



Deputy Headteacher

Candidate Information Pack

**"A happy,
caring place
with a real
sense of
community."**

Ofsted



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A warm welcome to Seven Mills...

Chair of Governors' Welcome

Thank you for your interest in Seven Mills Primary School.

Being Chair of the Governors at a successful, community-centred school such as Seven Mills is a great honour and something that makes me feel very proud.

The governing board works extremely hard to support the headteacher, staff and pupils to create a safe and inclusive environment that is based on our core values: ambitious, compassionate and empowered. As Chair of Governors, I work with the governing board to support the school by helping to set our vision, ethos and strategic direction and to ensure staff are delivering on these so that all pupils get the very best education we can offer.

Learning does not begin and end at the school gates. Parents and carers play a vital role in children's development and it is only by working in partnership with them that we can ensure every child reaches their full potential.

Jill Baker

cog@sevenmills.towerhamlets.sch.uk

Headteacher's Welcome

At Seven Mills, we believe that our children sit at the heart of everything we do. We are a community school and our school encompasses all that this means. Our close links with families and the local area ensure we provide a relevant, community-based education with a global outlook. We strongly believe that our children deserve the best opportunities in life and education and we sit in the unique position to be able to offer this. Providing an inclusive education for all underpins the values we hold at Seven Mills. We want all our children to be ACE - Ambitious, Compassionate and Empowered - an education at Seven Mills will be exciting, experiential providing the children with a real moral purpose.

I am privileged to lead a fantastic team where everyone, from our premises team through to our teachers, have the children's best interest at heart and provide a fantastic, creative and exciting education for our children. We are looking for an outstanding practitioner to join our team and lead on the care for our pupils. We warmly invite you to visit our school to see how our values and ethos work in practice. Please contact the school to arrange a visit.

Tom Foster



Recruitment process details

Deputy Headteacher - Quality of Education

Fantastic Opportunity for an Experienced Teacher and Leader

Inner London Leadership Scale 10-14 (£67,880 - £73,993)

Seven Mills Primary School is seeking to recruit an ambitious and innovative leader to lead the whole school quality of education for our children. The post-holder will play a significant role in formulating, articulating and delivering the aims of the school by developing our curriculum, improving our teaching and learning, monitoring whole school assessment and supporting the work of the safeguarding team.

We are a popular, friendly, inclusive primary school in a vibrant East London community, located just five minutes walk from Canary Wharf. Our school places children at the centre of everything we do and endeavours to ensure that every child feels safe, supported, happy, enthused and challenged. Our children are empowered to excel, through providing exciting, experiential learning, rooted in equality of opportunity.

Seven Mills thrives through the support of our families, the commitment of our staff, the enthusiasm of our children and the collaboration with neighbouring schools.

We can offer:

- An opportunity to develop our exciting, experiential curriculum from good to outstanding through empowerment and autonomy
- Excellent teachers who are looking for ways to develop pedagogy through coaching and mentoring from an experienced and empathetic leader.
- Compassionate, well-behaved children who enjoy learning and are motivated to do well.
- A welcoming, experienced staff team, who are creative in their ideas and empowered to take risks.
- An ambitious leadership team who are committed to supporting and developing all staff through coaching and CPD.

Visits to the school are strongly recommended.

Further information, an application pack or to arrange a visit please contact Nazma Ghani on 0207 987 2350 or admin@sevenmills.towerhamlets.sch.uk or visit <https://www.sevenmills.towerhamlets.sch.uk/vacancies/>.

If you would like more information, please contact the headteacher at tfoster@sevenmills.towerhamlets.sch.uk to arrange an informal discussion of the role.

Supporting statements should refer to the person specification and should be no longer than 2 sides of A4 in Century Gothic font size 10. All applications must be sent to jobs@sevenmills.towerhamlets.sch.uk

Start Date: September 2024

Closing Date: Monday 18th March at 09:00

Shortlisting: Wednesday 20th March

Interviews: Wednesday 27th March



Our Vision and Values

OUR VISION

To provide our children with
THE BEST EDUCATION
 ON THE ISLE OF DOGS THROUGH
EXCITING
EXPERIENTIAL LEARNING
 rooted in
EQUALITY
OF OPPORTUNITY
 and demonstrate our
MORAL PURPOSE
 through care for
OUR COMMUNITY
AND THE WIDER WORLD

OUR VALUES



Each class is named after a different person who embodies our values. This changes each year and is linked to a particular theme, such as civil rights leaders, architects or authors.

