



Deputy Headteacher Application Pack



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REAch2
ACADEMY TRUST
EXCEPTIONAL OPPORTUNITIES FOR LEARNING

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Letter from Cathie Paine, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Cathie Paine

Chief Executive, REAch2 Academy Trust

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org



Welcome Letter from Jane Comerford – Chair of Governors, St Mark's C Of E Primary Academy

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at our school. We are at an exciting stage in our development. Our vision is strong and our relationships with the community are excellent. We are looking for a leader who is energetic and ambitious and can take us to the next stage of our journey.

We are very proud of our children. We are deeply committed to transforming their lives and ensuring that their school experience is a happy and fulfilling. The Christian ethos of the school underpins all that we do, and we enjoy close links with our parish. We are a community in which every member is valued, and it is important that the new Deputy Head Teacher of St. Mark's sees supporting the Headteacher with communicating with and supporting families as a priority.

We are a one form entry school, in the London Borough of Croydon. We had an OFSTED inspection in 2017, graded 'Good', and our SIAMS inspection, also in 2017, graded us as 'Good'.

What I cannot convey on paper is the unique and special ethos of St. Mark's which can only be appreciated by coming to look around.

The school is committed to safeguarding and promoting the welfare of the children and expects all staff and volunteers to share this commitment. Enhanced DBS checks will be made. References will be sought for candidates who are shortlisted. All applications will be treated in the strictest confidence.

I hope that you are excited about our school and this opportunity to add value to the lives of our children. I look forward to your application.

Yours sincerely

Jane Comerford

Chair of Governors St Mark's C of E Primary Academy

Welcome Letter from Mother Roxanne, Vicar of St. Mark's C Of E and Governor of St. Mark's

I'm so pleased you are thinking about applying to become our next Deputy Headteacher! As Vicar of the parish I am passionate about the strong relationship between church and school. I'm looking forward supporting the new Deputy Headteacher and school in any way that we can as a church community; and I am excited to hear what you will want to do to further strengthen that relationship in new and creative ways.

Being right next door means that classes can very easily pop into church for all sorts of reasons: from studying the history of our beautiful church, to a visit to have the class teddy bear baptised by one of the clergy; or an amazing RE lesson taught in the church itself using different senses, for example.

As a school and church family we work very closely together with the aim of serving our local community to the best of our ability. We work closely on events such as the annual Harvest festival where the contributions of the school and church are given to the local Refugee Centre. Our end of year leaving service for Year 6 is one of the highlights of our year. The children pray and give thanks for all God has done during their time at St Mark's and we send them off with bibles and year books as they take the light of St Mark's with them.

Collective Worship is a huge strength at St Mark's, graded Good at our latest SIAMS. We aim to make sure that the worship is relevant and accessible to everyone in the school community and clergy regularly lead worship both in school and in church. Our children feel a strong sense of ownership of the worship and are involved in serving, leading prayers (both written and spontaneous), giving readings, and contributing all sorts of creative elements to services. St Mark's Church has a thriving congregation with children and young people making up at least a quarter of the regular congregation. We have excellent Sunday school for 0-12 year olds, conduct annual preparation classes for first communion and confirmation and seasonal discipleship classes. Our Church is proud of its history and identity as an inclusive Church where all are welcome.

Yours sincerely,

Mother Roxanne
Vicar of St Mark's Church

Deputy Headteacher

L8 – L12 (Outer London)

St Mark's C of E Primary Academy

“Inspiring minds, achieving excellence, nurturing faith”

About the school

Welcome to St Mark's Church of England REAch2 Primary Academy. The school is located in a vibrant and diverse residential area in South Norwood with a mixture of private and social housing. There is exceptionally good access to buses and trains. We are a small and caring, family orientated Church of England Academy serving a wonderfully diverse community. Over 45% of our children are in receipt of the pupil premium, over 20% have SEND and over 40% are EAL.

Our vision is to **inspire** a thirst for knowledge, thinking and learning through our creative, curriculum and values-based ethos; our core purpose is to ensure that our pupils and staff **achieve** excellence through hard work, determination and a focus on maintaining high standards of attainment and conduct.

Here at St Mark's, we understand that each individual is uniquely created to 'shine' and grow into compassionate, resilient and responsible individuals, able to contribute positively to the school, the local community and make a difference in society. Our mission is to provide the same standard of education and care for all our pupils as we would wish for our own children.

As a Church of England Academy, Christian values are central to the life of our school, where we worship together, serve together and grow together. We build **nurturing** relationships based on honesty, respect and trust. In so doing, we welcome everyone from all faith backgrounds and none.

