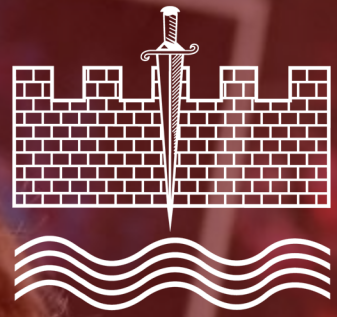


# SHOEBURYNNESS HIGH SCHOOL

Southend East Community Academy Trust

EXPECT EXCELLENCE



**DEPUTY  
HEADTEACHER**

**SECAT**

# WELCOME

I am delighted that you have taken an interest in joining the Senior Leadership Team at Shoeburyness High School, which is at the heart of the local community. Whilst it has its own unique character and ethos, we are proud to be part of the SECAT family of schools.

Shoeburyness is a very special place to work; it is a school that puts its people at the centre of all we do. The students are our best ambassadors, and this speaks volumes about what the school means to them; it was the students who gave my tour of the school, and it was their passion that convinced me that this was the school for me. I was privileged to be appointed earlier this year, in 2022, and have received a warm welcome from the school community and the Trust.

Since joining, I have been building my team. This role is an exciting opportunity for a senior leader who is passionate about the development of young people and wants to join a team of committed leaders to continue to strengthen the provision for our community.

This brochure will give you an insight into life at Shoeburyness, our successes and our key values. We place the highest importance on openness, relationships, and communication.

Good luck and all best wishes to you,

*Teri-Leigh Jones*  
Headteacher



SECAT



# WELCOME



Since SECAT was established in 2016, it has developed beyond all recognition – but always with the focus on improving outcomes of our children and the lives of both our children and families.

We are a family of 6 successful schools all within our joint local community, served by staff who are passionate about engaging children in their learning.

It will therefore come as no surprise to you that we aim high. We want to ensure the highest calibre of leadership and excellent quality of teaching.

I look forward to meeting you and to working with the successful candidate to serve our local community and securing the best possible outcomes for our children and young people.

With very best wishes,

*Ruth Brock*

SECAT Chief Executive Officer

Building Strong Schools

Building Strong Partnerships

Building Strong Communities

[www.secat.co.uk](http://www.secat.co.uk)

SECAT



# ABOUT US

Shoeburyness is a large comprehensive school of just over 1800 students. We serve the Shoeburyness area to the East of Southend-On-Sea in Essex. We are a hugely diverse community. For example, we operate a Grammar Stream within each year group of 31 places allocated for students passing the Essex Selective Exam, but also a provision for students with physical and education needs.

We are heavily oversubscribed and very proud of the fact that we are the school of choice for many families each year. Our PAN is 310 students in each year group and we are full in all year groups. At our last Ofsted we were judged to be Good in all categories apart from Behaviour and Attitudes, which were judged to be Outstanding. However, we recognise that this report is from 2017 and we are more concerned with looking forward to an exciting future, than resting on our laurels

We believe that every student can and should achieve their full potential and our commitment is one of ensuring our students develop a love of learning, a passion for enquiry and a dedication to being the best that they can be. We aim to ensure that every student is inspired and supported to achieve their personal best; learning comes first. Our motto is "Expect Excellence" and if you are interested in helping us secure excellence for all our students, we would be very pleased to meet you.



Effectiveness of leadership and management  
**Good**

Quality of teaching, learning & assessment  
**Good**

Personal development, behaviour & welfare  
**Outstanding**

Outcomes for pupils  
**Good**

16 to 19 programmes  
**Good**

“  
Current pupils' work across a wide range of subjects and year groups show good progress is being made.  
”

“  
Pupils behave well because they can manage challenges positively and are resilient.  
”

“  
They are very good at debating issues and respectful of others' views and ideas. They support each other very well.  
”

“  
Pupils are confident and successful learners because of the outstanding personal welfare and development work they experience at school.  
”

“  
Pupils understand how to keep safe in school and in society.  
”

“  
Pupils enjoy coming to school. Their attendance is above average and rising.  
”

“  
Pupils are confident, resilient and successful learners.  
”

“  
Their attitudes are exceptionally positive, and they work very well with their teachers and their classmates in learning activities.  
”

“  
Pupils are confident that they, and others in the school, understand how to deal with bullying.  
”

  
**Ofsted**  
Good School

2017



# Our Values

Be part of every student's extended family and support them just the same



Never leave anyone out and ensure everyone feels like they belong



In all of our interactions, have due regard for someone's feelings, wishes and rights



Support individuals to face challenges and deal with them positively



Everyone is capable of excellence and our purpose is to ensure you achieve it



# VISION MISSION VALUES

## Our Vision

We want every child to feel proud of themselves.

