

**Deputy Headteacher
Candidate Pack for
Thames Park Secondary School**



Osborne
Co-operative Academy Trust

Welcome Letter

Dear Candidate,

Thank you for your interest in the post of Deputy Headteacher at Thames Park Secondary School. The successful candidate will be part of a forward thinking, innovative school Leadership Team.

As a Deputy Headteacher at Thames Park Secondary School, you will work in partnership with the Headteacher and the school leadership team to raise academic standards and remove barriers to learning.

Thames Park opened in September 2020, and in September 2022, moved into a brand new £25 million purpose-built school in Grays. We are a co-educational 11-16 school being the latest member of the Osborne Co-operative Academy Trust. We currently have pupils in years 7, 8, 9 and 10 which has been built year by year. Grays is vibrant, rewarding and an inspiring place to work with excellent transport links. The area is undergoing one of largest scale redevelopments in Europe as part of the Thames Gateway Development.

Thames Park promotes high levels of academic achievement across the curriculum. We encourage participation in extra-curricular opportunities and empower pupils to make decisions wisely. Our blended curriculum is rich, diverse and personalised, ensuring every pupil makes great progress. Our focus on digital learning gives our pupils a unique learning experience. Our pupils are fully supported through high quality, personalised pastoral care. Our pupils are motivated and highly engaged by a dynamic learning environment. A wide range of leadership and enrichment activities help to encourage a spirit of co-operation, aspiration and joy for pupils.

We are looking for a hardworking, ambitious and dynamic individual to join Thames Park. Successful candidates will be part of a team of dedicated professionals. You will need to be flexible and adaptable to the needs of a growing school. Our staff team is a warm, welcoming and hardworking group, with staff wellbeing high on our agenda. As a Trust, we recognise the value of, and seek to achieve a diverse workforce. We welcome applications from all backgrounds. Please refer to our recruitment and selection policy statement (www.osborne.coop/working-with-us) for more information.

We hope you feel your skill set makes you a good fit for this exciting opportunity and I look forward to receiving your application.

Yours sincerely,

Paul Griffiths
Chief Executive Officer
Osborne Co-operative Academy Trust



The benefits of working with us

We understand that our employees are our greatest asset, and we are dedicated to providing them with benefits that include a professional development process and continued professional development opportunities. In addition to accessing to online training and supporting nationally recognised qualifications through the Apprenticeship Levy as well as competitive salaries, generous annual leave, recognition of continuous service and access to the Employee Assistance Programme.

We also recognise the importance of work-life balance and offer flexible working arrangements, including part-time and job-sharing options as well as internal opportunities to support employees to have better working lives. Our commitment to our employees' wellbeing extends to offering individual support and counseling services through our Employee Assistance Program and a supportive work environment that fosters teamwork, open communication, and recognition for a job well done. We believe that by investing in our employees' professional and personal growth, we are investing in the future of our pupils and our community as a whole.



“ We are supported in our school with high quality staff CPD especially in areas to improve our use of digital technology as we aspire to be the leading digital provider within our Trust. We are further encouraged to join local networks and funded to join National Associations.
Sally Read, Lead Teacher of Maths at Thames Park Secondary School

Our Cooperative Values



At Thames Park we live our Cooperative values daily, showing how we help people to help themselves. To take responsibility and ownership for our actions, to strive to give our members a voice in the way we run our organisation. Members will have equal rights and benefits, all members will be treated justly, fairly, and aim to support each other.

-  **Equality**
-  **Self- Help**
-  **Equity**
-  **Solidarity**
-  **Democracy**
-  **Self Responsibility**

“ The Osborne Trust values aren't just a set of laminated words that you put on the wall; they are lived values that people strive to live up to.
Ben Akande, Deputy Headteacher at Thames Park Secondary School

About Thames Park Secondary School



Welcome to Thames Park Secondary School, where we strive to provide an outstanding education for all our pupils. We aim to provide pupils with a digital focused education to guide their academic learning and prepare them for the future.

We aim to provide all students with an education that is tailored to support their academic development as well as their well-being; physically, mentally and spiritually. The partnership between our school and the parents and carers of our students is crucial in ensuring all the young people in our school develop into honest, open young people with the ability to care for others and develop absence of social responsibility.

