



Application Pack 2021



The
Beaconsfield
School
A Specialist Arts College



Dear Colleague

Deputy Headteacher Appointment – Teaching and Learning

Welcome to The Beaconsfield School and thank you for your interest in our vacancy for Deputy Headteacher. The Governors wish to appoint an energetic leader who will be instrumental in the continuing development of our school.

Please find enclosed an application pack, which includes a job description and person specification together with further information about The Beaconsfield school, which is highly successful in our local community. Further information is also available on our website www.beaconsfield.school

When submitting your application form, please include a personal statement (no more than 2 sides of A4) demonstrating how your knowledge skills and experience meet the job profile, and in particular, how you meet the requirements of the person specification. You may find the person specification particularly useful in allowing you to understand the type of person we wish to recruit. It is particularly important that you have a strong moral compass and desire to make a difference to the young people in our local community.

You are reminded that the closing date is **12 noon on 15th of March**, and the interviews will be held over a period of 2 days on 22nd and 24th of March. *Please note that CV's will not be accepted.*

Tours of the school will be offered on Tuesday 23rd February and Monday 1st March at 10am. If you would like to join a tour or arrange an informal visit, or you wish to discuss the position informally with the Head Teacher prior to submitting your application, please contact Sam Harwood (PA to Head Teacher) on 01494 687953. You are encouraged to email your completed application to Mrs S Harwood on sharwood@beaconsfield.school or by post to her at The Beaconsfield School, Wattleton Road, Beaconsfield, Buckinghamshire, HP9 1SJ.

I look forward to receiving your completed application form and personal statement and wish you every success. Please note that we will not respond to all applications and you will only be contacted should you be successful in our shortlisting process.

This is an exciting time for our school, and we hope this opportunity is one that appeals to you.

Yours faithfully

Mr. P Tang
Head Teacher



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OUR VISION

To discover the potential in all.

OUR PURPOSE

To provide all students, no matter what their starting points, the opportunities to be successful.

OUR AIMS

To encourage a love of learning through an environment of high challenge and a deep and rich curriculum.

To develop values of respect, community, understanding and hard work.

To provide an extensive range of activities and extra-curricular clubs to broaden experiences.

To give students opportunities to broaden their horizons and experiences to become positive members of their local, national and international communities.

OUR VALUES

HARD WORK

RESPECT

RESPONSIBILITY

EMPATHY

COMMUNITY





THE ADVERT

Start Date: September 2021
Salary: Leadership Point 18 - 22

The Beaconsfield School is committed to the wellbeing, development and growth of staff and students so that all can flourish together. We are seeking to appoint a dynamic and innovative Deputy Headteacher to support the Headteacher in leading our caring and supportive school. The Beaconsfield School is an oversubscribed, successful, secondary school with good facilities and is just embarking on a redevelopment project with plans to expand. We currently have 860 students on roll including Sixth Form.

You will:

- Be reflective and forward thinking with the ability to lead change sensitively.
- Be passionate, innovative and a motivated leader with a genuine commitment to making a difference.
- Be an excellent role model to staff and students with the drive and determination to become a Headteacher in the future.
- Be committed to driving high standards, with the ability to inspire staff and students to achieve their personal best.
- Have a strong moral compass dealing with every situation calmly and kindly, whilst being willing to challenge individuals, to secure the very best outcomes for all.

We can offer:

- A school at the heart of the local community with supportive governors who always go the extra mile.
- An aspirational, positive working environment, which prioritises staff development and wellbeing.
- The opportunity to make a real difference and equip students for life.
- The opportunity to share and celebrate in the successes of an outstanding, well-resourced school.
- The opportunity to join a fantastic team of staff and inspirational students.
- A strong commitment to professional development.

For further details please see our website www.beaconsfield.school or contact Sam Harwood (PA to Head Teacher) on 01494 687953.

Closing date for applications - noon on **15th of March 2021**

Interviews will take place on the **22nd and 24th of March 2021**



INFORMATION FOR CANDIDATES

The Beaconsfield School prides itself on our commitment in ensuring ***'we discover the potential in all'***. This is at the heart of what we do to ensure that students have every opportunity to thrive during their time at school and beyond.

The Beaconsfield School is a vibrant, happy, and inclusive school where students excel because of the nurturing and aspirational learning environment. This is because we care passionately about the progress and development of every student's journey at school and beyond. Our success is built on the quality of relationships. As a team our staff, governors, students, parents, and carers work collaboratively with a strong sense of community built on core values of Hard work, Respect, Responsibility, Empathy & Community.

High quality teaching and learning and an outstanding curriculum provides a range of opportunities that stretch and challenge our young people's capacity to think for themselves, develop their confidence and step outside their comfort zone. In the rapidly changing world in which we live, equipping our students with skills that enable them to adapt and take on the jobs of the future is key. We are an International Baccalaureate Career Programme school which provides a wide number of exciting opportunities for us and our students.

