



## Deputy Headteacher: Quality of Education Recruitment Pack

|                     |  |
|---------------------|--|
| <b>JOB TITLE</b>    | <b>DEPUTY HEADTEACHER - QUALITY OF EDUCATION</b>     |
| <b>SALARY</b>       | <b>L18-22</b>  |
| <b>CLOSING DATE</b> | <b>Tuesday 25th January 2022</b>                     |
| <b>INTERVIEWS</b>   | <b>Tuesday 1st &amp; Wednesday 2nd February 2022</b> |
| <b>START DATE</b>   | <b>September 2022</b>                                |

January 2022

Dear Applicant,

Thank you for taking an interest in joining LHS. This post gives you the exciting opportunity to join a strong team in a vibrant, happy, inclusive school and to make a real difference to the lives of our young people. I hope this letter provides some useful context and helps you to decide whether you would be a good 'fit'. This is a crucial appointment for us.

I joined the school as deputy headteacher in 2016 and was subsequently appointed to lead the school as headteacher from September 2020. I can absolutely attest to this being a wonderful place to work. I was absolutely delighted to be appointed to the headship of Longbenton; it is the only school I would want to lead.

My appointment as headteacher means you will be joining the leadership team at an exciting time of change. We are currently completing a staffing restructure for September 2022, including the complete reorganisation of the senior leadership team. The retirement of our current Deputy Headteacher and the restructure have provided the scope to create two new Deputy Headteacher posts to work alongside myself and three Assistant Headteachers. These roles would be ideally suited for existing Deputy Headteachers looking to expand their school experience prior to headship or experienced Assistant Headteachers looking to take on their first promoted post. Fundamentally, I am seeking staff with a sharp understanding of what strong leadership looks like and what drives school improvement; the ability to think strategically and experience of holding others to account to get results. Our senior team works together very closely, openly and honestly without any jostling over ego or status – which in my experience is an incredibly rare find – and we are looking for staff who can bring fresh eyes and healthy challenge but work collegiately and collaboratively too. We are looking for someone who can make an immediate impact as a deputy headteacher, but you will also get plenty of support to help you succeed as you grow into the role.

Our most recent Ofsted report from 2018 and IDSR from 2019 are now considerably out of date and do not reflect the school you see today. However, this legacy of weak outcomes and an RI grading are still with us and we have made great strides in leaving this behind in the last year. I would like to be honest with applicants about the fact that our capacity and ability to improve is hampered by a considerable financial deficit (primarily driven by a history of under-PAN year groups) although we are forecast to be out of in-year deficit by 2022-3. I say this not to dissuade you from applying, but so you can see the scale of the challenge to turn the school around and change community perception of what and who we are. We met our PAN (180) in September 2021 and our retention from Year 11 into Year 12 increased by 10%. Centre Assessed Grades in 2021 showed the impact of recent change: overall P8 at -0.2 and 5+ and 4+ basics outcomes at 72 and 46% respectively (an increase of 10% and 6% on 2019).

We have undertaken a great deal of work since September 2020 to re-boot routines and expectations and our school values have been re-branded. A new vertical house system, new tutor programme, enrichment curriculum and staff training on protected characteristics (sexual harassment, homophobia, racism) are all part of our recent work on character education.

LHS really is a great place to work. Our most recent staff and parent surveys highlight this: 97% would recommend the school to another parent; 93% of staff feel behaviour has improved; 100% of staff said they were proud to work at the

school; 98% of staff felt that senior leaders and managers “are considerate of my well-being and do all they can to ensure the school has a motivated, respected and effective teaching staff”. Recent SDP (school development partner) reports demonstrate that we are much improved: “the senior team have a clear vision for the development of quality first teaching and what makes ‘learning brilliant’ at Longbenton High School”; “the new leadership team share a clear vision for the school and are ambitious for their students and for their curriculum. They are committed to continuous improvement.”

Our students are brilliant and they deserve an excellent appointment. We really care about them and their futures and pride ourselves on excellent relationships. You can see them - and us - and get a better sense of what we are about in our promotional films on our website [here](#) and [here](#).