This year we have sports stars as our theme.

Year Group	Sports Star
Nursery	Emma Raducanu
Reception	Lewis Hamilton
Year 1	Mark Cavendish
Year 2	Usain Bolt
SEND Class	Giannis Antetokounmpo
Year 3	Brigid Kosgei
Year 4	Mohammed Ali
Year 5	Mary Kom
Year 6	Jessica Ennis Hill
Music Room	Akram Khan







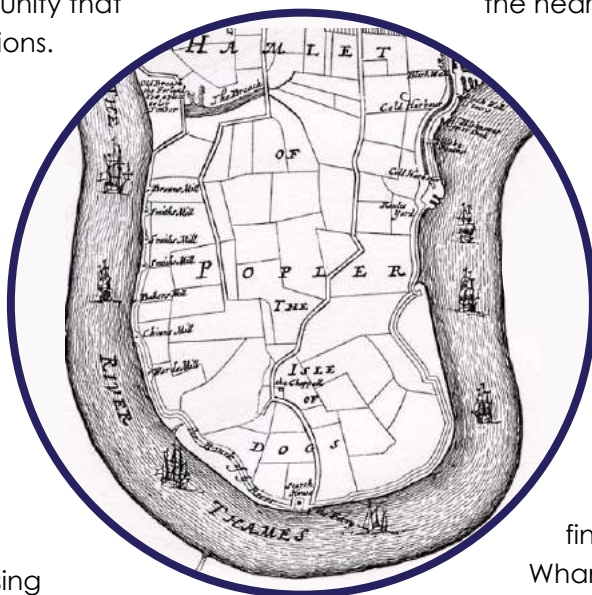
Our community

Many people are unaware that nestled amongst the impressive buildings of Canary Wharf lies a community that has been here for generations.

This community, our community, historically depended on the docks and the river for their livelihoods and were known as the Islanders. Islanders have lived here since before the First World War and survived the Blitz of World War II.

After the war, council housing was built all over the island to replace homes that had been destroyed. The Barkantine Estate was built to create a "modern and spacious environment in which people could play and live".

