

## St Botolph's Church of England Primary School

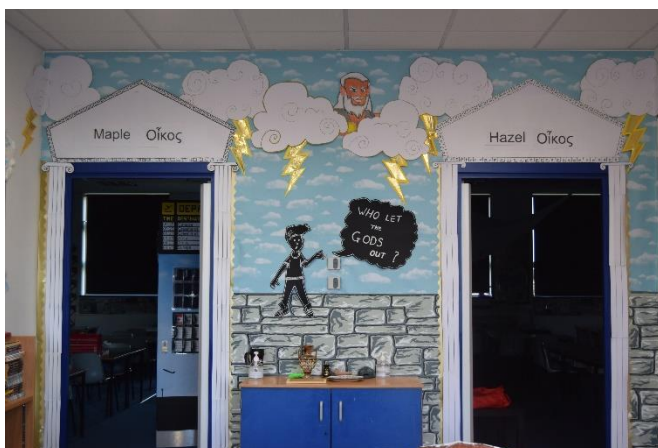
# Deputy Headteacher Appointment

### Information for Applicants



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## Advertisement

### Deputy Headteacher

**Pay range- L8 - L12 (£ 50,151- £ 55,338)**

St Botolph's CEP School, Dover Road, Northfleet, Gravesend, Kent DA11 9PL

Start date: September 2021

St Botolph's Church of England Primary School is a two-form entry primary school in Northfleet, Kent. We serve 450 children and their families. We put wellbeing at the heart of our work.

The Deputy Headteacher will support the Headteacher to further improve the school, working closely with all stakeholders. You will:

- support our implementation of the vision and values and further develop the high-quality education we already offer
- have the highest aspirations for everyone and enhance the development of a motivated, inspirational and determined staff team
- expand the curriculum to broaden horizons and widen opportunities
- further develop positive relationships with our parents and community

We are part of Aletheia Anglican Academies Trust. The Trust offers a network of excellent primary and secondary staff working together to improve the life chances of children. It also brings excellent opportunities for career progression and advancement.

The successful candidate will have the ability to lead the staff team, inspire children and motivate all members of our school community. Although this is a non-class based role, you will recognise high quality teaching and learning, lead by being an excellent role model (supporting in class when necessary), encouraging staff and children to become the best they can be. A willingness and enthusiasm to grow into the role and the ability to develop as a leader will be required.

**Informal visits to the school are warmly welcomed and encouraged (subject to current restrictions). Please contact Mrs Kim Barton (Office Manager) on 01474 365737 or email [office@st-botolphs.kent.sch.uk](mailto:office@st-botolphs.kent.sch.uk) Please visit our school website for further information [www.st-botolphs.kent.sch.uk](http://www.st-botolphs.kent.sch.uk).**

**Closing date for applications:** Friday 12<sup>th</sup> March 2021 12pm.

**Interviews:** Week beginning 22<sup>nd</sup> March 2021

## About the school

St Botolph's Church of England Primary School aims to provide a stimulating and varied programme of education to enable children of all abilities and backgrounds to acquire confidence, knowledge and skills within an environment of Christian faith and practice, respecting also those from other faiths. Staff, children, parents and governors work together for the care of the school within the community, committed to the spiritual, social, moral and intellectual welfare of the pupils.

Our school has been serving the local community of Northfleet in Kent since 1838. It was originally known as Northfleet National School and was rebuilt on its current site in 1976. Currently, there are 450 pupils on roll. We benefit from a large multi-purpose hall and a wealth of technology including Laptops, an IT suite and iPad stations. We also have extensive grounds. There are two playgrounds, and playing fields. We also have a recently developed Forest School area. We provide education to children from a wide variety of faiths and backgrounds who work together in a harmonious, multi-cultural, vibrant community.

## Our Vision

Our service to the school community will seek to fulfil Jesus' promise of 'life in all its fullness.' We will provide a committed and consistent approach. The curriculum will expand opportunities and widen horizons for all. Our Christian values of respect, resilience and responsibility will foster a strong sense of belonging.