## Our Mission

To provide a range of opportunities in and outside the classroom that allow our students to become fully rounded individuals that demonstrate positive attitudes to their immediate, local and wider communities and who have aspirations for their own futures.

We will support these attitudes and aspirations with excellent practice that enables our students to achieve the best possible individual outcomes to prepare them for engaging and fulfilling destinations.

SECAT



# STAFF

**"The first thing that struck me when I joined SHS as a senior leader was the Leadership Team's unerring desire to always strive for the very best for the staff and students in the school. I quickly realised this desire was something that was engrained in all staff in the school who continually go above and beyond in their efforts to give SHS students the very best experiences. The staff of SHS are a strong and supportive team who are justifiably proud of their students and the community that has been created here."**

**J. BANKS**  
SENIOR LEADERSHIP TEAM

**"I started working here at Shoeburyness High School during lockdown. It was a very strange time to be starting at a new school but I noticed straight away the 'can do' attitude of the staff. Everyone was friendly and always happy to help even in these strange times. It made the transition in to my new role extremely smooth. I settled in to my new role so quickly as Shoeburyness High School is such a friendly and inclusive place to work, I am proud to be part of the team."**

**L. MCVEIGH**  
ADMINISTRATION STAFF

**"I have thoroughly enjoyed my time at Shoeburyness High School since joining during my training year. There is a great community feel amongst staff and students and I was immediately made to feel welcome, this was particularly important for me having moved from outside of the area. There is a real ethos of supporting students in their academic and social development. There is fantastic support available for staff, particularly for trainees and NQTs. I would recommend working at Shoeburyness High School to those that are passionate about teaching and enjoy interacting with a diverse range of students."**

**S. HAWKINS**  
NEWLY QUALIFIED TEACHER

# DEPUTY HEADTEACHER

<b>Job Title:</b>	<b>DEPUTY HEADTEACHER</b>
<b>Grade:</b>	<b>SECAT Enhanced Leadership Scale L24-28</b>
<b>Responsible to:</b>	<b>Headteacher</b>
<b>Pay Range/Salary:</b>	<b>£78,790—£86,899</b>
<b>Start Date:</b>	<b>January or April 2023</b>
<b>Contract Type:</b>	<b>Permanent</b>
<b>Hours per week:</b>	<b>Full Time</b>
<b>Application Closing date:</b>	<b>Wednesday 7 December 2022</b>
<b>Date of Interview:</b>	<b>Week commencing 12 December 2022</b>

Southend East Community Academy Trust (SECAT) and Shoeburyness High School are seeking to appoint a dynamic and dedicated Deputy Headteacher to join our current leadership team, adding capacity and thinking, to drive our strategic development.

This role is suitable for a leader with appropriate skills, knowledge, and experience of significant and successful work with students of all backgrounds and abilities.

The successful applicant will lead and develop teams to deliver an excellent student experience and outcomes, which will set them up for success in their next steps after Shoeburyness High School.





# DEPUTY HEADTEACHER

The appointed Deputy Headteacher will work as part of our leadership team supporting the development, delivery and evaluation of curriculum and assessment. They will take a lead role on an agreed area of responsibility tailored to the strengths they bring under either of the following remits:

**Academic Standards: Curriculum, Teaching and Learning**

**Academic Standards: Progress, Assessment and Outcomes**

Crucially, the postholder will need to have the expertise and interpersonal skills to enable successful work with all staff in further developing and refining consistent and effective classroom engagement. They will focus on excellence in curriculum delivery and assessment that leads to the best possible outcomes. In addition, alongside the wider Senior Leadership Team, they will need to understand and embrace the role that students and parents have in developing a positive culture and be committed to utilising the voice of these stakeholders in school improvement.

The successful candidate may also have strategic responsibility for extra-curricular activity to ensure this supports development of character and personal development.





# KEY ROLE

The following provides the overall strategy and remit of the post holder. It should be read in conjunction with the Strategic Plan, School and Departmental Improvement plans and Performance Management documentation to provide the key impact and outcomes expected for the academic year ahead.