In our first Ofsted inspection in January 2023 Thames Park was judged to be “good” in all areas by Ofsted. The report states that "Pupils are proud of their school" and "In lessons, they show commitment to learning and work hard". The report states that "The positive ethos at the school is valued and pupils contribute towards this in the way they behave and the way in which they take on positions of leadership", at Thames Park, students "capably take responsibility to lead". The report goes on to describe how Thames Park has "a positive learning atmosphere" and how "pupils conduct themselves maturely". The report also states that "Staff enable pupils to consider and discuss the personal issues faced in adult life". We are so pleased that this was achieved after seven terms of the school being operational.

Thames Park promotes high levels of academic achievement across the curriculum. We encourage participation in extra-curricular opportunities and empower pupils to make decisions wisely. Our blended curriculum is rich, diverse and personalised, ensuring every pupil makes great progress. Our focus on digital learning gives our pupils a unique learning experience. Our pupils are fully supported through high quality, personalised pastoral care. Our pupils are motivated and highly engaged by a dynamic learning environment. A wide range of leadership and enrichment activities help to encourage a spirit of co-operation, aspiration and joy for pupils.

Our aim is to make Nurture into an area of excellence within the school. Successful candidates will be part of a team of dedicated professionals. You will need to be flexible and adaptable to the needs of a growing school. Our staff team is a warm, welcoming and hardworking group, with staff wellbeing high on our agenda.



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Due to increasing student numbers, Thames Park Secondary School is on a journey of improvement and is seeking to appoint additional staff. We are a school which is firmly rooted in serving our community. We are proud to be an inclusive coeducational comprehensive school where we recognise that success for young people is built on firm foundations of trust, respect, care and hard work. We measure our success by much more than exam results as we recognise that such data tells only a part of the story of each of our young people. Thames Park is already a great place to teach and learn and we have many strengths including:



Knowledgeable and dynamic Trust with supportive governors, with a robust understanding of education



Motivated and polite pupils, who have a strong voice in the school with diversity champions and student parliament



Staff are aided by extensive and wide-ranging in-house support and coaching, by dedicated and helpful colleagues



Our people are at the heart of our success. We have developed a strong culture of cooperation and best practice, with professional development and career planning at its centre. We invest in all of our staff with support, coaching and mentoring



“We have a clear set of co-operative values; self-help, self-responsibility, equity, equality, democracy and solidarity. These values underpin everything we do. These values are not just words, but help to create the “Thames Park Way.”

Sam Dyer, Headteacher
Thames Park Secondary School



“Leaders know the importance of ensuring pupils can read fluently to access the rest of the curriculum successfully. Throughout the school, leaders encourage a love of reading. This contributes to pupils’ enthusiasm and enjoyment when reading a wide range of texts. Furthermore, it helps ensure pupils are able to apply their reading skills effectively, to achieve well in all areas of the curriculum.

Staff teach effectively so that pupils remember most of what leaders expect them to. They check what pupils have learned effectively. When gaps in learning are evident, staff provide helpful support so that pupils do not fall behind. When the school was opened, leaders’ approach to supporting pupils at the earliest stages of reading did not work as well as intended. Recently, leaders introduced different approaches that are starting to have a positive impact.”



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Job Description

Leadership range 21 to 25 £78,507 to £86,450 depending on experience

Post: Deputy Headteacher (11 – 16)

Salary: Leadership Range 21-25

Responsible To: Headteacher

Purpose of Job: Behaviour and Attitudes

To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the school and trust policies through which they shall be achieved. Managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. In conjunction with the school's staffing community, continue to develop the positive behaviour and attitudes across the school, impacting on student progress and attainment.

Introduction: The Deputy Headteacher will have delegated responsibilities which are both school wide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than a Headteacher.





Key Responsibilities of the role

1. Core Purpose and Accountability

1.1 To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

1.2. Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher.