## Our Motto

Inspired by Jesus, helping children to become the best they can be.

## School Values

The Three R's – Respect, Resilience, Responsibility

We shall promote Christian values of:

- **Respect**, so pupils and staff show love and forgiveness, working always for peace in our community, our country and our world.
- **Responsibility**, so pupils and staff actively serve and support the school and the wider communities in which they live, and strive for justice and equality for all people
- **Resilience**, so pupils and staff live in a positive climate of hope, show courage and compassion and are thankful both for the challenges they face and the blessings they receive.





## Ethos

Recognising its historic foundation, this Church of England primary school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith. It promotes Christian values and spiritual development through the experience it offers to all its pupils.

All children take part in our weekly Eucharist service held at the school and visits to St Botolph's Church for special occasions.



## School Characteristics

Age range of pupils:	4 – 11 years
Number on roll	450
Children with EHCP	8
Children with SEND	12%
Children entitled to pupil premium	23%
Non-white British children	52%
Children with EAL	23%
Number of classes	15
Number of teachers	16
Number of HLTAs	6
Number of TAs	13





## Things we are currently working on

- ❖ Further developing and enriching the St Botolph's curriculum, expanding the cultural capital for all of our pupils
- ❖ Developing the leadership skills of middle leaders further so they are confident in their subjects
- ❖ Embedding assessment for foundation subjects
- ❖ Improving the provision of English, particularly speaking, reading and spelling
- ❖ Ensuring the provision of RE is excellent and relates well to our worship and ethos
- ❖ Furthering the provision for vulnerable pupils from all groups by developing early intervention strategies
- ❖ Building upon the links with our community and church

## Curriculum

As a Church of England School, the Christian ethos is at the heart of all that we do at St Botolph's. Our values of Respect, Responsibility and Resilience permeate all our work.

The St Botolph's Curriculum has been carefully planned and sequenced with relevant content and activities which match our children's needs and experiences, broadening their horizons and widening their opportunities. Elements of the work are carefully connected, interweaving knowledge and skills, in order to make learning meaningful. We follow the National Curriculum.

We strive, through inspirational teaching, to develop children as independent thinkers and learners. They experience a wide range of active, practical and exciting learning opportunities, which enrich their understanding of the world in which they live.







## Pastoral care and support

St Botolph's has a very caring ethos, where everyone is valued and staff provide excellent pastoral support for the children. Ofsted said "Pupils are friendly, polite and respectful of adults and each other. They are caring and kind. They feel safe at school and say they are confident to turn to adults should any problems arise." This remains the case.

We have an Inclusions Team who work alongside the teachers to build excellent relationships with our parents and children. We work extensively with other agencies to support families and have our own social, emotional, mental health (SEMH) support for pupils.

Staff well-being is also important to us. Staff regularly receive training. They care about and look out for each other. There is pastoral support from our parish clergy.



## Attendance

Attendance is above National averages and is monitored very closely by our Attendance Officer. Termly we celebrate 100% attendance of both pupils and staff. To receive a 100% attendance badge at the end of the year is something both pupils and staff strive for. Our Attendance Officer has good relationships with our families and is proactive in ensuring children attend school.





## Multi Academy trust

We are part of Aletheia Anglican Academies Trust, a local church schools Trust. It comprises of seven primary schools and one all-through school at present. The Trust has plans to expand further. St Botolph's was a founder member of the Trust and so has helped to shape its way of working.

Aletheia is committed to sustaining high quality schools and supporting schools in need of specific improvement. Our focus is to provide school improvement services that draw on the wealth of practice from across our trust, broaden the expertise available to schools through flexible working arrangements and increase our capacity to quickly respond to the needs of individual schools. Pedagogical excellence is at the heart of all we do with a sustained focus on collaborative and mastery learning.