## Main purpose of the role

- To take responsibility for a significant area of the school including designated staff – e.g. Assistant Headteachers and curriculum leaders.
- To develop the quality of education to meet challenging targets set out in the School Improvement Plan
- To be responsible for the strategic and operational (day to day) running of this area
- To develop and enhance the teaching practice of others in line with the school's policies and in partnership with the senior team
- To work closely with all members of the leadership group on standards of student conduct, attendance and engagement with school life
- To deputise for the Headteacher as required and directed



# MAIN AREAS OF RESPONSIBILITIES

## Specific to the post

- To ensure that the school's teaching and learning policy and standards are of the highest quality and are applied consistently and by all who work and study at the school alongside the Assistant Headteacher with responsibility for Teaching & Learning
- To develop strong values and ethos across the school and provide opportunities which enhance the quality of provision and provide opportunities for all children to lead and grow
- To monitor standards and consistency in classroom expectations of student engagement in their learning
- To assume lead responsibility for quality assurance including curriculum planning and resourcing, assessment and progress reporting arrangements
- To line manage the Curriculum Leader(s) in ensuring that monitoring and evaluation are robust and systematic, and all underperformance is addressed
- To guide middle leaders in ensuring effective provision and intervention for all groups of learners
- To take responsibility for examinations provision at all Key Stages
- To inform the Senior Leadership Team and Academy Committee, on a regular basis, of successes and areas for development in areas of responsibility and in identifying effective actions to address any matters arising
- To ensure that high quality performance is maintained, and robust development plans are implemented, which drive forward improvements
- To lead by example in modelling the highest professional standards to staff and students



# MAIN AREAS OF RESPONSIBILITIES

## Leadership

- To lead the implementation of the school's Teaching, Learning and Assessment processes and related policy to ensure students achieve their personal best
- To collaborate with multi agency partners across the area to deliver the best possible outcomes for young people
- To represent the school in a range of forums including at Trust level
- To take a lead role in school self-evaluation, critically evaluating strategies for school improvement and contributing effectively to strategic planning meetings
- To support the Headteacher in the day-to-day management of the school
- To communicate the school's vision compellingly and support the Headteacher's strategic leadership
- To lead by example, focusing on providing excellent education for all pupils
- To lead on particular whole-school strategies and policy areas
- To build positive relationships with members of the school community
- To keep up to date with developments in education
- To seek training and continuing professional development to meet own needs

## Managing staff

- Assist with the selection and recruitment of new teaching staff alongside the HR Department and Headteacher
- Performance manage those middle leaders for whom they are responsible, including carrying out appraisals, providing professional development opportunities, and holding staff to account for their performance
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge
- Commit to their own professional development, proactively identifying development opportunities .



# MAIN AREAS OF RESPONSIBILITIES

## Modelling best practice for teachers

- Demonstrate excellent performance against parts one and two of the Teachers' Standards: teaching and personal and professional conduct
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others
- Ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

## General duties and responsibilities

- To safeguard the welfare of students and report any concerns to the Headteacher
- To uphold the ethos and promote the core principles of the school
- To work in accordance with all procedures and policies, adhering to the school's and Trust's professional code of conduct for staff and quality standards for all staff
- To lead in the delivery of In-service training in area of specialism
- To maintain a high profile and visible presence within the school and carry out senior duties effectively
- To review and adapt systems and policies in response to the changing needs of stakeholders
- To chair, participate in and attend meetings and training as appropriate including INSET days
- To attend parental and school events in line with expectations of the role
- To ensure confidentiality is always maintained.



# MAIN AREAS OF RESPONSIBILITIES

## Other responsibilities

- The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

# PERSON SPECIFICATION

Requirement	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"><li>• A graduate with Qualified Teacher Status</li><li>• Able to show evidence of continuous professional development at a level appropriate to the post</li><li>• Significant experience of senior leadership with a proven track record of impact</li><li>• Experience of leading on a whole school priority</li><li>• Experience of senior leadership in more than one school</li><li>• Experience of working with students and families from a wide range of socio-economic backgrounds</li></ul>	<ul style="list-style-type: none"><li>• Experience of senior leadership within a large secondary school</li><li>• Experience of multi-agency working</li><li>• Experience of working in a complex organisation</li></ul>
Knowledge and Skills	<ul style="list-style-type: none"><li>• Excellent classroom practitioner</li><li>• Thorough knowledge of all statutory requirements and legislation relevant to school attendance, behaviour, and exclusions</li><li>• Excellent communication skills that enable key messages to be delivered to a variety of stakeholders</li><li>• Up to date knowledge and understanding of recent pedagogical developments and how they can be applied to improve behaviour and engagement with learning</li></ul>	