Our learning environment provides a happy, calm and purposeful atmosphere with a culture of high expectations for all. We educate and nurture the whole child through an exciting, creative and inclusive curriculum which develops children's knowledge, skills and identity across a broad range of subjects, encouraging all to excel.

We are now looking for a passionate and creative Deputy Headteacher to help lead our talented staff team.

Our School Values Prayer

Heavenly Father, please help me to:
Respect others and rejoice in their achievements
Endeavour to learn something new every day
Accept and celebrate the differences in others
Continually rise to every challenge
Honestly reflect on my own actions
In Jesus' Name we pray, Amen

What we are looking for in our next Deputy Headteacher

With a newly appointed Headteacher, we are excited to recruit a new Deputy Headteacher who will add significant leadership capacity to the school. The new Deputy Headteacher will have overall responsibility for the curriculum and sustainable and continuous improvements in teaching and learning. It is likely that they will be expected to lead a specific area of the curriculum too (to be negotiated). They will have a minimum of 50% teaching commitment with the other 50% dedicated to specific duties and responsibilities.

We are seeking an experienced Deputy Headteacher, an outstanding Assistant Headteacher or senior leader who is ready for their next stage of development. The successful individual will demonstrate a commitment to our school ethos and vision: “Inspiring minds, achieving excellence, nurturing faith” and be:

- sympathetic and committed to the strong Anglican ethos of the school and its community
- driven by values and can exhibit deep evidence of relational leadership
- experienced in curriculum development and improvement
- experienced in working in diverse urban settings with associated challenges and deprivation
- experienced of involvement in transforming schools sustainably and compassionately with demonstrable impact

Being part of REAch2

There are 60 primary schools within REAch2 across multiple geographical locations, grouped into ten Clusters.

St Marks sits within Cluster 7 and works most closely with Aerodrome Primary Academy, Robert Fitzroy Academy and Tidemill Academy. The Cluster is led by a Deputy Director of Education. Being part of the REAch2 family, you will benefit from:

- expertise and support offered by the largest, primary only, multi-academy trust in the country;
- a wide range of professional development opportunities and the opportunity to work with some of the best educational professionals in the country;
- a personal coach
- access to an Employee Assistance Programme for you and your immediate family
- membership to ‘perks at work’

REAch2 will offer you the kind of rewards you can only find in a Trust that is improving the prospects and life chances for thousands of children across the country.

To find out more about the school and REAch2 we strongly advise that you visit our websites:

<https://www.stmarkscofeprimaryacademy.net>

<https://reach2.org>

The application

Informal and confidential discussions are strongly encouraged and welcome as are visits to see the school in action. Please contact the school office to arrange a discussion with the Headteacher, Ms Taiwo Labinjo.

Application Form:

Please complete a REAch2 Application Form, available on REAch2 and as an attachment on the advert and return to Taiwo Labinjo, Headteacher using tlabinjo1.306@lgflmail.org or by post to:

St Marks C of E Primary Academy
Albert Road
South Norwood
London SE25 4JD

Where possible please include as one of your referees a person of Faith (ie serving headteacher of a church school or vicar). If not possible, do not let this detract from you applying as your commitment to the school's Anglican ethos will be tested should you be shortlisted.

Equality and Diversity Monitoring

REAch2 Academy Trust aims to promote equality of opportunity and diversity across our workforce. We recognise and value the differences between individual skillsets and the benefits this can bring for the organisation. Please help us to understand this better by completing our online [Equality and Diversity Monitoring Form](#).

Safeguarding

REAch2 and St Mark's Church of England Primary Academy are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check with a Children's Barred List Check are essential for this role.

The application process and timetable

Application deadline:	Thursday 19 th May 2022 (12 noon)
Application to be returned to:	tlabinjo1.306@lgflmail.org or St Marks C of E Primary Academy, Albert Road, South Norwood, London SE25 4JD
Shortlisting	Friday 20 th May 2022 (candidates will be informed by 2pm)
Interview	Tuesday 24 th May 2022 - Tasks which will include teaching a lesson (year group and subject to be confirmed) - Presentation and Interview
Job starts	September 2022

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#)

Job Description – Deputy Headteacher with responsibility for Quality of Education (QE)

Job Purpose:

Provide strategic leadership of the whole Academy, in consultation with the Headteacher, staff, parents and leadership team, which brings about high standards of education. All leaders in the Academy share in devising strategies for raising achievement and ensuring high standards of behaviour. The post holder will work in close collaboration with the Headteacher and deputise for the Headteacher in their absence as required. The post holder shall have the professional duties of a Deputy Headteacher in accordance with the current School Teachers' Pay and Conditions Document and wider responsibilities relating to strategic direction and development, teaching and learning, leading and managing staff and efficient and effective deployment of staff and resources in consultation with the Headteacher.