Our staff lead by example and work hard to ensure that our young people feel happy, valued, and secure. Our excellent, pro-active pastoral care and support underpins all we do. We have high expectations of all our learning community because we are ambitious for our young people and encourage a 'can-do' attitude. Grit, resilience, well-being, and kindness are important lifelong lessons and are integral to what we do to support our young people to overcome any challenges they may experience in life.

Our young people speak for themselves and are at the heart of what we do. We really do recommend that you come and see for yourself why we are so proud of each of them and our school.



WHAT WE ARE LOOKING FOR

The successful candidate will be key player in the development of our school. They will have a major influence on our future direction and as such will need to share our vision and have the energy, enthusiasm, and organisational skills to make things happen. We are most passionate about getting the right skills and qualities in this key role. You will find the specifics of the type of leader we are looking for in the person specification.

It is very important to us that you have a strong moral compass, which guides all your decisions, actions, and behaviours to ensure that students and staff thrive together. You must be committed to driving high standards, with the ability to inspire staff and students to achieve their personal best. This will be particularly important as we are a growing school and we want to continue to nurture and grow every child regardless of our size. This will need high levels of motivation, passion, and willingness to go 'above and beyond' for staff and students.

As we seek to provide our fantastic young people with the skills, knowledge, and experiences such that they thrive, we are looking for a leader who can develop highly focused subject-specific teaching and assessment strategies. We value extra-curricular learning opportunities, work-based learning, and the importance of character education.

The successful candidate will be prepared to undertake an MA, MBA or NPQH to model lifelong learning, develop professional networks and to develop own practice. Moreover, the postholder will be effective at developing others.

The challenges of Covid-19 will require schools to respond flexibly, with humility and resolve. Young people will need the professional skills and commitment of teachers and support staff now more than ever – this is an opportunity to shape the future direction of teaching, assessment, and professional development in a supportive and rewarding environment.



Job Description Deputy Headteacher
Responsible to:
Headteacher
Main Purpose:
<p>The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:</p> <ul style="list-style-type: none">• Formulating the aims and objectives of the school• Establishing policies for achieving these aims and objectives• Managing staff and resources to that end• Monitoring and evaluating progress towards the achievement of the school's aims and objectives• Communicating with all stakeholders pertinent to the role <p>If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Governing Body. The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).</p>
Qualities and Skills:
<p>The Deputy Headteacher will:</p> <ul style="list-style-type: none">• Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct• Build positive and respectful relationships across the school community• Serve in the best interests of the school's students• Demonstrate the ability to critically reflect upon one's leadership and impact• Be strongly committed to the professional development of themselves and others• Be a committed team player• Act as a sounding board and 'critical friend' to the Headteacher, valuing honesty and challenge
Duties and responsibilities:
<p>Teaching, Curriculum, and Assessment</p> <p>Under the direction of the Headteacher, the Deputy Headteacher will:</p> <ul style="list-style-type: none">• Establish and sustain high-quality teaching across all subjects and phases, based on evidence• Diagnose quality and consistency of teaching and learning, using a range of performance indicators• Ensure teaching and learning is underpinned by subject expertise• Ensure academic and vocational outcomes for students are consistently strong at both KS4 and KS5• Effectively use formative and summative assessment to inform strategy and decisions, both at department and whole school level• Ensure the teaching of a broad, structured, and coherent curriculum• Establish highly effective curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities, both locally and nationally• Use valid, reliable, and proportionate approaches to assessing students' skills, knowledge and understanding of the curriculum• Develop coaching to improve performance and keep abreast of the latest developments in this area and disseminate effectively to other members of staff



- Use data to effectively benchmark The Beaconsfield School's performance, and use such data to inform practice and policy
- Seek out best practice from high performing schools, locally and nationally, such that The Beaconsfield School learns from the best

School Culture and Behaviour

Under the direction of the Headteacher, the Deputy Headteacher will:

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards to prepare students from all backgrounds for their next phase of education and life, such that they can live rich and fulfilling lives of purpose
- Ensure a culture of staff professionalism including modelling such standards
- Encourage high standards of behaviour and independence from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Additional and Special Educational Needs (SEN) and Disabilities

Under the direction of the Headteacher, the Deputy Headteacher will:

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

School Leadership and Management

- Model effective school leadership, particularly regarding ethics
- Be proactive in all aspects of the role, including recruitment and retention of staff
- Reflect critically on the performance of self and others
- Liaise effectively with the Senior and Middle Leaders, establishing relationships based on mutual trust and recognition
- Design, lead and contribute to systems and process of effective school management, including performance management, department self-evaluation and line management

Organisational Management and School Improvement

Under the direction of the Headteacher, the Deputy Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Governing Body through consultation with the school community
- Establish and oversee systems, processes, and policies so the school can operate safely and effectively
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing, and mitigating risk
- Allocate financial resources appropriately, efficiently, and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented



- Adopt a 'value for money' approach in all aspects of work

Professional Development

Under the direction of the Headteacher, the Deputy Headteacher will:

- Ensure staff have access to appropriate, high standard, professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs

Governance, Accountability and Working in Partnership

Under the direction of the Headteacher, the Deputy Headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, parents, and carers
- 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
 - Reflect on personal contribution to school achievements and take account of feedback from others
 - Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students
 - Acknowledge the responsibilities and celebrate the achievements of individuals and teams
 - Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Seek and establish effective partnership relationships that serve students' needs, with schools and other organisations

Other Areas of Responsibility

- To be agreed with the postholder and reviewed annually, to ensure all aspects of the postholder's professional development needs are identified and met

Not all the above duties will need to be performed all the time and will vary according to the needs of the school at different points.



Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Beaconsfield School or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.

Data Protection

During your employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of the GDPR 2018.

Safeguarding Children

In accordance with the School's commitment to follow and adhere to the Department for Education's guidance entitled "Keeping Children Safe in Education" (2020) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the School community and outside agencies, and exercise sound professional judgment, which always focuses upon the best interests of the students and the school. You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for working with Children and Young People'. You are required to have satisfactory Enhanced DBS clearance. Your role always requires you to observe and maintain appropriate professional boundaries and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will always be expected to present a consistently positive image of the School and uphold public trust and confidence.

Freedom of Information

The post holder must be aware that any information held by the School, in theory, could be requested by the public, including emails and minutes of meetings. It is, therefore, essential that records are accurately recorded and maintained in accordance with the School's policies and procedures.

No Smoking/ Intoxicants Policy

No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased, or owned by The Beaconsfield School. No smoking or intoxicants are permitted in School vehicles or in any vehicle parked on School premises. Smoking of any product and the consumption of alcohol are strictly forbidden.

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

Headteacher's signature: _____

Date: _____

Postholder's signature: _____

Date: _____



Person Specification

Deputy Headteacher

Key E- Essential D-Desirable

	Qualifications	E	D
1	QTS	X	
2	First degree	X	
3	Evidence of recent professional development e.g. NPQH, Masters or other training in preparation for Deputy Headship		X
4	Evidence of professional development pertinent to the role	X	
	Successful Experience		
5	Successful Senior Leadership experience	X	
6	Senior Leadership experience in more than one school		X
7	Highly successful experience of leading and managing whole school developments in several areas including teaching and learning	X	
8	Experience of working with governors	X	
9	Experience of leading training, mentoring, coaching, and performance management	X	
10	Experience of supporting community or external agencies involvement in school		X
11	Producing and implementing strategic improvement plans and school self-evaluation	X	
	Knowledge & Understanding		
12	To have knowledge of a range of leadership and management styles	X	
13	To have a good understanding of national policies and developments in secondary education, current educational issues, and the statutory and OFSTED frameworks within a school operates to meet students' needs	X	
14	What constitutes excellent classroom practice and a clear understanding of how to improve the quality of effective teaching, curriculum, and assessment	X	
15	What constitutes excellent pastoral care and support for individual students.	X	
16	The process of robust self-evaluation to ensure that the governors are aware of areas of strength and development		X
	Leadership and Management		
17	The ability to set high and clear expectations, hold others to account for their performance and contributions they make to the school community	X	
18	Excellent interpersonal skills and the ability to relate to people with understanding, humour and tact, to communicate effectively with a range of audiences and to listen to others' points of view.	X	
19	Able to see the 'big picture' and translate this into reality.		X
20	Accurate interpretation and effective use of comparative data in raising whole school standards	X	
21	To deal with people in a sensitive, calm, and challenging way to resolve potential conflict.	X	
22	Presence and the ability to provide strong visible leadership.	X	
23	Evidence of promoting good relationships with all stakeholders.		X



	Teaching and Learning	E	D
24	An excellent classroom practitioner	X	
25	Leading and Improving teaching through effective constructive feedback	X	
26	High expectation of young people	X	
	Student Support		
27	Understand of safeguarding issues and how to keep students safe	X	
28	Understanding of support systems external to the school that can use to support individuals		X
	Personal Qualities and Approaches		
29	The ability to manage your own time	X	
30	Work as part of a team always, including during challenging circumstances	X	
31	Ability to promote a safe, secure, and healthy learning environment for students and staff	X	
32	A sense of humour and sense of proportion		X
33	Willingness to contribute to a board range of out of hours activities and events	X	
34	Have a drive and determination to aspire to headship	X	
35	Be approachable and caring	X	
36	Be able to take on board feedback and act accordingly	X	
37	Be committed to safeguarding and be cleared via DBS	X	
38	Have the energy, enthusiasm, and perseverance to keep going and motivate others	X	