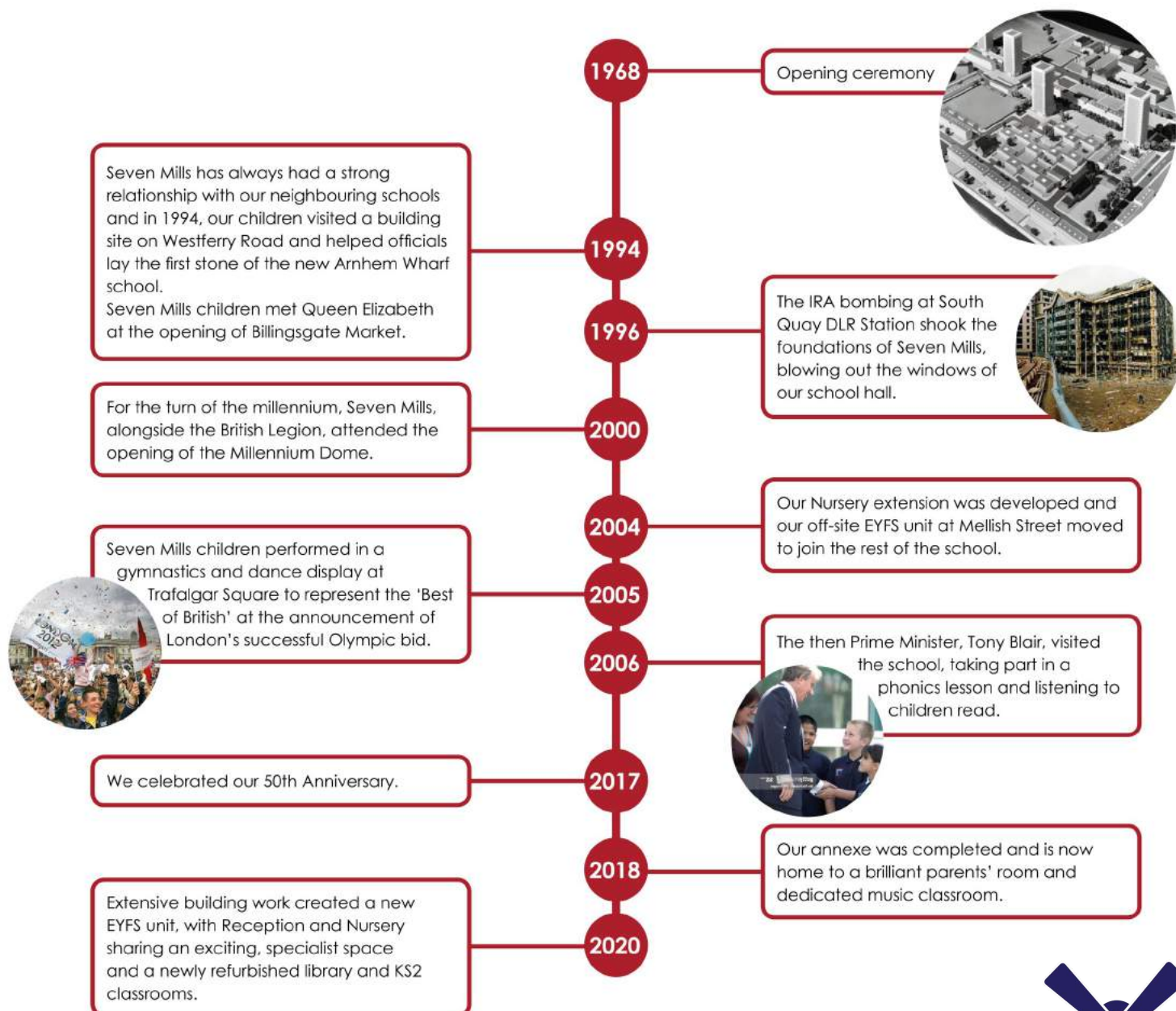
By the late 1960s, the estate was underway, with a temporary primary school located at the heart of it. That was Seven Mills.



Originally built alongside the Barkantine Estate in 1967, Seven Mills was named after the seven windmills which once stood on the western side of the Isle of Dogs over 300 years ago.

The recession of the 1980s and the development of the financial centre at Canary Wharf in the 1990s has seen the island change dramatically. But throughout that time, Seven Mills Primary School has been a central part of the community and is now home to a new generation of Islanders.





Our approach to learning

Teaching and learning

At Seven Mills our teaching and learning:

- Offers rich, varied and exciting learning opportunities for all children.
- Develops children's confidence, independence and ability to work collaboratively.
- Raises attainment and drives good progress for all children.
- Develops children's awareness and ability to be critical of their own work and the work of others.
- Develops a supportive and positive adult learning environment where ideas for teaching practice are openly shared and tried.
- Encourages teachers to actively engage in their on-going professional development by critically reflecting on and adapting their own practice.
- Engages teachers in a systematic process of collaboration in which teachers work together to analyse and improve their classroom practice
- Raises teacher's awareness of the research that exists around teaching styles, strategies and various subject areas.

Curriculum

At Seven Mills, our curriculum vision was created by our teaching staff, and is based on our belief in personalised learning, ambition, compassion and empowerment. We deliver this by:

- Providing a challenging curriculum for all, alongside personalised planning to meet children's specific needs.
- Sequencing children's acquisition of skills through rigorous progression mapping that builds on prior knowledge.
- Developing the whole child, through a broad and balanced curriculum, alongside breadth of experience and opportunity.
- Being outwardly looking, by making relevant links to our community, our country and the wider world.
- Being forward looking, by exposing children to a range of possible career paths and developing essential life skills.
- Promoting equality and respect for others, with a particular focus on gender equality and inclusivity.