Responsibilities:

1. To work closely with the Headteacher, and other members of the Academy Leadership Team, in providing leadership and management for the Academy.
2. To provide strategic leadership for specified whole school initiatives.
3. To lead teaching and learning, curriculum and core subjects.
4. To monitor and support academic progress, attendance and behaviour of students.
5. To actively support the vision, ethos and policies of the Academy and Trust.
6. To promote and safeguard the welfare of children you teach or come into contact with.
7. To support the Christian ethos and values of the school.
8. At all times to embody and promote the core values and Christian ethos of St Marks CE Primary Academy and to challenge others when these values are not adhered to.
9. To plan and deliver school collective worship.

Outcomes:

1. Achievement and standards

- Set high expectations and aspirational targets for the Academy to which your areas of responsibility contribute significantly.
- Ensure a consistent and continuous focus on pupil achievement using data to track and monitor the progress in every student's learning.
- Use national, local and Academy data effectively to analyse and evaluate pupil progress; planning and implementing effective interventions to support students.
- Continuously monitor and evaluate the effectiveness of learning outcomes.

- Commitment to a collaborative Academy vision of excellence and equality that sets high standards for every student.
- Ability to analyse and evaluate performance data.
- Demonstrate and articulate high expectations and set stretching targets for the Academy.
- Take appropriate action when performance is unsatisfactory within their specified areas of responsibility.
- Have an extensive knowledge and well-informed understanding of the assessment.

2. Quality of Provision

- Raise the quality of teaching and learning so that lessons are good or better and there is no inadequate teaching in their area of responsibility.
- Secure and sustain effective teaching through structured monitoring, evaluation and review.
- Monitor the quality of teaching and students' learning through the analysis of performance data, observation of teaching, work scrutiny, student interviews in collaboration with the Academy Leadership teams.
- Contribute to the development of teaching and learning by supporting training programmes, coaching and mentoring of teachers.
- Develop and maintain Academy policies and practices which promote high achievement and inclusion through effective teaching and learning across the Academy.
- Contribute to the development of the curriculum to best reflect the Academy's curricular aims and to meet the needs of all students.
- Seek opportunities to collaborate with other Academies, innovative and high achieving schools within REAch2 and other relevant networks to share and develop excellent pedagogies.
- Take a strategic role in the development of new and emergent technologies to enhance and extend the learning experiences of students.
- Implement strategies that ensure high standards of behaviour.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Have a teaching commitment as required by the Headteacher.
- Recognise excellence and challenge underperformance at all levels and ensure corrective action and follow up.
- Ensure a culture of challenge and support where all pupils can achieve success.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Understand school self-evaluation and be able to make evidence-based judgements.
- Be able to initiate and support research and debate about effective teaching and learning and develop strategies to improve performance.

3. Leadership and Management

- Be a strategic and supportive member of the Leadership team of the Academy, playing a key role in the development of the Academy as it becomes an innovative, high performing, and emotionally intelligent organisation for 21st century life.
- Take the lead strategically for specified areas of improvement and development and make a significant contribution to the strategic development of all areas of the Academy, whether or not holding a direct responsibility for the strategic feature or not.

- Have oversight of the academy ensuring that effective teaching and learning takes place and that pupils' personal development needs are met.
- Play a key role in creating an environment within the Academy where pupils and staff develop and maintain positive attitudes towards each other, the environment and community.
- Effectively manage an agenda of continual improvement to raise standards further in all areas of Academy. Contribute to the development and review of the Academy Self Evaluation, Academy Improvement Plan and the related documentation.
- Line manage designated managers and support staff working collaboratively to raise pupil achievement and attainment across the Academy and provide effective support, guidance, challenge and information for all staff within designated areas of responsibility.
- Take an active role as a Team Leader within the Academy's Performance Management policy in addition to promoting and providing induction and Continuous Professional Development opportunities to ensure the professional effectiveness of teaching and support staff colleagues.
- Maintain clear expectations, high standards of professionalism and collaboration to meet the Academy Improvement Planning priorities.
- Assist in the appointment of staff and their deployment to make most effective use of their skills, expertise and experience to raise standards of achievement across the Academy.
- Ensure that all staff have a clear understanding of their roles and responsibilities.
- Use appropriate resources, in consultation with the Headteacher, for effective, efficient and safe teaching and learning across the Academy; agreed budgets, staff, time, courses, development opportunities and ICT resources.
- Liaise effectively with all stakeholders.
- Ensure the Academy is compliant with national, local and Academy statutory, legal; and policy requirements.
- Act as a lead professional, setting a professional example to staff and pupils.
- Make professional, managerial and organisational decisions based on informed judgements.
- Inspire, challenge, motivate and empower others to carry the Academy vision forward.
- Understand the management of change to bring about sustained improvement.
- Prioritise, plan and organise self and others.
- Know how to use of a range of evidence, including performance data, to evaluate and improve aspects of school life, including challenging poor performance.
- Commitment to the equitable management of staff and resources.
- Able to delegate and monitor the implementation of management tasks.