AAAT will deliver its vision by:

- Developing a Trust for all ages /phases of education, working in partnership with each other, learning from each other
- Promoting a Church of England ethos which believes in the value and potential of every student to achieve excellence academically; in religious education and their wider studies and become fully the person God intends.
- Pursuing educational excellence, so that outcomes for all learners are as good as they can be.
- Creating strong leadership at all levels that impacts effectively on academy performance.
- Ensuring excellence in Central Services to deliver support to academies across the Trust.

For more information on the Trust visit [www.aaat.uk](http://www.aaat.uk)

## Inclusion

All staff are committed to the principles of inclusion for all children and work hard to ensure that they are meeting the needs of children, including those with Special Educational or additional needs. The highly effective Inclusion Manager leads a team of HLTAs who deliver intervention and support where needed. We also have excellent links with external agencies. In addition, there is a strong network for SEND in both the Trust and locally. SEND progress is a high priority in the school.

## Parental Involvement

We encourage parental involvement in a variety of ways. Parents are invited to our weekly Eucharist service and performances by the children throughout the year.

We run regular parental workshops on maths, e-safety, phonics and reading as well as how to support children. We have an active fund-raising group called FOSB (Friends of St Botolph's) who run regular events and use the funds raised to support the children.

Ofsted said "Parents are overwhelmingly positive about the school. One parent summed up the views of many with the comment 'The children are so well behaved; it is so pleasing. The school has lots of activities and clubs. They are also taught tolerance of other cultures and beliefs. If I had to choose all over again, I would choose this school in a flash.'"

## Links with the Parish and Community

St Botolph's School has strong links with St Botolph's Church. The parish vicar regularly visits the school and supports both the staff and the children. We have a weekly Eucharist Service at school and attend church for special occasions.

Year 5 and 6 children are invited to take part in communion classes and be confirmed if they wish. Our Section 48 (Statutory Inspection of Anglican and Methodist schools (SIAMS)) inspection recognised that "Church leaders and parishioners make a significant contribution to the school's spirituality and sense of Anglican practice by leading and modelling this on a regular basis."

Each Year group organises and runs an annual charity event for a local cause. Pupils are encouraged to become aware of both our school and the wider community.



## DEPUTY HEADTEACHER

### JOB DESCRIPTION

**REPORTS TO:** Headteacher

**SALARY:** L8-12 (£ 50,151- £ 55,338)

**START DATE:** September 2021

The Deputy Headteacher will be responsible for working with and supporting the Headteacher on the following key school leadership and management areas. This will involve accepting delegated responsibility for aspects of these key areas.

### Main purpose

- Contribute to the formulation of the aims, objectives and policies of the school
- Manage staff and resources to that end
- Monitor progress towards the achievement of the school's aims and objectives
- Deputise for the Headteacher in her absence
- In partnership with the Headteacher and governors, implement our ambitious vision and ethos for the future of the school
- Lead by example to motivate, work with and develop others
- Confidently analyse and use data to ensure all pupils achieve as highly as they are capable of and be able to hold staff to account for their pupils' progress
- Engage in discussion and debate with the head and other senior leaders on all issues, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Headteacher and Governing Board

### Duties and responsibilities

#### School culture and behaviour:

- Build on 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
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy



### **Teaching, curriculum and assessment:**

- Sustain high-quality teaching across all subjects and phases, based on evidence in both your own and other teachers' performance
- Effectively use formative assessment to inform strategy and decisions
- Contribute to the development and review of all aspects of the curriculum

### **Contribute to curriculum development by:**

- Expanding the cultural opportunities for pupils, developing culture and performance
- Enhancing the school's standing in the community
- Developing the spiritual, moral, social and cultural development (SMSC) opportunities including the embedding of the new relationship and sex education (RSE) curriculum
- Entwine personal, social, health and economic education (PSHE) throughout our curriculum, focusing on personal development of children ensuring the 'hidden curriculum' is strong
- Operationalise the training subject leaders have received, particularly in terms of monitoring and evaluation
- Raise leaders' confidence in speaking with conviction about their subject and the way it sits within the St Botolph's Curriculum
- Promote the connectedness of the elements of the curriculum