We warmly welcome visits to the school ahead of your application. If you would like to visit us, please contact Anna Peach, Business Manager, at [ap@longbenton.org.uk](mailto:ap@longbenton.org.uk) to arrange this. We are holding two windows for tours of the school and where you can meet members of the senior team: Monday 17th January 4-6pm and Wednesday 19th January 2-4pm. (We will of course try to accommodate you outside of these times if necessary).

I hope that this is the right opportunity for you; good luck with your application.



Kelly Holbrook  
Headteacher

### How should you apply?

If you are as excited by this opportunity as we are, please complete the application form, paying attention to the **job description and person specification, outlining how you meet this criteria**, with as many concrete examples as possible. In addition, outline in your **covering letter** (no more than 2 sides of A4):

- Your leadership philosophy
- What you view to be the main challenges and opportunities we currently face as leaders in schools and how we should approach them
- What you can bring to Longbenton High School

**Please ensure you specify clearly which DHT post you are applying for: Quality of Education or Culture & Ethos.**

Completed applications should be sent by email to [recruitment@longbenton.org.uk](mailto:recruitment@longbenton.org.uk)

Further information about the school is available on the school website [www.longbenton.org.uk](http://www.longbenton.org.uk) and on social media @longbentonhs (Twitter) and longbenton\_high\_school (Instagram)

## School Information: Our story...

Longbenton High School (LHS) is a highly aspirational, truly comprehensive and smaller than average 11-18 secondary school of around 900 students, in the NW of North Tyneside, on the outskirts of Newcastle upon Tyne. The school building is bright and modern: a new build was completed in 2016. LHS is a local authority school and part of the North Tyneside Learning Trust. We were last inspected in November 2018 and judged to be RI. Since then a new Headteacher and Deputy Headteacher have been appointed (September 2020). Our vision is to be an excellent school for our local community; a school of first choice that students are proud and happy to come to every day.

Our school roll is growing: we are at PAN as of September 2021 in Year 7 with 180 and our 6th form growth was up 10%. We have 5 feeder schools but take from as many as 15-20 in the local area. Being close to the boundary with Newcastle we have higher numbers than usual at non-statutory transition points. Our intake broadly reflects most local key characteristics: majority white British (93%); broadly average in terms of prior attainment but with a high IDACI deprivation index (over-represented in categories 2-5;  $\frac{2}{3}$  live in the lowest 50% of IMDB); around 32-33% of students since 2018 have been FSM6 against 27-28% nationally. We have much higher proportions than national of EHCP / SEN K students.

The school is in deficit and working with the local authority to meet a 3 year deficit recovery plan. We are on a journey to turn around the school: leadership vision and intent is clear and we are embedding long term change around culture, ambition and the quality of education. This is reflected in our improved outcomes under two years of centre assessed grade requirements since 2019.

Our curriculum is traditional but we recognise the value of the arts (music, drama, art) in our timetable. We are constantly developing the options process to ensure we have the best offer we can for our students: recent changes have been an enrichment option in Year 9 and oracy/reading lessons in Year 7 and 8.

We are proud to serve our local community and want to give every student the opportunity to EVOLVE, CREATE, DISCOVER, PERFORM, and ACHIEVE in their time with us. Our ethos is based around these 'KIDMAP' values: ● Kindness ● Integrity ● Determination ● Manners ● Ambition ● Positivity

### Our aims for all staff at LHS are:

- A focus on clear priorities - without 'drowning' staff in new initiatives
- An evidence informed approach to CPD, including plenty of personal development opportunities
- Plenty of time to embed CPD and training in departments and teams
- An open-door culture where best practice is shared and celebrated and a focus on instructional coaching to get the best out of teachers
- To be mindful of teacher workload and ensure staff have a sensible work/life balance
- To encourage participation in all aspects of school life outside of the classroom
- To create a positive and supportive staff community
- To provide appropriate role-specific training and encourage skills development for progression
- To develop and nurture talent and our own excellent leaders, who in turn are able to nurture their own high performing teams

- To support in the development of excellent relationships with students, parents and carers and our wider community



## Key headlines: 3 year trend

| KS4 data | FFT50<br>(min target P8 score) | Actual P8 score | 4+ basics     | 5+ basics     | 7+ basics     | A8 score |
|----------|--------------------------------|-----------------|---------------|---------------|---------------|----------|
| 2019     | -0.23                          | -0.5            | 62%           | 41%           | 8%            | 43.6     |
| 2020     | -0.68                          | -0.29↑          | 72%↑          | 46%↑          | 14%↑          | 46.1↑    |
| 2021     | -0.21                          | -0.29→          | 73%↑<br>(76%) | 47%↑<br>(45%) | 14%→<br>(10%) | 49.1↑    |

