



# Saltash Community School



## Deputy Headteacher Candidate Information

*Tenacity - Empathy - Aspiration - Motivation*

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Saltash Community School.

We are looking for an experienced and passionate leader to join me in taking this successful school on the next step of its journey.

I strongly believe that Saltash Community School is a great place to learn and work. We sit proudly at the heart of our Cornish town, and we work closely with our community to develop and inspire our young people. This means not only ensuring that they leave us with excellent exam results, but developing them as well-rounded individuals, who will make a positive impact on society. Our values of Tenacity, Empathy, Aspiration and Motivation underpin everything we do, and we instil in our students our vision of 'Broad Horizons - Confident Leaders' so that they aspire to have exceptional futures. We have made good progress, but there is more to do.

The school has a sole deputy model and you will spearhead the strategic plan to improve outcomes for all groups of learners, but particularly those who have low prior attainment or who are in receipt of the pupil premium. As a key member of the leadership team, you will uphold the highest educational standards, and be determined to get the best for every child, no matter what their background or prior attainment.

We are looking for someone who has a proven track-record as part of a senior leadership team; who has successfully led school improvement work, and managed effective change. You will need to be able to communicate the vision and enthuse others to join you on the journey. The role involves significant opportunities for Trust-wide working, and the need to actively engage with, and support, the wider Saltash community for the benefit of all students.

The challenges here are big, but the potential to make a difference is huge. If you believe that every child deserves an outstanding local school, and can harness that belief to tangibly change the lives of the children of Saltash, then I would be delighted to receive your application.

Yours sincerely

Sara Del Gaudio, Headteacher

## About Our School

We are passionate about our values of T.E.A.M. (Tenacity, Empathy, Aspiration and Motivation). We believe that these values underpin a successful school and expect our staff and students to demonstrate our values both in and out of school, showing that they are proud to be part of TEAM Saltash.

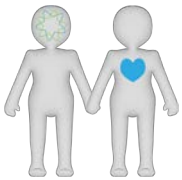
In our day-to-day working, we expect students to focus on their learning, demonstrating the TEAM values.

We define these as:



### **Tenacity:**

A tenacious learner shows strong perseverance and doesn't give up when things are hard. They are determined to succeed and apply themselves, showing commitment to the work set; always aiming to produce their best work. They respond positively to feedback and always complete their improvement work.



### **Empathy:**

An empathetic learner is aware of the feelings of others, showing respect towards and understanding of other peoples' views. They listen carefully to what others say, showing sensitivity towards them; being sympathetic and kind. They respect others' right to learn.



### **Aspiration:**

An aspirant learner is ambitious, with clear goals. They aim high and have high hopes and dreams. They are curious about the world around them, ethical, often complete more than is asked, and undertake a wide range of enrichment opportunities.



### **Motivation:**

A motivated learner is ready to learn, well prepared and punctual. They take the initiative and work independently always completing homework and classwork to the best of their ability.

At Saltash Community School, we actively promote positive, inclusive values. These include democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those of different faiths and beliefs. We believe British values are those values expected of anyone living in Britain, regardless of their nationality, culture or religious belief.

Our TEAM ethos reflects these values. We place great emphasis on building positive relationships in school, amongst the students themselves and between staff and students.

We strongly believe students should not merely be taught such values but that they are embedded into school life.

We strive to support our students to develop into confident, happy, successful young adults who have empathy towards and an understanding of those less fortunate than themselves.



## Our SMART Shared Values

Thank you for your interest in the post of Deputy Headteacher at Saltash Community School (SCS).

Since the school was graded as 'Requires Improvement' in December of 2022, the whole team have worked exceptionally well to bring about rapid improvements as recognised by the most recent OFSTED monitoring visit. We are excited to have recently appointed our new Headteacher to build on these successes and lead the whole team to even greater success, ensuring excellent progress for all students.

If you are a successful candidate you will become a member of our Trust Senior Leadership Team, working collaboratively to develop and refine our shared vision to EQUIP all children with the skills, knowledge and confidence to be outstanding individuals by Expecting the very best of all staff and students; Questioning deeply; Understanding our goals; Inspiring lifelong learning and Praising positive achievement in all its forms. Within this framework, your Headteacher has the agency to engage the hearts and minds of the community through the SLT shared vision and passion for education to further enhance the outcomes and community ethos of SCS.

The mutual respect between staff and students has always been heavily prized by the school community and has given rise to some of the most amazing Trust student leaders, with whom, I have had the pleasure to work. They are used to their voice being heard and their individuality celebrated.

We are committed to ensuring that all staff in SMART have the opportunity to develop their skills, expertise and leadership and I wish you the best of luck in taking this next step in your own professional journey.