### **Professional development:**

- 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 further develop own career
- Work with the Headteacher to lead, motivate, support, challenge, and develop all staff, so promoting continual improvement; including your own continuing professional development.
- Act as a coach and supportive mentor to staff to improve the overall quality of teaching and provision of learning

### **Governance, accountability and working in partnership:**

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Work collaboratively and positively within the Trust, other schools and organisations
- Maintain working relationships with fellow professionals to improve educational outcomes for all pupils
- Develop the partnership with St Botolph's Church and the local community
- Be empathetic with the significant and important role the church plays in the continuing growth of the school
- Enhance the links between the school and church, seizing all opportunities to strengthen this unity

### **Organisational management and school improvement:**

- Strengthen and sustain the school's ethos and strategic direction together with the Governing Board and through consultation with the school community

- Develop and oversee systems, processes and policies so the school continues to operate effectively
- Be part of the team promoting staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Contribute to the management of staff with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Contribute to the evaluation of the efficiency and effectiveness of the school, and present evidence to all relevant stakeholders.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the Senior Leadership Team
- Ensure the day-to-day organisation and running of the school is effective
- Undertake any professional duties, reasonably delegated by the Headteacher

In addition to the roles and responsibilities outlined above the post holder may be asked to undertake any duties which may be reasonably regarded as within the nature of the duties and responsibilities of the post as defined.

## PERSON SPECIFICATION – DEPUTY HEADTEACHER

Category	Essential	Desirable
<b>1. Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Leadership training</li> </ul>
<b>2. Faith Commitment</b>	<ul style="list-style-type: none"> <li>In sympathy with the school's Christian ethos and values</li> <li>Upholds Christian beliefs</li> <li>Supportive of the significant role the church plays in the life of the school</li> </ul>	<ul style="list-style-type: none"> <li>Experience in leading acts of worship</li> </ul>
<b>3. Experience</b>	<ul style="list-style-type: none"> <li>Successful experience of leading one or more subject areas</li> <li>Substantial, successful teaching experience</li> <li>Experience of successfully supporting and developing aspects of cultural development</li> </ul>	<ul style="list-style-type: none"> <li>Experience as deputy or assistant head</li> <li>Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2</li> <li>Curriculum leadership in one or more core subjects</li> <li>Effective work with other schools/agencies</li> <li>Experience of teaching in more than one school</li> </ul>
<b>4. Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development relating to school leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with other schools/ organisations/ agencies</li> <li>Experience of leading/co-ordinating professional development</li> </ul>
<b>5. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>Ability to articulate and share a vision of primary education</li> <li>Ability to inspire and motivate staff, pupils, parents and governors</li> <li>Evidence of successful planning, implementation, monitoring and evaluation of school improvement</li> <li>Understanding of the characteristics of effective schools, and strategies for raising achievement of all pupils</li> <li>Understanding of and commitment to promoting the welfare and safeguarding of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the role of the governing body</li> <li>Evidence of having successfully translated vision into reality at whole-school level</li> </ul>



<b>6. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum and of Early Years development</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of successful teaching and learning in religious education across the key stages</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>
<b>7. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with governors to enable them to fulfil whole-school responsibilities</li> <li>• Coaching and mentoring skills</li> <li>• Experience of being on the Senior Leadership Team</li> </ul>
<b>8. Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – eg staff, pupils, parents, governors, parishioners and clergy</li> <li>• Ability to provide clear information and advice to staff and governors</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to governors</li> <li>• Understanding the criteria for the evaluation of a Church of England school</li> <li>• Leading sessions to inform parents</li> </ul>
<b>9. Skills, Qualities and Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Strong commitment to the vision and values of a Church School</li> <li>• High expectations of pupils' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Good communication skills</li> <li>• Confidence</li> <li>• Have a presence</li> </ul>	
<b>10. References</b>	<ul style="list-style-type: none"> <li>• Positive recommendation in professional references</li> <li>• Satisfactory health and attendance record</li> <li>• Reassurances that no concerns about safeguarding exist.</li> </ul>	