



Message from the CEO

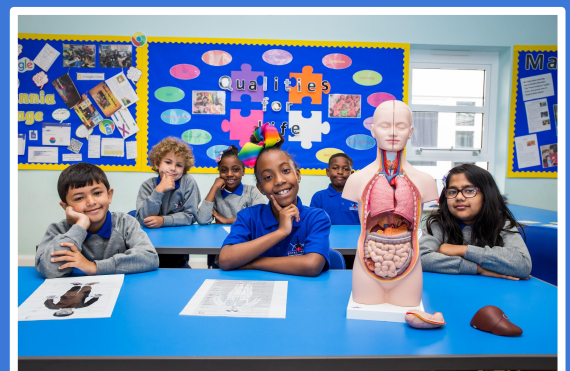
Dear candidate,

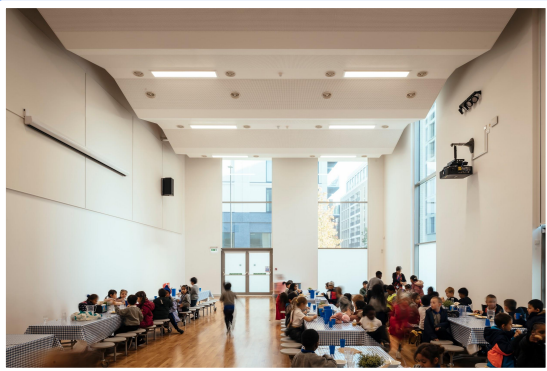
I would like to take this opportunity to warmly welcome you to Britannia Education Trust (BET). As the CEO of BET, I am passionate about and proud of our Academies. It is our vision to create exceptional, creative, inclusive education at the heart of our community.

Currently our Trust comprises of two primary schools (Britannia Village and Royal Wharf), both 2 forms of entry with attached nurseries. The schools are a 5 minute walk apart and work very closely together with some middle and senior leaders having responsibilities across the Trust.

The Trust was formed in order to sponsor and establish Royal Wharf Primary School which is central to a new residential development in West Silvertown.

This is a fantastic opportunity for a dedicated and inspirational leader to join our leadership team.





Benefits

There are many unique benefits to working within BET:

- Small classes of around 20 happy and wonderfully diverse pupils
- Teams of 3 class teachers per year group
- Collaboration between Trust schools
- Excellent resources including ICT (pupils have their own chromebooks)
- Macbooks for teachers and interactive smartboards in every classroom
- Class teacher release time for personalised interventions with their pupils
- Trust funded specialist SEND provision
- Senior leadership open door policy
- Access to a trained counsellor
- Free onsite childcare from 7:45 to 8:45 am
- Close to two DLR stations (zone 3)
- Welcoming and supportive staff

Our enthusiastic and dedicated staff are our most valuable asset and we work hard to provide them with the support and development opportunities they deserve so that our pupils receive the best start in their education journey.

I hope that having read through our recruitment information you are inspired to apply for the position of Deputy Headteacher at Royal Wharf Primary School.

I look forward to hearing from you.

Yours sincerely,

Linda-May Bingham
CEO and Executive Headteacher



About you

We are looking for someone who:

- is committed to providing the best education, experiences, opportunities and life chances to our children
 - has a proven track record of raising levels of achievement for all children
- is a people person with excellent communication and interpersonal skills
- is committed to working collaboratively with all members of our immediate and wider school community
- is an inspiring leader who can motivate, lead and support colleagues through professional development, identifying potential in others,
 - has excellent pedagogy and expertise in curriculum design and delivery
- highly values the expressive arts in the primary curriculum
- has an understanding of how children learn best, backed up by research
- has experience/skills in coaching and mentoring, enabling staff to give their best
- is well read and interested in current research, educational theory and practice.

About the Trust

The Trust is a company limited by guarantee and an exempt charity. The Charitable Company's Memorandum and Articles of Association are its primary governing documents. The Trustees of The Charitable Company are also the Directors for the purposes of company law. The terms Trustee, Director and Governor are interchangeable. The Charitable Company is known as Britannia Education Trust.