Figure in brackets is target

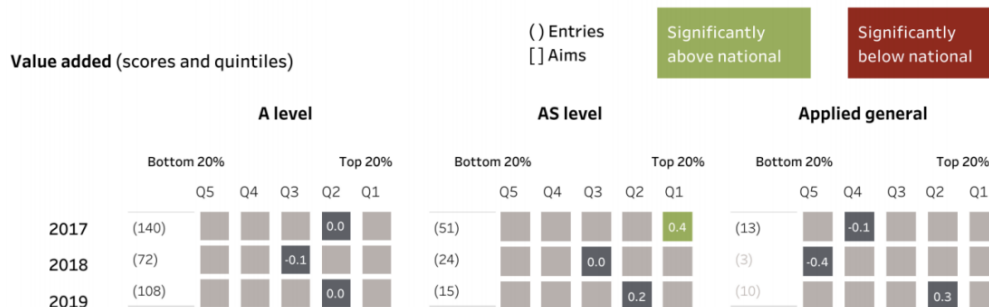
### L3 Overall

|     | Measure                                     | Value  | %       |
|-----|---|--------|---------|
| ①   | Students included in L3 Overall Cohort      | 35     | 100.0 % |
| ①   | L3 Overall Average Points per Entry         | 38.77  | -       |
| ①   | L3 Overall Average Grade                    | B=     | -       |
| ①   | L3 Overall Total Entries                    | 102.00 | -       |
| ①   | L3 Overall Average Points per Pupil         | 113.00 | -       |
| ①   | Students included in L3 Overall Value Added | 34     | 97.1 %  |
| ① ▲ | L3 Overall VA                               | 0.26   | -       |
| ①   | L3 Overall VA Upper Confidence Limit        | 0.47   | -       |
| ①   | L3 Overall VA Lower Confidence Limit        | 0.05   | -       |

### A Level

|     | Measure                                  | Value  | %      |
|-----|--|--------|--------|
| ①   | Students included in A Level Cohort      | 32     | 91.4 % |
| ①   | A Level Average Points per Entry         | 39.77  | -      |
| ①   | A Level Average Grade                    | B=     | -      |
| ①   | A Level Total Entries                    | 88.00  | -      |
| ①   | A Level Average Points per Pupil         | 109.38 | -      |
| ①   | Students included in A Level Value Added | 31     | 88.6 % |
| ① ▲ | A Level VA                               | 0.27   | -      |
| ①   | A Level VA Upper Confidence Limit        | 0.50   | -      |
| ①   | A Level VA Lower Confidence Limit        | 0.04   | -      |

## 3 year trend - KS5



**All students at Longbenton High School can expect:**

- to feel valued and safe
- to work and learn together as a harmonious community based on mutual respect
- to be challenged to learn and explore new ideas
- to be encouraged to think independently
- to take responsibility for their own learning
- to make excellent progress with the guidance, feedback and support that we give them
- to benefit from an inspiring curriculum
- to be encouraged to stay healthy
- to become responsible, caring, moral citizens
- to make positive contributions to the school, local and global community
- to be pushed to expand their horizons and aspirations
- to achieve their full potential



## Teaching and CPD at Longbenton...

We do not have a prescriptive, 'tick-box' approach to teaching at LHS; teachers can be autonomous and we believe that the curriculum drives progress. We do not grade lessons and we do not subscribe to a formal '3 lesson observations per year' approach. This is because we want to focus on generating exciting and engaging professional dialogue every week about what makes great teaching and about how we can all tweak our practice to get that little bit better. Our teaching practice here is based on the latest thinking in pedagogy; for example Rosenshine's teaching principles and Tom Sherrington and Oliver Caviglioli's Teacher Walkthrus. We use this as the basis of our day to day teaching, but staff are free to adapt this to their own contexts and subjects. We have just updated our appraisal process for 2021-2 based on a professional growth model.