1.3. Undertake the professional duties of the Headteacher, in the event of their absence from the school.

1.4. In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of Behaviour and Attitudes throughout the school.

1.5. To provide professional leadership and management of School Development Plan priorities



2. Generic/Teachers

2.1. You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Thames Park Secondary School.

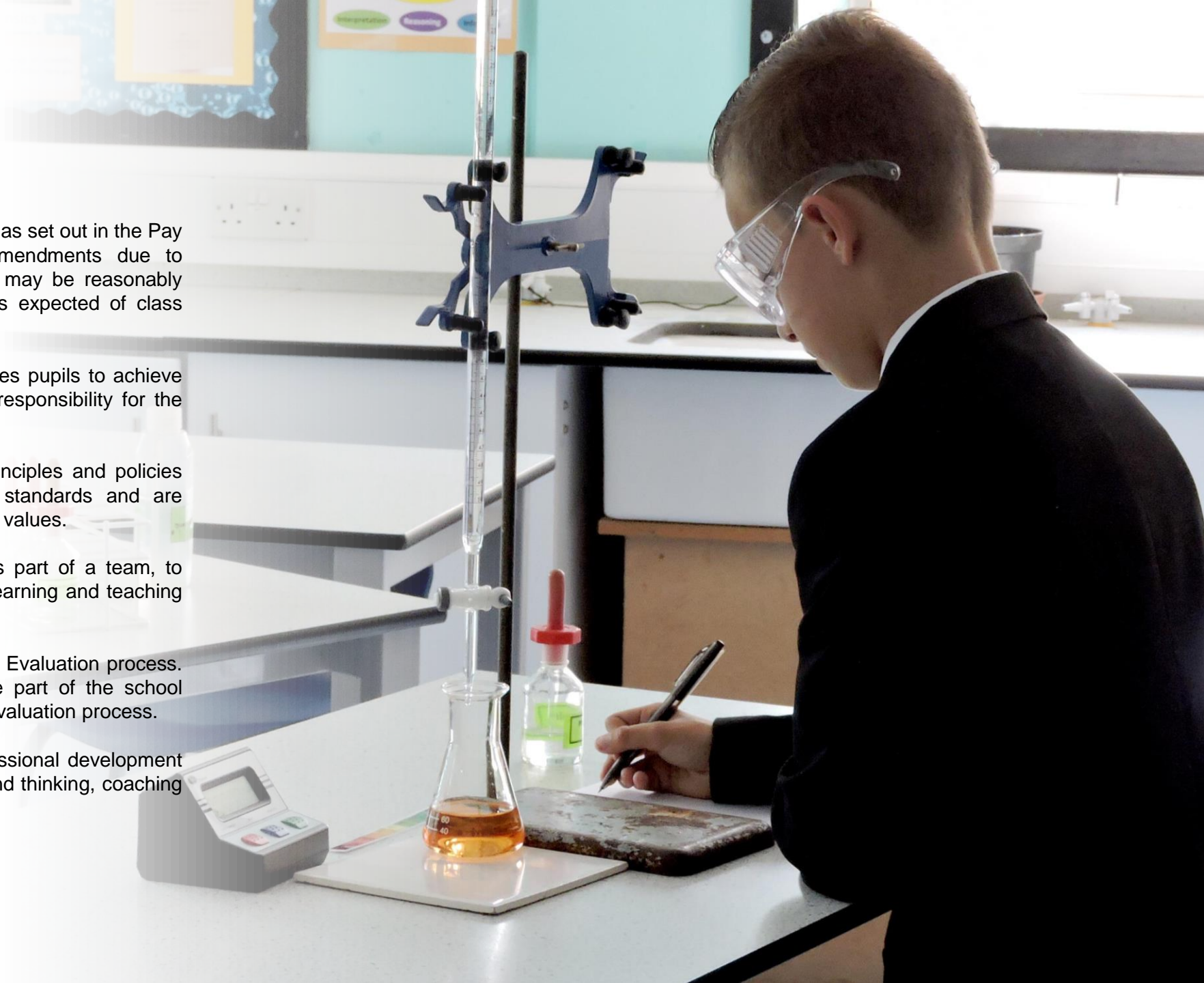
2.2. To facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.

2.3. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards and are expected to uphold and promote the school's aims and values.

