



**Deputy Headteacher
Overdale Community Primary School**

Recruitment Information Pack



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About the School & Headteacher's Welcome



Welcome to Overdale Community Primary School and on behalf of our children and staff thank you for taking an interest in the learning team at Overdale. We are very proud of our school and our ethos of positivity; where the welfare, wellbeing and achievement of our children are firmly embedded.

These are exciting times for Overdale as we have recently moved into our brand new purpose-built school in September 2021. The new building is state of the art in terms of being eco-friendly and operating a high standard of technology. Alongside this, we have spacious classrooms benefitting from natural light and ventilation, creating the best possible learning environment for our children and working environment for our staff.

Overdale serves an area of high socio-economic deprivation which brings with it many challenges, as well as huge rewards. Our school has benefited from considerable investment over the years – specifically in terms of Speech and Language Development – and we are very much community driven. All our staff and the community are working together to make sure that our children achieve their potential.

Learning at Overdale means you will have a real opportunity to learn within the culture of 'The Three R's' and enjoy the coastal community. The Three R's are important to the ethos of our school and hence we have a set of values that reflect this, that your child will come to know, understand and implement these within our school family.

A Respectful, Responsible and Resilient learning community

Mrs Vicki Logan,

Headteacher

For more information, please visit the school website: www.overdalecps.co.uk

Application Process

The closing date for all applications is 12 noon, Wednesday 17th May 2023

Interviews will be held on Thursday 25th May 2023

An email will be sent to shortlisted candidates with details of the interview process.

Queries

For an informal, confidential conversation about the role, or to arrange a visit to Overdale, please call Sarah Hunter on 07816 251271 or email sarah.hunter@northyorks.gov.uk. Sarah has been engaged to support us with recruitment to this key role.

We actively welcome you to contact us to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people in the area.

Job Description

Post: **DEPUTY HEADTEACHER** (Leadership Scale ISR negotiable)

Responsible To: Headteacher

Purpose of Job: To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. The role will specifically have responsibility for Learning and Teaching across school to achieve the highest standards of achievement. The role will be based on a coaching / mentoring model for high quality teaching.

Key Responsibilities

1. Core Purpose and Accountability

- 1.1. To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- 1.2. Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher
- 1.3. Undertake the professional duties of the Headteacher, in the event of his absence from the school.
- 1.4. In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school.
- 1.5. To provide professional leadership and management of School Development Plan priorities

2. Generic/Teachers

- 2.1. You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document 2011 and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Overdale CPS
- 2.2. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- 2.3. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- 2.4. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- 2.5. All staff will take an active role in the School Self Evaluation process. As Deputy Headteacher you will be expected to lead a team through the School Self Evaluation process.

2.6. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self evaluation and peer review.

3. Performance Management

3.1. To undertake annual Performance Management, setting and agreeing targets linked to school development plan priorities with the Headteacher.

4. Key Areas

4.1. Impact on educational progress beyond your own assigned pupils:

Strategic direction/Shaping the future

a. Support the Headteacher in:

Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all

Demonstrating the vision and values of the school in everyday work and practice

Motivating and working with others to create a shared culture and positive climate

b. Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy

c. Create costed subject development plans which contribute positively to the achievement of the School Development Plan and which actively involves all staff in its design and execution.

d. Develop and implement policies and practices for the subject/area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies

e. Promote high expectations for attainment

f. Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility

g. Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning

h. Work with outside agencies and stakeholders to inform future action

4.2. Leading Learning and Teaching, developing and enhancing the teaching practice of others:

a. Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes

b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning

c. Develop whole staff, phase teams and individuals to enhance performance

Undertake coaching and mentoring

Plan, organise and deliver staff meetings, where necessary bringing in outside speakers

Keep abreast of the latest developments in the area and disseminate effectively to other members of staff

d. Plan, delegate and evaluate work carried out by team(s) and individuals

e. Create, maintain and enhance effective relationships

f. Recruit and select teaching and support staff

4.3. Securing Accountability

a. Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community

Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes

Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities

Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers

Reflect on personal contribution to school achievements and take account of feedback from others

b. Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets

c. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies

d. Provide guidance on a choice of teaching and learning methods/strategies

Coach and mentor

Model and demonstrate

Act as a consultant for other staff

Exemplify good practice

Undertake shared planning, team teaching etc

e. Develop and implement systems for recording individual pupil's progress

f. Evaluate the quality of teaching and standards of achievement, setting targets for improvement