We have a rich programme of CPD opportunities: weekly CPD every Tuesday afternoon (students finish early at the end of Period 4), including dedicated time for subject planning and development in departments; regular twilight sessions on core whole school focus areas (currently oracy); 'Open Door Fortnights' where staff can learn from and share best practice; access to high quality leadership development opportunities for aspiring middle and senior leaders; and a comprehensive induction and support programme for ECTs.

We are a PIXL school and currently engaged in a DfE oracy project led by Voice21. We try to ensure that there are not too many conflicting priorities and that staff have time to develop and embed training within their own subject disciplines. Our focus for middle and senior leaders from January 2022 is the launch of an 18 month Transformative Teaching programme led by Ambition Institute to re-boot our curriculum and the roll-out of a new instructional coaching programme.

## Our school philosophy: marking & feedback, assessment and home learning

**The curriculum is the progression model** Do students know more, understand more, remember more; can they *do* more? The teaching of concepts is key to helping students build long term understanding and build new knowledge. Assessment and homework should be clearly connected to concept work.

**Home learning helps to embed our values** Our KIDMAP school values - specifically determination, ambition and positivity - are qualities that home learning should reinforce. Home learning should encourage and develop in students self-discipline, study habits and a sense of responsibility and commitment to their own learning. Home learning should also be about the development of skills and experiences through attendance and participation in extra-curricular activities and our Period 6 timetable from 2.45-3.45pm.

**Fewer things in greater depth** Students need high-quality feedback they can act on, rather than every single piece of writing marked without any student response or engagement with feedback. Marking should be 'meaningful, manageable and motivating'.

**Feedback looks different in different subjects** We do not subscribe to a one size fits all approach for subjects or key stages. Different department areas will set homework in varying formats, on different online platforms and at different paces. This makes what is set more meaningful, rather than setting a homework timetable for the whole school.

**Formative is just as powerful as summative assessment** Feedback can and should take place in the classroom, and checking for understanding should always take place throughout lessons. Written, summative comments should not be the only way to provide students with feedback. Feedback might be verbal discussion, whole class feedback on common misconceptions or DIRT ('directed improvement and reflection time'). Teachers should dedicate lesson time to summarising strengths and additional focus areas to their classes. The type of feedback should also depend on the type of assessment: if the test is to see what students know, feedback doesn't need to be about improvement; if it is about helping students learn then it should.

**Feedback should be very specific** Areas for improvement might be described as WW/EBI (what went well/even better if). These are effective when expressed as questions to elicit a student response eg 'Could you give an example...?' Or 'How does this compare with...?'

**Evidence of progress over time is crucial** Looking at student work and having conversations with them over time, looking for better understanding of concepts, results from low stakes quizzing and retrieval practice, checking if students can articulate what they know, understand and can do - these are all ways to measure progress more effectively rather than the mark from a one-off assessment or test.

**Planning first, marking second** Teachers should not mark sets of classwork after every lesson, putting written comments in every book. Checking books quickly after lessons and summarising the strengths and weaknesses for the next lesson, building this into lesson planning, is far more powerful and impactful.

## **Leadership development**

We provide a range of support and development for our leaders in a variety of ways: fortnightly line management meetings with an experienced member of the SLT, focusing on strategic leadership development as well as the day to day monitoring of the quality of education • Curriculum leader 'breakfast meetings' to shape the direction of the school in collaboration with SLT and take ownership of operational issues • Half termly CPD for middle leaders focusing on a range of topics • Supporting staff who may want to develop their own professional qualifications in collaboration with the Ambition Institute; for example the new NPQs • School-based opportunities to gain leadership experience, e.g. associate SLT roles and in house CPD for aspiring middle and senior leaders • We are investing in an 18 month Transforming Teaching programme with all of our curriculum leaders starting January 2022.

## **Be part of a supportive, collegiate team...**

We are conscious that working in education today can be stressful and at LHS we are conscious to alleviate pressures on staff where we can: Staff Wellbeing Group who meet every term • Feedback and marking is based on streamlined 'DIRT' principles (new policy 2021) • Teachers are not expected to write lengthy reports for students; we have 3 main grade captures per year • We do not grade lesson observations • Teachers are not required to keep lengthy 'evidence files' for appraisal • Plenty of department CPD time creates space for joint curriculum planning • We work alongside organisations such as Just Like Us and Stonewall and have undertaken recent training as a whole school around the LGBTQ+ agenda, equality and diversity and sexual harassment • Our school has a thriving Equalities Team (staff and students)

We have 57 FTE teaching staff. Teaching staff turnover in summer 2021 was 20%, which is higher than normal - several staff retired and 3 staff progressed on to promoted posts.