Britannia Education Trust was established as a Multi-Academy Trust (MAT) in June 2017. The MAT was formed in order to open a brand new primary school (Royal Wharf) which opened in September 2019. The Trust currently operates two academies for pupils aged 3 to 11 years serving a catchment area in the Royal Docks, West Silvertown, Newham.

Royal Wharf, was inspected by Ofsted in September 2023 and given a good overall with outstanding features. It has a pupil capacity of 420 plus a 30 FTE nursery. The trust's two schools are a 5 minute walk apart enabling very practical partnership working between the two schools.

The Trust's vision for growth is through sponsoring and establishing further new schools in the local area where extensive redevelopment and regeneration is taking place.

You can find out more about the Trust, our Members and Trustees on our trust website - www.britanniaeducationtrust.com



Vision Statement

Our vision is to bring out the best in our pupils, our staff and our community.

We aim to give our pupils the best start in life through providing a creative and happy learning environment where achievement, mutual respect and self-esteem are valued.

We aim to empower our pupils to have the necessary knowledge, skills, values, attitudes and understanding to make a positive contribution in a changing world both locally and globally.

We will:-

- Create safe, supportive, caring environments where children can flourish.
- Provide a broad, balanced, child-centred creative curriculum which is both accessible and appropriate to all our pupils.
- Demonstrate, expect and celebrate excellence in Achievement, Behaviour and Character.
- Develop and nurture an outstanding staff team.
- Be rigorous in the pursuit of inclusion and equity.
- Forge strong partnerships with parents and families.
- Work cooperatively within the Trust and with other schools, organisations and stakeholders.
- Equip children to become responsible global citizens, caring for the natural world and making wise, informed choices.
- Involve the schools in the community and the community in the schools.



Ethos and Values

Our children will thrive within an ethos of Inclusion, Creativity and Excellence forming **values and qualities** that will equip them for life.



Inclusion

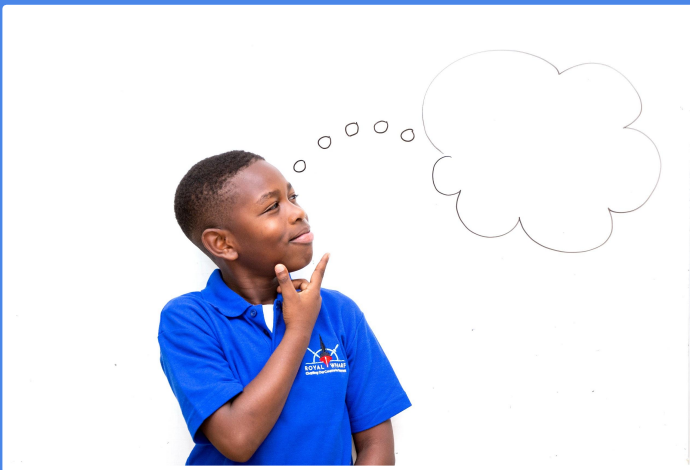
All children are provided with the resources to be successful learners, irrespective of background or ability. In a supportive environment an **optimistic** outlook is fostered in which children develop open and honest relationships characterised by mutual **respect**. They **cooperate** with each other across all year groups, bridging social divisions and celebrating diversity of faiths, beliefs and cultures. Children have opportunities to express a passion for justice through practical initiatives that benefit those who are disadvantaged.

Creativity

Creativity embodies our approach to learning. We see creative ideas, nurtured imagination and inspired **curiosity** as essential ingredients to a **resourceful thinker** who can innovate and inspire. Combined with a **Growth Mindset** that never hinders potential, creative children craft and shape new learning and ideas fostering a culture of artistry.

Excellence

Children develop key life skills to build character as well as competence. They have a **zest** for learning and embrace values such as **hard work**, **self-management** and **reflective thinking** to achieve their very best. Children from all backgrounds develop high aspirations, self-belief and an appetite for life-long learning which stands them in good stead for their future careers.



About Royal Wharf Primary School

Royal Wharf Primary School is situated just north of the River Thames in the new Royal Wharf development in Silvertown, East London. We are a brand new school, deliberately designed to be small and inclusive so that we can offer a safe, exciting learning environment for local children, with excellent educational opportunities, where every student can reach their full potential. The school building is stunning and has won a RIBA award for design.