4.4. Resource Management

a. Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation

b. Work with the Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

c. Oversee and evaluate the subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles

d. Secure and allocate resources to support effective learning and teaching within the subject area(s)

e. Monitor and control the use of resources and budget according to the school's agreed financial procedures

4.5. Developing Self and Working with Others

- a. Work with the Headteacher to build a professional learning community which enables others to achieve
- b. Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development
- c. Be committed to your own professional development
- d. Implement successful performance management processes with allocated team of staff
Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture

Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities

Acknowledge the responsibilities and celebrate the achievements of individuals and teams

Develop and maintain a culture of high expectations for self and others

Regularly review own practice, set personal targets and take responsibility for own professional development

4.6. Strengthening Community

- a. Work with the Headteacher to engage with the internal and external school community to secure equity and entitlement
- b. Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools
- c. Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children

5. Specific Duties for Deputy Headteacher

5.1. To provide professional leadership and management of a key area of the School Development Plan as agreed, on an annual basis, with the Headteacher

5.2. To be responsible for behaviour policy & practice across the school

5.3. To provide professional leadership and management of the NEW Primary Curriculum

5.4. To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children

5.5. To lead the Performance Management of a group of teachers / LSA's

5.6. To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Headteacher who will give support throughout)

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Deputy Head's work programme will be negotiated and agreed at the beginning of the performance management cycle.

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

To achieve any performance criteria or targets arising from the School's Appraisal arrangements

This job description will be reviewed annually.

Person specification

Category	Essential	Desirable	Identified
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree 	<ul style="list-style-type: none"> • NPQ 	Application
Experience	<ul style="list-style-type: none"> • Curriculum management of core subject area- planning, teaching modelling and assessment • Experience of working in more than one Key Stage • Experience of successfully demonstrating impact of school improvement change in school • Experience of successful management of change that led to an increase in standards • Experience of relating performance management to staff training and development and improving outcomes • Experience of driving curriculum development and of monitoring the impact of development on pupil achievement • Experience of contributing to the school evaluation 	<ul style="list-style-type: none"> • Experience of leading and monitoring English subjects across school e.g. Writing/ reading/ phonics across school • Experience of working in EYFS/KS1 and KS2 • Experience of successful staff recruitment, appointment and induction 	Application/ interview

	<p>cycle</p> <ul style="list-style-type: none">• Experience of developing and inspiring Middle Leaders		
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Professional Development	<ul style="list-style-type: none"> • Experience of attending CPD in relation to leadership and management • Experience of delivering CPD for others 	<ul style="list-style-type: none"> • Experience of delivering CPD for leadership and management
Skills and Knowledge	<ul style="list-style-type: none"> • Demonstrates outstanding subject knowledge • Skills in driving, inspiring and motivating staff to achieve outstanding standards • Ability to communicate effectively with all stakeholders • Ability to build on current achievements to raise standards • Have a clear understanding of the recent Ofsted framework • Ability to create a shared vision; inspiring and motivating other to achieve it • Ability to address challenge or conflict to sustain a school improvement initiative 	<ul style="list-style-type: none"> • Knowledge of current educational issues and their relevance to the school

<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Appreciation of the importance of exploration and development of effective and innovative approaches to school improvement • Ability to build and sustain effective working relationships and partnerships with staff, governors, parents/carers and the wider community and demonstrate enthusiasm and sensitivity while working with others • Ability to work in partnership with schools, key agencies and organisations 	<ul style="list-style-type: none"> • Appreciation of the importance of a positive behaviour and relationship policy. • Understanding of the importance of Nurture and SEMH in a primary school within our demographic. • Possession of personal qualities such as patience, understanding and empathy when working with families and children from a deprived area. 	<p>Application/ interview/ references</p>
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