School Improvement Priorities

1

Fully implement the Seven Mills Curriculum.

2

Develop behaviour for learning so that pupils take responsibility for themselves and their learning.

3

Maximise opportunities for parental engagement and parent voice.

4

Enhance opportunities to plan in the moment by fully implementing the EYFS progression map.



Inclusion

Seven Mills is proud to be an inclusive school, committed to providing quality education to all students, regardless of special educational need or disability. To that end, we invest significantly in our SEND provision, offering a resource base for children with ASD lead by our specialist teacher, a comprehensive package of interventions led by a dedicated member of staff, a private speech and language therapist and two TAs trained in SEMH interventions. In addition, have high expectations of our teaching team in order to deliver personalised curricula and quality first teaching strategies.

Specialist teachers

At Seven Mills we have a real commitment to the arts and outdoor education in order to ensure the children have a truly broad and balanced curriculum. To this end, we have a specialist teacher for music who takes music curriculum lessons as well as instrument lessons and singing assemblies. We also have a specialist PE teacher who teaches all the PE alongside our table tennis coach. As a Spanish speaker, one of our HLTAs teaches Spanish across the school. Finally, we have a librarian from Tower Hamlets library service who comes once a week to lead library sessions for all children. Having these specialist teachers ensures that experts in their fields can really bring the curriculum to life for all the children.



Staffing structure

Senior Leadership Team

Headteacher	Tom Foster
Deputy Headteacher	Matthew Tranter
Assistant Headteachers	Jodie Taylor Nicole Philpotts Maddy Tee

Teaching and Educational Support Staff

Year group	Teacher	Support Staff
SEND	Sarah Riddleston Owen Landon	Chloe Sleaf Shahana Khatun Grace Abraham Hafiza Begum
Nursery	Katy Darby	Shah Ahad Diane Terry Fahima Khatun Kellie Cooper Annie Choudhury Katie Curl Siobhan Orton
Reception	Maddy Tee	Eleanor Mattis Sara Barnes Kimberley Rabin
Year 1	Victoria Hopkins	Kim Bushaway
Year 2	Farjana Aktar	Annie Choudhury Sara Barnes
Year 3	Nicole Philpotts	Kimberley Rabin Tracey Canaway
Year 4	Sabina Khanom	Joanne Quatromini Chloe Sleaf
Year 5	Ayesha Patel-Ali	Victoria Huntley Tracey Cannaway
Year 6	Jodie Taylor	

PPA/Support Teachers

Music	Laura Nash (0.6)
PE	Laura Quinton



Our commitment to CPD

We believe that all staff at Seven Mills are on a continual cycle of improvement and development and we have heavily invested in CPD to ensure that this happens. The purpose of Continuous Professional Development is to empower the staff at Seven Mills to develop their existing teaching and learning knowledge and skills. We aim to ensure that all staff feel confident in their role to ambitiously trial new teaching ideas in practice in order to improve the overall quality of teaching and learning across the school.

All staff have an opportunity to utilise the CPD on offer to develop their knowledge and skills, as well as increase their capacity to be positive role models to pupils as lifelong learners.

Seven Mills actively encourages staff to keep up to date with new changes to the national curriculum, teaching legislation, technology and working practices. We also aim to equip staff with the tools they need to deliver high quality teaching and learning at all times and to cope positively with a fast changing workplace.



Our wellbeing offer

At Seven Mills, we define wellbeing as 'a state of being physically, socially and emotionally cared for'; 'being comfortable, healthy and happy'; 'being resilient and able to cope with challenges'.

The biggest asset Seven Mills has is its staff; the biggest asset they have is their health and wellbeing. At Seven Mills we aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our pupils and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives.

At Seven Mills we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.
- Offering additional PPA / non-contact time through library sessions and additional discretionary cover.
- Having a two week timetable that enables staff to have a full day out of class every two weeks
- Allowing PPA to be taken at home where possible
- Employing specialist teachers to cover PE, music, library and table tennis.
- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Investing in the Tower Hamlets Education Partnership (THEP), silver package and

membership to the National College of Education.