# PERSON SPECIFICATION

Requirement	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"><li>• Ability to analyse data and information, set stretching targets and oversee intervention strategies</li><li>• Experience of the challenges surrounding the delivery of outcomes to different student groups within one setting</li><li>• Knowledge and understanding of equal opportunities and inclusion issues</li><li>• Set standards for staff and students by personal example of hard work</li><li>• Commitment to meeting the needs of students and parents and a high level of professionalism in manner and organisation</li><li>• Secure understanding of the current educational landscape and the challenges and opportunities it presents</li><li>• Demonstrate ability to plan strategically, lead, motivate, develop, and inspire staff, and to manage change effectively</li><li>• Ability to inspire confidence and work effectively with governors, school staff, Trust colleagues, students, parents, and other stakeholders</li></ul>	<ul style="list-style-type: none"><li>• Experience of timetabling</li></ul>

# PERSON SPECIFICATION

Requirement	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"><li>• Ability to reach into the community to ensure the school has a highly positive profile</li><li>• Excellent organisational and administrative skills</li><li>• Willingness to have tough conversations which are done in a fair and constructive manner that maintains dignity</li></ul>	
Personal Qualities	<ul style="list-style-type: none"><li>• A genuine commitment to students and high expectations for their progress and welfare</li><li>• Can inspire and influence others</li><li>• A capacity for hard work</li><li>• Driven to make a difference and add value</li><li>• Intrinsically motivated</li><li>• Resilient</li><li>• Sense of humour</li></ul>	



# REWARD AND BENEFITS

EXPECT EXCELLENCE

Our people are at the heart of our success. We have developed a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level to senior leadership.

We look for talented individuals who share our vision for creating exceptional places of learning and are committed to ensuring that every child in Shoburyness has access to the best possible education.



# SAFEGUARDING NOTICE

EXPECT EXCELLENCE

Shoeburyness High School is committed to ensuring the highest levels of safeguarding and promoting the welfare of children, and we expect all our staff and volunteers to share in this commitment.

All offers of employment are subject to an Enhanced DBS check, references, medical clearance, and where applicable, a prohibition from teaching check will be completed for all applicants. Before applying, please review our recruitment and selection policies and procedures, which are available on our website.

## EQUAL OPPORTUNITIES

Shoeburyness High School is an equal opportunities employer and welcomes applications from all suitably qualified candidates.

As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.





# NEXT STEPS AND HOW TO APPLY

EXPECT EXCELLENCE

If you have any questions about this opportunity, please contact us via e-mail, or call to arrange a conversation with the Headteacher.

Please see contact details for Shoeburyness High School below.

We encourage visits to the school prior to application and are happy to arrange these for candidates.

To make an application please visit [www.secat.co.uk](http://www.secat.co.uk) for Guidance Notes and to download SECAT Application Forms to be returned completed by the closing date Wednesday 7 December 2022 to [hr@secat.co.uk](mailto:hr@secat.co.uk)

A copy of the SECAT Recruitment and Selection Policy and Privacy Notice for Job Applicants can be found in the policies section of the SECAT website ([www.secat.co.uk](http://www.secat.co.uk))

SECAT is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. All appointments are subject to an enhanced DBS check, medical clearance, social media checks and satisfactory references. We are an equal opportunities employer.

SECAT reserve the right to appoint before the closing date.



**(01702) 292286**



[office@shoeburyness.secat.co.uk](mailto:office@shoeburyness.secat.co.uk)



[www.shoeburynesshigh.secat.co.uk](http://www.shoeburynesshigh.secat.co.uk)



**Caulfield Road, Shoeburyness,  
Essex, SS3 9LL**

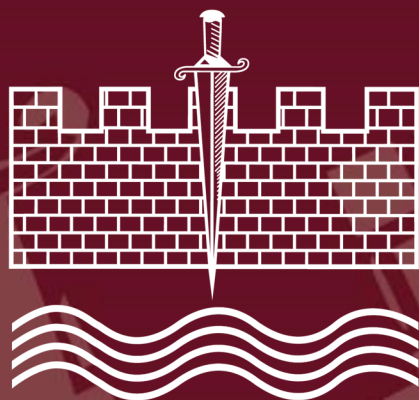


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# SHOEBURYNESSE HIGH SCHOOL

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