2.4. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.

2.5. All staff will take an active role in the School Self Evaluation process. As Deputy Headteacher you will be expected to be part of the school improvement team and help develop the School Self Evaluation process.

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





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3. Professional Development Process

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

4. Key Areas

4.1. Impact on educational progress:

- a) Support the Headteacher in: Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all, demonstrating the vision and values of the school in everyday work and practice, motivating and working with others to create a shared culture and positive climate.
- b) Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy.
- c) Lead on the implementation, monitoring and evaluation of the Personal Development and Behaviour curriculum including an effective SMSC provision.
- d) Lead on the PR3 Behaviour system and the school's Behaviour Curriculum to ensure that the school creates a safe, calm, orderly and positive environment which allows students to make good progress and achieve positive outcomes.
- e) Promote high expectations for progress and attainment and support the students to develop in many diverse aspects of life.
- f) Establish short-, medium- and long-term plans for the development and resourcing for the specific areas of responsibility.
- g) Monitor the progress made in achieving subject/area plans and targets, to evaluate the effect on teaching and learning.





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- h) Lead on whole school attendance, pupil premium progress, and promote school enrichment and extra-curricular provisions.
- i) Work with outside agencies and stakeholders to inform future action, including alternative provision, both internally and externally.
- j) Lead the school's House System, encouraging student celebrations and rewards.

4.2. Whole school impact:

- a) Work with the Headteacher to raise standards and pupil achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes and school systems.
- b) Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.
- c) Attend local governing body/trustee meetings as required by the Headteacher.
- d) Create, maintain and enhance effective relationships.
- e) Support the recruitment and selection of teaching and support staff.
- f) Be the Deputy Designated Lead for Safeguarding, ensuring CPOMS is implemented effectively, including line management of the Designated Lead for Safeguarding
- g) Represent the school at the Behaviour and Attendance Panel, and vulnerable panel meetings.
- h) Effectively line manage curriculum areas as directed by the Headteacher.
- i) Ensure effective provisions are in place for SEND Students.
- j) Lead on school phase transitions and admissions.



4.3. Securing Accountability

- a) Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors, Trust and OFSTED; ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community. Develop a school ethos which follows the Trust values and enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. Work with the Local Governing Body and Trust (providing information, objective advice and support) to enable it to meet its responsibilities. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Trust, governors, parents and carers. Reflect on personal contribution to school achievements and take account of feedback from others.
- b) Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.
- c) Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.
- d) Provide guidance on a choice of teaching and learning methods/strategies including:
 - Coaching and mentoring; modelling and demonstrating excellent teaching practice; act as a consultant for other staff.
 - Undertake shared planning and team teaching.
 - In line with Trust expectations implement systems for recording individual pupil's progress.
- e) Evaluate the quality of teaching and standards of achievement, setting targets for improvement.



4.4. Resource Management

- a) Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- b) Work with the Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- c) Oversee and evaluate the subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles
- d) Secure and allocate resources to support effective learning and teaching within the subject area(s).
- e) Monitor and control the use of resources and budget according to the school's and trust's agreed financial procedures.
- f) Attend after school and community events to act as a representative of the school.
- g) SLT / Staff Duties and rotas including visibility and statutory duties.





4.5. Developing Self and Working with Others

- a) Work with the Headteacher to build a professional learning community which enables others to achieve.
- b) As an SLT Link, support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development
- c) Be committed to your own professional development.
- d) Implement successful performance management processes with allocated team of staff Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- e) Build a collaborative learning culture within the school and actively engage with other schools within the Trust and outside to build effective learning communities.
- f) Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- g) Develop and maintain a culture of high expectations for self and others.
- h) Regularly review own practice, set personal targets and take responsibility for own professional development.

4.6. Achievement of Pupils

- a) Evaluate analysis of data to identify barriers to learning and suggest ways to address these.
- b) Monitor the progress of pupils throughout the year, identifying gaps and any underachievement alongside middle leaders (through classroom learning visits, book scrutiny, discussion with pupils, teachers and leaders).