We have tight, robust behaviour management systems and a visible and supportive senior leadership team who will 'have your back'.

## **Period 6 / Enrichment / House System**

We have a wide range of clubs, enrichment activities, trips and visits - everything from Surf Club at Tynemouth Longsands to Warhammer. We changed the timings of the school day in September 2021 so that 2.45-3.45 became 'Period 6' for enrichment activities and clubs. We have also rolled out an enrichment curriculum in Year 9 where students have dedicated time to undertake courses such as coding, Sports Leaders or Duke of Edinburgh Award in order to expand their skills-set. Students in Year 12 have the opportunity to undertake the EPQ.

We launched a new vertical House System in October 2021: our 4 houses are Alnwick, Bamburgh, Dunstanburgh and Warkworth. Students attend a vertical house form on Fridays and a year group form Monday - Thursday. The PSE curriculum is delivered by form tutors during a dedicated lesson on Tuesday mornings.

Staff alignment to the vision and systems of our school is of critical importance; demonstrating your alignment with what we are about at interview will be key to the right appointment to this post.

Key responsibilities for the Deputy Headteacher, Quality of Education are set below. Whilst this is the outline of the role we are looking to fill, fundamentally we are looking for the right person. This means there is flexibility in the responsibilities. This role drives school improvement in tandem with the Culture & Ethos Deputy Headteacher role (which will also be a new appointment).

Essentially this Quality of Education DHT role means taking responsibility for ensuring that the curriculum is the progression model. We need someone with the strategic wide view on curriculum, teaching and learning and assessment, who can inspire and hold to account subject leaders and improve outcomes. Therefore this role requires high level analysis of a myriad of school processes combined with the forensic analysis of all student progress, working across year groups and with other leaders to enact change.

You will directly line manage year leaders (Y10, Y11 re. KS4 outcomes) and core subject leaders (Maths, English and Science), working strategically with them to implement impactful, meaningful change. You will work closely with the AHT responsible for CPD & Assessment and AHT for Careers, Reading & Oracy.

This role needs to have impact on our outcomes. You will be the strategic lead for curriculum, assessment, teaching and learning, coaching and staff development, quality assurance systems and the school timetable.

## Job Description

|                                |   |
|--------------------------------|---|
| <b>Job Title</b>               | Deputy Headteacher - Quality of Education                             |
| <b>Salary</b>                  | L18-22  |
| <b>Contract</b>                | Full time, permanent  |
| <b>Responsible to</b>          | Headteacher   |
| <b>Line Management</b>         | Assistant Headteachers x 2; Heads of Y10, 11 and Sixth Form (5 staff) |
| <b>Teaching commitment</b>     | Approx. 30% (15 periods per fortnight) - TBC/negotiated annually      |
| <b>Date of job description</b> | October 2021  |
| <b>Start date</b>              | September 2022  |

### Primary purpose of the role & key strategic responsibilities

The key purpose of this role is to:

- ☐ Lead on the Quality of Education within the school: curriculum, timetable, teaching, assessment and standards
- ☐ Lead on the quality assurance of teaching and learning, including the strategic direction of pedagogy and classroom practice
- ☐ Lead on coaching and staff development, including performance management, CPD, ITT and ECTs and staff wellbeing
- ☐ Have direct impact on KS4 outcomes through line management of key posts including KS4 year leaders and core subject leaders.

### Role and key responsibilities

#### Strategic Leadership

- ☐ To deputise for the headteacher in their absence and work in association with them to formulate the direction, aims and priorities of the school, including taking a strategic lead in self-evaluation and development planning
- ☐ Support the Headteacher in the day-to-day leadership of the school, deputising for them as required
- ☐ Strategic leadership of KS4 outcomes
- ☐ To uphold and live our LHS 'leadership competencies'
- ☐ Strategic leadership of sub-team within SLT (AHT staff TBC) ensuring the development of their leadership for best impact
- ☐ To lead, maintain and further develop high standards of teaching, learning and assessment within the school, through regular monitoring and coaching and by personal example
- ☐ To take a strategic lead on staff development (meetings, CPD delivery and training days, instructional coaching); including the line management and work of the appropriate Assistant Headteacher/s related to this (CPD, ITT, ECTs)
- ☐ Lead on a positive work environment culture which promotes teachers' sense of self-efficacy, which contributes to increased satisfaction and retention; facilitate an open-door culture committed to teacher development
- ☐ To lead on the practical organisation of quality assurance systems within the school
- ☐ To lead the quality of line management and performance management through the school
- ☐ To ensure and secure high expectations, effective deployment of resources and improved learning outcomes for all pupils