The school opened in September 2019. It is a two-form entry school (60 pupils per year group) but the school has been designed with three classrooms per year group to accommodate the small classes that are part of the Trust's ethos. The school will grow by adding a new year group each year until we reach Year 6 in September 2025. We currently have pupils from reception to year 5, plus 30 FTE in nursery.

Throughout the school children are taught in small classes of around 20. We believe that this gives us the best opportunity to get to know our children well and to give them personalised support educationally, emotionally and physically.

The school serves a socially and economically diverse community in one of the most deprived Local Authorities in England: approximately 24% are from Asian backgrounds, 27% are of mixed ethnicity, 21% are from black backgrounds, 11% are White English, 5% are White Eastern European and small numbers from a variety of other backgrounds make up the remainder.

27% of pupils have English as their home language. The remaining 73% speak a total of around 50 other languages, with the most widely spoken being Arabic (7%), Urdu (6%), Chinese (5%) and Russian, Portuguese and Bengali (all 4.7%). Nationally, 20.6% of pupils have English as an additional language.

Around 95% of our pupils have opted for the free school meal (FSM) that is currently available to all primary pupils in Newham. The percentage of pupils entitled to a free school meal is 24% (in line with the national average).



Post: Deputy Headteacher

Responsible to: The Executive Headteacher/CEO and Headteacher

Scale: Leadership scale 12 – 16

General responsibilities	Specific responsibilities
<ul style="list-style-type: none"> ● To assist the Headteacher and Executive Headteacher in the strategic development and day-to-day running of the school ● To assume all roles and responsibilities of the headteacher in their absence ● To undertake any professional duties of the headteacher reasonably delegated by the headteacher ● To demonstrate the vision and values of the school in everyday work and practice ● To ensure the school ethos enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes ● To fulfil all contractual agreements as defined in 'Teachers' Pay and Conditions', school, local and national health and safety policies and procedures and the school appraisal programme 	<ul style="list-style-type: none"> ● To ensure the quality of learning and teaching is consistently strong and supported by rigorous analysis of the data and other monitoring evidence ● To quality assure teaching services provided by outside agencies and external providers ● To monitor overall pupil behaviour and to support teachers in achieving high standards of behaviour reflected in calm, purposeful classroom settings ● To act as Designated Child Protection Officer ● To be the Educational Visits Coordinator ● To be responsible for maintaining, updating and ensuring compliance of the school website ● To manage student teacher, work experience and volunteer placements ● To support teachers in meeting with parents to deal with issues of behaviour, achievement and safeguarding ● To maintain an overview of attendance and support relevant staff in managing all aspects of attendance ● To promote the positive involvement of parents/carers in school life

Strategic development of the school

- To use knowledge of local and national trends and initiatives to contribute to building, communicating and implementing the core vision and aims of the school and the policies through which they are to be achieved
- In conjunction with the Senior Leadership Team and Middle Leaders, take responsibility for planning, implementing and evaluating, agreed sections of the School Development Plan

Learning, teaching, attainment and achievement

- Drawing on current research and best practice contribute to ensuring that the curriculum is kept under review
- To demonstrate and articulate high expectations of learning and teaching and assist the Headteachers in setting challenging attainment and achievement targets for the whole school community
- To take a leading role in modelling the highest standards of teaching, learning and pupil behaviour management
- To work closely with colleagues to ensure that agreed policies impacting on teaching and learning are implemented and maintained
- To monitor, evaluate and review classroom practice, promoting improvement strategies
- To challenge underperformance at all levels and ensure supportive follow-up
- To implement strategies which secure high standards of behaviour and attendance

Leading staff

- In conjunction with the Senior Leadership Team, build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- To develop, maintain and implement effective strategies and procedures for professional development, the appraisal process and for staff, student and volunteer induction
- In conjunction with the Senior Leadership Team, develop and maintain a culture of high expectations personally and for others and take appropriate action when performance is unsatisfactory

Day-to-day management

- To ensure arrangements are in place for planned and unknown staff absences
- To promote and protect the health and safety and welfare of pupils and staff
- To effectively manage delegated budgets

Accountability

- In conjunction with the Senior Leadership Team, ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- In conjunction with the Senior Leadership Team, develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences (trustees, parents/carers, local authority etc.)