Dan Buckley  
CEO



## Person Specification

SMART Schools' Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

	Essential	Desirable
Qualifications and CPD	<ul style="list-style-type: none"> <li>• Good honours degree or equivalent (2ii and above)</li> <li>• QTS</li> <li>• Evidence of wider, recent relevant professional development related to whole school leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Post-graduate qualification or equivalent</li> <li>• NPQSL/NPQH</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful experience in a senior leadership role leading significant and sustainable improvements</li> <li>• Experience of successful change management</li> <li>• Outstanding teaching with a track record of excellent exam results</li> </ul>	<ul style="list-style-type: none"> <li>• Holding a senior leadership role in at least two different settings</li> <li>• Working cross-phase and/or with partner schools</li> <li>• Experience of teaching in Key Stages 3, 4 and 5</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• A deep understanding of the ways children learn and retain information (meta-cognition)</li> <li>• A confidence with curriculum structure to effectively embed knowledge and skills</li> <li>• Strategic planning and effective change management to bring about school improvement</li> <li>• A thorough understanding of strategies for inclusion, raising achievement and achieving excellence</li> <li>• Strategies for supporting the development of middle leaders</li> <li>• Working knowledge of valid research in ways to improve educational attainment of all learners</li> </ul>	<ul style="list-style-type: none"> <li>• The work of other agencies and opportunities for collaboration</li> <li>• Experience of an inclusive setting</li> <li>• An understanding and commitment to Growth Mindset</li> <li>• Strategies to raise the attainment of disadvantaged students and of students with low prior attainment</li> <li>• Experience of financial management including planning, monitoring and control of budgets</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Think strategically, build and communicate a coherent vision</li> <li>• Inspire, challenge, motivate and empower others to carry forward the vision</li> <li>• Excellent interpersonal skills and communication skills (both written and oral)</li> <li>• Ability to maintain a high work rate and to juggle a range of tasks and competing priorities</li> <li>• Effective data analysis and strategic planning to bring about improvements</li> <li>• Ability to challenge under-performance and praise the development of excellence</li> <li>• Collaborate within school and across the Trust and other institutions</li> <li>• Delegate management tasks and monitor their implementation. Meet deadlines</li> <li>• Think creatively to anticipate and solve problems, prioritise, plan and organise self and others</li> <li>• Maintain a positive and professional culture</li> </ul>	<ul style="list-style-type: none"> <li>• Recent examples of motivating and developing through empowering</li> <li>• Public speaking skills and the ability to engage and inspire an audience</li> <li>• Success in implementing projects that have had measurable impact</li> <li>• A developed network of support and contacts</li> </ul>

	Essential	Desirable
Committed to	<ul style="list-style-type: none"> <li>• A culture of safeguarding and child-centred decision-making</li> <li>• A school vision of excellence and inclusivity</li> <li>• Evidence-based research, evaluating practice and embedding continuous improvement</li> <li>• A distributed leadership model</li> <li>• Collaborating with others in order to strengthen the school's capacity and contribute to the development of capacity in other schools</li> <li>• Individual, team and whole-school accountability for student performance</li> <li>• Effective teamwork within the school and across the Trust</li> <li>• Involving parents and students in supporting learning and realising the school's vision</li> <li>• Supporting the full life of the school</li> </ul>	
Personal qualities	<ul style="list-style-type: none"> <li>• High levels of motivation and energy; ambitious and positive</li> <li>• Calm under pressure</li> <li>• Flexible and collaborative</li> <li>• Passionate about learning, achievement and excellence for all</li> <li>• Integrity, honesty and commitment</li> <li>• Learner focused, caring and compassionate</li> </ul>	



## Job description

Post: Deputy Headteacher

Responsible to: Headteacher

Salary: L20 – L24 (£79,475 - £87,651 pa) dependent on experience

Start Date: 1st September 2025 or depending on current contract

### The Core purpose of this role:

- **As a teacher:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.
- **As a school leader:** A Deputy Headteacher is a core member of the senior leadership team and as such sets the standards for how the school is perceived and operates. They role model the professional expectations of middle leaders and all other staff across the institution in terms of their honesty, integrity, reliability and humility. They are committed to developing and coaching all staff they work with so they can get the best out of each other and all teams.
- **As a Deputy Headteacher:** Deputy Headteachers should carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document (STPCD) including the conditions of employment for Deputy Headteachers. Most notably, point 48.1. A person appointed as a Deputy Headteacher in a school, in addition to carrying out the professional duties of a teacher including those duties particularly assigned by the Headteacher, must play a major role under the overall direction of the Headteacher in:
  - a) formulating the aims and objectives of the school;
  - b) establishing the policies through which they are to be achieved;
  - c) managing staff and resources to that end;
  - d) monitoring progress towards their achievement; and undertake any professional duties of the Headteacher reasonably delegated by the Headteacher.

And point 48.2: If the Headteacher is absent from the school a Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or relevant body (CEO or Executive Head).

If the absence of the Headteacher extends beyond 20 working days, the DH will be formally given the title of Acting Headteacher and remunerated appropriately at one leadership spine point above the current range for their post.