4.7. Strengthening Community

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

5. Assessment and Data

- a) Analyse assessment data from a variety of sources to inform whole school planning and resourcing.
- b) Present behaviour and attendance data to a range of stakeholders.
- c) Evaluate analysis of data to identify barriers to learning and suggest ways to address these.
- d) Monitor the progress, behaviour, and attendance of pupils throughout the year, identifying gaps and any underachievement (through planning checks, observation, discussion with pupils etc).
- e) Organise Professional Development meetings and evaluate outcomes.
- f) Work with a range of staff to analyse assessment data.
- g) Contribute to discussions with the Local Governing Body and Trust.



6. Duties for Deputy Headteacher

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

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

6.3. To provide professional leadership and management of the Curriculum.

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

6.5. To lead the professional development process across the school.



Person Specification



REQUIREMENT	ESSENTIAL	DESIRABLE
QUALIFICATIONS		
	<ul style="list-style-type: none"> Degree Qualified Teacher status Evidence of continuing professional development 	
EXPERIENCE		
	<ul style="list-style-type: none"> Experience across the Secondary age range Proven record of successful classroom teaching Proven record of successful experience as Assistant Headteacher or Deputy Headteacher Good ICT skills and knowledge to enhance teaching and learning through the identification, evaluation, adoption, and integration of effective education technology innovations into the curriculum 	<ul style="list-style-type: none"> Liaison with external agencies
LEADERSHIP AND MANAGEMENT		
	<ul style="list-style-type: none"> Proven leadership and management skills Demonstrable excellent supervisory, administrative, communication and interpersonal skills Understand the Co-operative values and work effectively as part of the Trust A clear vision of excellence in Secondary education A proven ability to raise educational standards and a commitment to high standards of achievement Understanding of school improvement and basic budget preparation Understanding of the strategic role of the Governing Body and ability to work effectively with Governors Ability to delegate, monitor and evaluate information Evidence of good working relationships with parents and the wider school community Highly visible in and around the school Experience of professional development process of both teaching and support staff Commitment to the continuing professional development of all staff Ability to lead by example and inspire others to achieve positive results Ability to initiate and manage change sensitively in pursuit of strategic objectives A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures 	<ul style="list-style-type: none"> Project management experience Knowledge and Understanding of GDPR

Person Specification

Continued



REQUIREMENT	ESSENTIAL	DESIRABLE
KNOWLEDGE AND SKILLS/ TEACHING AND LEARNING		
	<ul style="list-style-type: none"> Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these Demonstrable knowledge and understanding of education technology and its use across the curriculum Commitment to inclusion and equality of access to educational provision for all children Demonstrable knowledge and understanding of safeguarding and Online Safety regulations, principles and resources An understanding of consistent approaches to behaviour management Demonstrable knowledge and understanding of productivity software such as Office 365 and Gsuite Demonstrable knowledge and understanding of education technology associated with CPD, such as LMS, Video based professional learning and social media The ability to identify user needs (teachers, students, management and administration), analyse, logically organise the information and come up with a variety of solutions including appropriate training resources. Clear understanding of what is effective teaching and learning A high regard for the personal achievement of each child 	<ul style="list-style-type: none"> Innovative and creative approach to teaching and learning
PERSONAL QUALITIES		
	<ul style="list-style-type: none"> Strong interpersonal and communication skills Engage effectively with staff, children and the community Desire to promote respect between children, staff, parents and governors A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines Ability to recognise and utilise staff strengths Ability to build, support, motivate and work as part of a high performing team Ability to inspire children Resilient, hardworking and calm in a crisis Lead by example in extra-curricular activities 	<ul style="list-style-type: none"> Have a good sense of humour







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How to apply

Please complete the application form on our website

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Sam Dyer Headteacher of Thames Park on 01375 470790 or email s.dyer.tss@osborne.coop or our HR Director Louise Guy, on l.guy@osborne.coop or by phone on 01375 648936

-  **Closing date: Monday 26th February 2024**
-  **Shortlisting: Tuesday 27th February 2024**
-  **Interviews: Monday 4th March 2024**



Thames Park Secondary School
(DfE number 883/4005)
Chadwell Road,
Grays,
Essex, RM17 5FP
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