- ☐ To be the strategic lead for the school timetable and the curriculum options process, working to direct the AHT with responsibility for this
- ☐ To ensure that the character and reputation of the school is highly regarded and maintained
- ☐ Ensure accurate and up to date records are kept on student progress and to monitor school performance against targets
- ☐ Lead on the quality assurance of reports to parents and the accuracy of information provided
- ☐ To analyse and interpret relevant school, local and national data; to be outward facing and to always actively seek best practice, rooted in sound research (including Ofsted awareness/Ofsted training)

### Teaching and Learning

- ☐ To be an exceptional classroom practitioner and, systemically, to provide model teaching and learning strategies to staff
- ☐ Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods
- ☐ Support the HT with monitoring and evaluation of teaching, learning and assessment across the school and contribute to the school self-evaluation and review and the development of school improvement plans
- ☐ To ensure that school capability procedures are followed where teaching is not of a sufficiently high quality
- ☐ Train, support and equip senior leaders to act upon student summative data
- ☐ Lead and maintain a systemic, recorded approach to lesson observations, learning walks, book scrutiny and other evaluations in conjunction with the Headteacher and other leaders within the school
- ☐ Develop a culture that supports and facilitates student progress and is limitless in its ambition

### Leadership of staff and resources

- ☐ Effective strategic workforce planning based on budget, data analysis and reports to forecast staffing needs
- ☐ Actively lead and participate in the recruitment and selection process of new staff
- ☐ Coach, mentor and develop Assistant Headteachers and middle leaders with a view to developing strategic leadership and succession planning
- ☐ Support and hold to account specific teaching and support staff through the school's line management structure. This includes directing and monitoring work, recognising hard work, effort and good performance as well as honest and constructive feedback to support continuous development and progression; manage staff in accordance with the school's HR policies and procedures.
- ☐ Leadership of the annual appraisal process for teaching and staff in line with school policies and procedures.
- ☐ Ensure the effective deployment of staff in response to strategic and operational requirements, planning for change where appropriate and ensuring work is delivered and objectives achieved
- ☐ Ensure good management practices, enabling positive staff participation and engagement, effective communication and working within the school
- ☐ Deploy delegated resources appropriately to ensure that costs remain in line with budget, ensuring value for money from procured services

### General responsibilities

- ☐ To act in accordance with the school's policies and procedures.
- ☐ To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our school.
- ☐ To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day.
- ☐ To adhere to the school's Safeguarding Policy and Procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.

- ☐ To contribute to the provision of an effective environment for learning.
- ☐ To support the promotion of positive relationships with parents and outside agencies.
- ☐ To attend skill training and participate in personal/performance development as required.
- ☐ To take care for your own and other people's health and safety in line with school policies and procedures.
- ☐ Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