## Grade of this Post:

- This is a standard DH job description covering the minimum expectations of all those in an DH post at L1 through to those in larger schools in which they may be as high as one leadership spine point below the range of the Headteacher. Please refer to the 'SMART Pay Policy (Teachers) for more information regarding how such ranges are set.
- This role is distinctly at a higher level of competence than that of UPS and is of higher responsibility than any TLR range, it is also distinctly higher than that of an AH. As such a DH will be required to provide guidance and line management to staff who are significant post holders in school such as Assistant Heads, Heads of Department, Heads of Key Stage, SENDCOs, Subject co-ordinators and those on UPS. In terms of the SMART leadership ladder, therefore, the expectation for this role is best defined by level 6 rising to level 7 as the skills of deputising in the absence of the Headteacher increases
- Specific responsibilities for each DH are set out in the final section of this Job description and the scale of duties set out in this section together with the size of school and leadership team will reflect the seniority of the post.

## Relationships:

- As with all post holders you are responsible to the CEO
- You are responsible to the Headteacher in relation to your role within the school within which you are working. These responsibilities may be further delegated to one or more line managers in the school
- You will be asked to line manage posts up to and including one grade below your pay scale. In exceptional circumstances the STPCD allows for line management of those whose scale overlaps yours. This is likely to occur in a TRUST containing schools of different size. A Head in a small school may be on a lower scale than an DH in a large school but in such cases seniority of role rather than pay scale takes precedence.

## General teaching role:

- A key role of a DH is expected to be your teaching
- For this aspect please see the SMART teachers job description and UPS guidance which apply in full to your role
- As a role model for learning, teaching is assumed to be never less than good for a DH post as is the case for UPS staff. This includes correct, compliant use of all systems





required by teachers and minimising of cover.

- Take responsibility for correctly dealing with or passing on potential child protection issues as appropriate
- Take responsibility for promoting and safeguarding the welfare of children and young people across the TRUST

## **Duties and responsibilities:**

### **Shaping the future**

- Support the Headteacher and governors in establishing an ambitious vision and ethos for the future of the school within the vision, ethos and principles of SMART
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
- To inspire and influence others within and beyond school to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Lead by example to motivate and work with others as a champion of continuous improvement
- In partnership with the Headteacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken into account

### **Leading teaching and learning**

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- To be a strong advocate for professional learning and the use of balanced pedagogically sound research
- Work with the Headteacher to raise standards through staff performance management
- Assist with the development and delivery of training and support for staff in the areas of teaching and learning
- Lead the development and delivery of training and support for staff
- Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented
- Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality
- Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the school
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards

- Ensure through leading by example the active involvement of pupils and staff in their own learning

### **Developing self and others**

- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school and those being trained within the school as appropriate
- Support the induction of NQTs, support students on teaching practice and those undertaking work experience, as appropriate
- Participate in the selection and appointment of teaching and support staff as appropriate
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership as set out in the 'specific responsibilities' section
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate in order to get the best out of each other and each team
- Ensure the quality of the appraisal process for all identified support and teaching staff for whom you are the appraiser
- Ensure your own conduct and those you manage are in line with the Nolan Principles for public office and align to the vision and values of the TRUST and your particular school within the TRUST including
  - Expecting the best – insisting on high standards of behaviour, professionalism and consistency
  - Questioning deeply – understanding why and how every policy and practice operates
  - Understanding our goals – driving forward the improvement priorities, reflecting on impact
  - Inspire learning – encouraging and modelling professional learning and curiosity
  - Praise the positive – protecting the ethos and modelling how to establish and grow strong teams

### **Managing the organisation**

- Recognise the TRUST as the parent organisation and ensure the school works within this context
- To assist the senior team in ensuring there are consistently high standards of teaching and high standards of learning and pastoral care throughout the school, which meets the needs of our young people as well as statutory requirements and national guidelines (as appropriate)
- To assist the Headteacher in the efficient running of the school by developing and maintaining effective whole school systems, practices and procedures, to create an organisational culture which is embedded in the school's values
- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met

- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication and cross TRUST communication
- As appropriate and under the leadership of the Headteacher, undertake activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school within the context of the wider TRUST
- Be a proactive and effective member of the senior leadership team and the wider TRUST senior teams
- Contribute to the day-to-day effective organisation and running of the school
- Ensure that there is visible and effective presence of the senior team in support of staff who are on duty in the supervision of children outside of lessons
- To undertake any professional duties delegated by the Headteacher with appropriate support

### **Securing accountability**

- Support the staff, LGC and Trust Board in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### **Strengthening community**

- Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school and TRUST offers
- Develop and maintain contact with all specialist support services as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies
- Share with the rest of the leadership team, the attendance and presence at all key community and school events such that all are covered

## How to apply

A fully completed form and letter of application should be sent to the Trust HR team by Monday 28th April 2025 at 9:00am.

Please send your application by email to: [hr@smart-trust.net](mailto:hr@smart-trust.net)

Interview dates are planned for Thursday 15th and Friday 16th May 2025.

We would welcome visits to the school from prospective candidates and/or a conversation with a member of the current leadership team.

Please contact Jayne Green, PA to the Headteacher on 01752 843715 or by email [jgreen@saltashcloud.net](mailto:jgreen@saltashcloud.net)

The school address is:

Saltash Community School  
Wearde Road  
Saltash  
PL12 4AY

For more information regarding SMART Schools' Trust, please visit our website at [www.smart-trust.net](http://www.smart-trust.net)

