricating symptoms

3. Sexual Abuse or injury

- Forcing or enticing a child to take part in sexual activities;
- May involve penetrative/non penetrative/non-contact activities.

4. Emotional abuse

- Persistent emotional maltreatment;
- The child may be made to feel worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- May involve seeing or hearing the ill-treatment of another person.

Signs and symptoms of abuse

The list below is a few examples of possible signs and symptoms:

- Visible marks e.g. bruises, burns, cuts on body
- Inappropriate state of clothes, poor hygiene
- Behaviour e.g. centre of attention, aggressive & bullying, very withdrawn
- Relationships e.g. isolated with no peer group interaction, clingy/inappropriately close
- Patterns of behaviour or a change in behaviour
- Patterns of absence or punctuality

If you have a concern about a child, NEVER underestimate your information – **PASS IT ON TO YOUR** Designated Safeguarding Lead (DSL)

Receiving / Dealing with disclosure

Disclosure is often what a child deliberately communicates to you in words or actions.

1. Receive

Listen, remain neutral, accept what the child says

2. Reassure

Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.

3. React

Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL.

4. Record

Make notes asap and use child's actual words where possible, be objective, keep notes safe.

5. Support

Create space and time for child throughout and after the process, get support for yourself.

Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

Confidentiality

Staff must NEVER promise total confidentiality to a child. However, that does not mean that you can tell ALL colleagues about a disclosure. Pass any information on to the DSL but do not tell anyone else. The DSL will inform other staff if they need to know any information about the child.

Making Referrals

The DSL will usually decide whether or not to make referrals. However, it is important to note that any staff member can refer their concerns to children's social care directly

Safe Working Practice

- Be visible and open in your practice
- Let pupils do as much for themselves as they can
- Offer support / help rather than assume the child needs it
- Keep physical contact to a minimum and be able to justify it
- Think about the level and type of contact
- Staff are in a position of trust with pupils. Inappropriate behaviour with or towards children is unacceptable
- A concern about a colleague must be passed to the Headteacher or DSL. A Concern about a headteacher should be passed to the Chair of the Academy Improvement Board. In either case a discussion with the Cavendish Learning Trust's Executive team of designated officers, is appropriate.

If a child is in immediate danger call the **EMERGENCY SERVICES ON 999.**

If you are concerned that a child is suffering or is at risk of significant harm please contact **THE DSL AT YOUR ACADEMY** or **CALL DERBYSHIRE** on Tel: 01629 533190

Short Privacy Notice for Application Forms

This notice explains what personal data we will hold about you, how we collect it, and how we will use and may share information about you during the application process. We are required to notify you of this information, under data protection legislation.

Please ensure that you read this notice as well as our privacy notice which can be found on the Cavendish Learning Trust Website www.clt.org.uk which detail how we use your information.

Why Do We Collect This Information?

Once you have submitted an application form, the School use this information in order to take a decision on recruitment and to take steps to enter into a contract.

What Information Do We Collect?

We collect the following information from the application form in order to take a decision as to recruitment:

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;
- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;

How we may share the information

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually, information will be anonymised but this may not always be possible. The recipient of the information will be bound by confidentiality obligations. We may also be required to share some personal information as required to comply with the law.

How long we keep your information

We keep the personal information that we obtain about you during the recruitment process for no longer than is necessary for the purposes for which it is processed. How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.