## Person Specification & Leadership Competencies

|                                | <b>Essential</b><br><b>A = application I = interview</b>  | <b>Desirable</b><br><b>A = application I = interview</b>  |
|--------------------------------|---|---|
| <b>Leadership</b>              | <ul style="list-style-type: none"> <li>→ Significant recent experience leading a team/s of staff; ability to quality assure implementation and impact of a department or area and strategically address areas of concern or development (A, I)</li> <li>→ Ability to motivate learners and staff; to lead, coordinate, delegate and empower (I)</li> <li>→ Successful experience of achieving school improvement, rooted in research and evidence; outcomes impact (A, I)</li> <li>→ Previous pastoral and/or curriculum middle leadership experience (A)</li> <li>→ Using hard and soft data effectively to identify issues and demonstrate impact (A, I)</li> <li>→ Ability to manage change, work under pressure, see things through to completion (I)</li> <li>→ Proven impact in raising standards and ability to secure healthy accountability (A, I)</li> <li>→ Experience monitoring the progress of students and interpreting performance data (A, I)</li> </ul> | <ul style="list-style-type: none"> <li>→ Evidence of multi-agency work and collaboration (parents, other schools, charity partners, school development partnerships) (A)</li> <li>→ Ofsted training / inspector (A)</li> <li>→ Experience of multi-agency work and collaboration (A, I)</li> <li>→ Ability to write and amend school timetable (A)</li> <li>→ Understanding and experience of school finance and financial management (A, I)</li> </ul> |
| <b>Teaching &amp; Learning</b> | <ul style="list-style-type: none"> <li>→ Excellent classroom practitioner (I)</li> <li>→ Understanding of leadership and development of outstanding teaching and learning at whole school level (A, I)</li> <li>→ Understanding of high quality teaching and learning and the ability to model this for others and support others to improve (A, I)</li> <li>→ Up to date awareness of evidence-based best practice and trends in teaching pedagogy; ability to lead on research informed practice (A, I)</li> <li>→ Use of data and performance management for benchmarking and setting targets for improvement (I)</li> </ul>   | <ul style="list-style-type: none"> <li>→ Experience of raising standards directly through staff CPD delivery (A, I)</li> <li>→ Experience of curriculum design and planning (A)</li> <li>→ Coaching experience (A, I)</li> <li>→ Use of new technologies in learning and teaching as well as management and administration of teaching and learning (I)</li> </ul>  |
| <b>Skills and knowledge</b>    | <ul style="list-style-type: none"> <li>→ Effective communication and interpersonal skills; ability to engage a wide variety of audiences and build effective working relationships (I)</li> <li>→ Visible and 'hands-on'; walking the talk of leadership (I)</li> </ul>   | <ul style="list-style-type: none"> <li>→ Awareness of current legislation and local issues (A, I)</li> </ul>  |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>→ The ability to plan meticulously, think strategically and creatively, evaluate options, find the best solutions to problems taking into full account the views of others, and implement changes that lead to improvements in outcomes (A, I)</li> <li>→ The ability to be self-reflective (A, I)</li> <li>→ Encourages critical and strategic thinking (I)</li> <li>→ Ability to delegate appropriately (I)</li> <li>→ Ability to use ICT effectively (A, I)</li> </ul>   |   |
| <b>Personal qualities</b>                    | <ul style="list-style-type: none"> <li>→ Integrity, tact, discretion, warmth and a belief in service to others (I)</li> <li>→ Not motivated by ego, status or title (I)</li> <li>→ Decisive, determined and self-confident without being arrogant (I)</li> <li>→ Commitment to comprehensive and inclusive education (A, I)</li> <li>→ Passion for teaching and learning and interest in the 'science' of leadership / what makes strong leadership (A, I)</li> <li>→ Positive, enthusiastic and optimistic (I)</li> <li>→ A sense of humour; resilience (I)</li> <li>→ A team player who will work collaboratively with the entire senior team (I)</li> <li>→ Ability to work under pressure and prioritise effectively whilst still maintaining an appropriate work/life balance; prioritising health and wellbeing in order to lead well (I)</li> <li>→ Commitment to maintaining confidentiality at all times (I)</li> <li>→ Commitment to the safeguarding, equality and welfare of all students (I)</li> </ul> |   |
| <b>Qualifications and general experience</b> | <ul style="list-style-type: none"> <li>→ UK Qualified Teacher Status (A)</li> <li>→ Good honours degree (A)</li> <li>→ A relevant postgraduate qualification (A)</li> <li>→ Evidence of and a commitment to recent professional development (A)</li> <li>→ Successful senior leadership and management experience leading to impact on outcomes (A)</li> <li>→ Line management experience of middle leaders (A)</li> <li>→ Knowledge and understanding of a wide range of strategies and initiatives to raise standards and achievement, at all key stages (A, I)</li> <li>→ Teaching experience in at least 2 schools (A)</li> </ul>  | <ul style="list-style-type: none"> <li>→ Significant professional development relevant to Senior Leadership eg NPQSL or similar (A)</li> <li>→ An understanding of and a commitment to maintaining staff morale and welfare of individuals and groups of staff (I)</li> <li>→ Leading multiple successful whole school initiatives relating to rapid whole school improvement (A, I)</li> <li>→ NPQH or equivalent or potential to progress to NPQH or Headship in the future (A, I)</li> </ul> |