4. Personal Development and Well-Being

- Treat all members of the school community fairly, equitably and with respect to create and maintain the Academy ethos.
- Ensure a consistent and continuous Academy-wide focus on pupil achievement, using baseline and progress data to monitor progress.
- Recognise and reward pupils who are making good progress, and identify underachievement putting in place appropriate support to address the areas of weakness.
- Support the extended school programme including visits.
- Ensure the safeguarding of all pupils through the implementation of effective policies and procedures
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations.
- Have a commitment to choice and flexibility in learning to meet the needs of every pupil.

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of pupils.
- Work effectively with relevant agencies to protect children.

5. Views of Learners, Parent/Carers and other Stakeholders

- Ensure an effective partnership with parents and carers to support pupils' academic and personal development.
- Seek opportunities to invite parents, careers and other members of the community into the Academy to enrich the opportunities for all students.
- Ensure parents and carers are well informed about their child's progress and targets and their part in the process of improvement.
- Seek the views of parents, carers and other member of the community on the development of the Academy.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' academic and personal development.
- Recognise and take account of the richness and diversity of the Academy's community.
- Listen to, reflect and act on community feedback.
- Build and maintain relationships with parents, carers and the community that enhances the education of all pupils.

6. Professional Development

- Keep up to date with current research in school improvement.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues.
- Provide regular coaching and mentoring for less experienced colleagues.
- Participate in Performance Management accordance with Academy policy.

7. Professional Standards

- Demonstrate effective practice and providing advice and feedback.
- Build a collaborative learning culture within the Academy.

Additional Information:

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Headteacher. This job description does not form part of the contract of employment

The REAch2 Academy Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS Check, Children's Barred Check List and Right to Work in the UK check and satisfactory written references.

Person Specification

	Essential	Desirable	Measured by
Qualifications and CPD			
Graduate	/		A
Evidence of continued professional development at leadership level	/		A/I
Commitment to ongoing research into effective school initiatives	/		A/I
QTS	/		A
Masters Degree		/	A
NPQSL		/	A
Knowledge/Experience			
Detailed knowledge, understanding and experience of safeguarding	/		A/I
Evidence of high quality teaching	/		A/I
The ability to think and act strategically at whole school level	/		A/I
The ability to challenge, influence and motivate others	/		A/I
Evidence of analysing data and using it to drive school improvement	/		A/I
Evidence of raising educational achievement and standards for all students including vulnerable learners	/		A/I
Ability to identify and respond to new challenges	/		A/I
Excellent problem solving skills	/		A/I
Engagement in collaborative partnership working, within and beyond the school and personal success and impact in the leadership and development of at least two of the following areas: • Improving levels of attainment and progress in a core subject • Improving outcomes in KS2 • Whole school teaching and learning • Preparation for Ofsted inspection • School self-evaluation/development planning • Curriculum design, planning and development • Experience in mentoring other teachers – including ECTs • Building community links beyond parents and students of	/		A/I

the school			
Professional and Leadership Skills			
An ability to communicate with all stakeholders	/		A/I
An ability to track progress through school's data systems	/		A/I
Outstanding presentation and communication skills – including in written communications	/		A/I
An ability to complete tasks to a high standard with attention to detail	/		A/I
Skilled at working with people and the ability to inspire and motivate others – both staff and students	/		A/I
Relationships			
An ability to establish good working relationships with colleagues, students, parents and the wider community	/		A/I
An ability to communicate effectively in oral and written forms	/		A/I
An understanding of and commitment to the effective promotion of the school	/		A/I
An ability to lead teams effectively	/		A/I
Personal Qualities/Attributes			
A positive outlook, and the willingness to embrace risk and innovation and commitment and dedication to social justice, equality and excellence	/		A/I
A high level of emotional intelligence	/		A/I
Respect and empathy towards others	/		A/I
Resilience, perseverance and optimism	/		A/I
Decisiveness and consistency	/		A/I
Drive for improvement and challenging underperformance	/		A/I
Capacity to be flexible, adaptive and creative	/		A/I
Capacity to receive and act on feedback to build on strengths and improve personal performance	/		A/I
Special criteria			
Ability to demonstrate enthusiasm and commitment to the agreed aims, ethos and values of this Church school including leading Collective Worship.	/		A/I
A practicing member of a Christian Church		/	A/I