Person Specification – Deputy Head Teacher

We will base the selection process on these criteria. At each stage of the process, we will assess the merits of each application to determine how far the criteria have been met.

Beside each criterion we list the assessment method we will use.

	Requirement	Method of assessment
1	Qualifications and training	Application Form
	<ul style="list-style-type: none"> ● DfE qualified teacher status. ● NPQ and/or further postgraduate study ● A record of other training relevant to leadership 	
2	Successful Experience	Application form
	<ul style="list-style-type: none"> ● Evidence of successful, outstanding teaching experience across the primary age range ● At least two years relevant, varied experience at a senior leadership level in a similar school ● Of developing a strategic view for the future needs and development of a school ● Of accounting for the efficiency and effectiveness of the school to other agencies including trustees ● Of securing and sustaining effective teaching and learning and its monitoring and evaluation throughout a school ● Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils, including reducing the gap for disadvantaged pupil groups ● Raising the academic and personal achievement of all pupils ● Of efficient and effective deployment of staff and financial resources to serve improvement ● Experience of adhering to financial procedures and of managing a significant school budget with probity ● Of working in partnership with a range of stakeholders and other agencies 	

3	Key skills and attributes	Application form, interview, and other assessment activities
	<ul style="list-style-type: none"> ● To use appropriate leadership styles in different situations, to initiate, inspire, lead and manage people to work effectively towards common goals ● To demonstrate good judgement when investigating, solving problems and making decisions based on relevant data or information ● To demonstrate an ability to use, analyse and interpret data and as a result make decisions, set challenging targets and drive further improvements ● Excellent interpersonal skills to communicate clearly and effectively using a range of methods, as appropriate, to a variety of audiences ● An ability to identify and promote excellence; hold people to account and challenge poor performance across the school ● Evidence of successfully developing teams of professionals, delegating effectively and managing change ● To draw upon attributes demonstrated by all successful leaders such as resilience; being adaptable, approachable and visible; displaying self-confidence, enthusiasm and commitment ● To demonstrate a commitment to continuing CPD for oneself and the school community 	
4	Knowledge and understanding of	Application form, interview, and other assessment activities
	<ul style="list-style-type: none"> ● Current educational developments, curriculum issues and legislative changes, their implication and how it impacts on school life ● The contribution that evidence from inspection and research can make to professional and school development ● Extensive knowledge of safeguarding procedures and an ability to maintain and develop a culture of vigilance' to safeguard the welfare of pupils ● The nature and needs of pupils and communities in inner city and diverse areas such as Newham ● The implementation of inclusive education and of equal opportunities practice throughout a school 	

- Effective procedures to ensure good behaviour and discipline in the school
- Strategies for promoting pupils' spiritual, moral, social, and cultural development and to foster respect for the diversity of the school's community
- The principles and methods of assessment and effective record keeping and their use to promote the educational, personal development and progression of the pupils
- The use of strategies for raising pupil achievement and the value of target setting
- How ICT can be used to enhance teaching, learning and the curriculum
- Effective quality assurance approaches, including staff appraisal and development to secure accountability and improve performance
- Planning and managing designated budget areas within the context of fair funding and providing value for money
- The role of trustees in the leadership of the school to develop and maintain the school's vision.
- How parental and community involvement contributes to raising levels of achievement

Data Protection

To ensure compliance with the Data Protection Act (2018) and the Freedom of Information Act (2000).

Other professional requirements

To play a full part in the life of the Trust, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

To work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the CEO.

This job description may be amended at any appropriate time, following consultation between the CEO and the Deputy Headteacher. It will be reviewed annually and performance management objectives will be agreed.

The Deputy Headteacher would be part of the Senior Leadership Team and in consultation with the CEO, may be asked to work at any of the Trust's schools if the need arises.

Britannia Education Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.