**Please note:** The leadership competencies below are for reference only, please do not use them as an additional person specification when completing your application. They are included here to further demonstrate our values and to show you what we are looking for at interview in prospective DHT candidates. They are based on the work of John Tomsett & Jonny Uttley.

| Leadership Competency  | Staff behaviours - leaders at LHS...  |
|--|---|
| Trust: leaders are trustworthy and reliable  | <ul style="list-style-type: none"> <li>→ Earn trust by being reliable, consistent, credible, honest, humble and kind.</li> <li>→ Manage emotions and help others to manage their emotions.</li> <li>→ Use a range of communication skills to build rapport, trust and deeper levels of understanding.</li> <li>→ Do what is right rather than what is popular.</li> <li>→ Be accountable, acting in service to others.</li> <li>→ Positively influence the behaviour of those around you.</li> </ul>  |
| Wisdom: leaders use experience, knowledge & insight                                | <ul style="list-style-type: none"> <li>→ Develop knowledge and expertise and share it, developing a learning culture</li> <li>→ Read and research widely.</li> <li>→ Seek learning opportunities, learning from mistakes and failures.</li> <li>→ Have and encourage in others a growth mindset</li> <li>→ Believe in the potential of others and create a safe learning environment.</li> <li>→ Be open to opportunities</li> <li>→ Be outward facing</li> <li>→ Communicate clearly and frequently; over-communicate!</li> </ul>  |
| Kindness: leaders demonstrate respect, empathy & understanding                     | <ul style="list-style-type: none"> <li>→ Be humble, genuine and authentic, acting without ego.</li> <li>→ Be kind, seeking opportunities to help others for the greater good.</li> <li>→ Lead with compassion and care, listening and engaging with the person, not the role</li> <li>→ Use high levels of emotional intelligence, developing a sense of belonging and contribution</li> <li>→ Empower and elevate others</li> </ul>  |
| Justice: leaders are fair  | <ul style="list-style-type: none"> <li>→ Do what is right, rather than what is popular, easy or a fast fix</li> <li>→ Live and breathe our purpose and values</li> <li>→ Ensure rules are applied in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>→ Value difference, building diverse teams.</li> <li>→ Seek and acknowledge the strength, knowledge and skills of others.</li> </ul>   |
| Service: leaders are conscientious and dutiful                                     | <ul style="list-style-type: none"> <li>→ Walk the talk and behave in an honest, fair way</li> <li>→ Channel ambition into our school, not ourselves, developing successors</li> <li>→ Remove barriers and blockers to help others achieve their goals</li> <li>→ Put ego to one side, championing others and their ideas and contributions</li> </ul>   |
| Courage: leaders take calculated risks in the best interests of students and staff | <ul style="list-style-type: none"> <li>→ Look at own actions first when something goes wrong</li> <li>→ Relish challenge and find strength in each other, building organisational resilience</li> <li>→ Remain calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward</li> <li>→ Strive for honesty, sharing the full story where possible and appropriate; provide the back-story and the 'why'</li> <li>→ Have skillfully led, difficult conversations; do not avoid conflict.</li> <li>→ Aim to exceed expectations and achieve things you thought you couldn't.</li> </ul> |
| Positivity: leaders are optimistic and encouraging                                 | <ul style="list-style-type: none"> <li>→ Believe in your own ability and the ability of others, to help people progress and unlock their potential.</li> <li>→ Remain positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures.</li> <li>→ Help others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>  |
| Vision: leaders think strategically and creatively                                 | <ul style="list-style-type: none"> <li>→ Prioritise long term purpose above short term goals.</li> <li>→ Anticipate the future and help people prepare for change.</li> <li>→ Quickly take new information and translate that into decisions, recommendations, plans and actions.</li> </ul>  |



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|--|---|
|  | <ul style="list-style-type: none"><li>→ Translate complex data and messages into understandable messages and communicate clearly</li><li>→ Scan the horizon, read and research.</li><li>→ Collaborate to consider options, obstacles and risks</li><li>→ Formulate strategies, plans and projects aligned to our vision and values.</li></ul> |
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