- Offering planning support and subject leader days with our subject leaders and SLT.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No expectation for formal written lesson plans, unless requested by SLT.
 - PPA cover teachers plan, mark and assess their own lesson.
 - No formal lesson observations
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 07:00, after 18:00pm or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (07:00 - 18:00).
- Having an SLT team that teach - we believe that having members of the SLT on the ground, experiencing the day to day pressures of teaching, is the best way to ensure we don't lose sight of the demands and pressures of working in a one form entry school.
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning
- Encouraging staff to join our wellbeing team, who meet once a half-term to review the implementation of our wellbeing policy.





Job description

Job details

Salary:	Leadership Scale 10 - 14 (£67,880 - £73,993)
Contract type:	Full Time Permanent
Reporting to:	Headteacher
Responsible for:	Quality of Education

Main purpose

The deputy headteacher, under the direction of the headteacher, will take a major role in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- To work closely with teachers and curriculum leaders to make sure that the curriculum is relevant, accessible and engaging for all pupils and is achieving the goals set out by the 2014 national curriculum

The deputy headteacher will also be expected deputise for the headteacher in their absence and to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD). The deputy headteacher will also have a timetabled teaching commitment of up to 40%, complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any other duties delegated from the headteacher.

Qualities

The deputy headteacher, under the direction of the headteacher, will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
- Demonstrate the school's values and be ACE

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Embody the Seven Mills school vision and value setting a high standard for all



pupils, staff and families

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Model consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Quality of Education

Under the direction of the headteacher the deputy headteacher will:

- Develop a high quality curriculum with particular focus on disciplinary and substantive knowledge
- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- To maintain good partnerships between parents and school and liaise effectively with external agencies so as to promote and secure maximum support for pupil learning.
- Ensure the accurate monitoring of teaching and learning standards within the school
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
 - Establish and oversee systems, processes and policies so the school can

operate effectively

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher, the deputy headteacher, will:

- Performance manage middle leaders/class teachers, including carrying out appraisals and holding staff to account to their performance
- Performance manage support staff including carrying out appraisals and holding staff to account to their performance
- Manage staff wellbeing with due attention to workload and lead the school wellbeing team
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs
- Oversee and mentor Early Career Teachers in line with school induction processes
- Develop and implement induction processes for all new teachers and support staff

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Work with the governing board as appropriate
- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.



Person specification

Education and qualifications	Essential	Desirable
Qualified Teacher Status.	✓	
Evidence of continuous professional development.	✓	
Masters or National Professional Qualification		✓
Experience	Essential	Desirable
Successful leadership and management experience in a school	✓	
Proven success as a class teacher across a variety of phases	✓	
Involvement in school self-evaluation and school improvement planning		✓
Demonstrable experience of successful line management or staff development	✓	
Experience of working in an multi-cultural school	✓	
Experience of working with parents and families	✓	
Knowledge and skills	Essential	Desirable
Experience of curriculum development and leading a core curriculum subject	✓	
Data analysis skills, and the ability to use data to set targets and identify weaknesses	✓	
Knowledge and awareness of recent educational developments and the legislative framework	✓	
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	✓	
Understanding of school finances and financial management		✓
Effective communication and interpersonal skills	✓	
Ability to communicate a vision and inspire others	✓	
Ability to build effective working relationships with all stakeholders	✓	
Knowledge of Safeguarding / Child Protection legislation and procedures	✓	
Knowledge of a range of assessment procedures, including formative and summative	✓	
An understanding of equality of opportunity for all pupils and staff in the school	✓	
Knowledge and understanding of effective systems and strategies for positive behaviour management	✓	
Personal attributes	Essential	Desirable
Commitment to the school's vision and values.	✓	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓	
Ability to work supportively within a team under pressure and prioritise effectively	✓	
Commitment to maintaining confidentiality at all times	✓	
Commitment to safeguarding and equality ensuring that personal beliefs are not expressed in ways that exploit the position.	✓	
Flexible in approach and willing to learn and develop new skills, and lead by example	✓	
Skill with communicating effectively with staff, parents, governors and outside agencies	✓	





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