

**The Charter School
North Dulwich**



**Deputy
Headteacher**

Recruitment Pack

Our vision:

We believe that all our young people have the potential to achieve highly in school and feel successful in life. We are committed to our pursuit of the highest standards possible in education and we are united in our determination that all students will excel.

**The Charter School
North Dulwich**



Welcome

Thank you for your interest in joining our staff at The Charter School North Dulwich

This recruitment pack includes everything you need to know about our school, The Charter School Education Trust (TCSET), and the opportunities that await you.

Our school is inclusive, dynamic and academically rigorous. I feel immensely privileged to be the Headteacher for this unique school which consistently transforms the life chances of the young people of our diverse local community.

We have high expectations for our students and we know that to deliver the best possible school environment and education, we need to recruit the best possible staff. I joined TCSET as an Assistant Headteacher at The Charter School North Dulwich in September 2014. This is a fantastic place to work and the whole staff team are part of the family which supports our mission of "excellence for all". My team is professional, hugely ambitious and dedicated to achieving the best outcomes for each one of our pupils, every day.

We are an inclusive school and want all of our students to achieve our vision to develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

With our consistently high academic results and oversubscribed increasing pupil numbers in Year 7, alongside wider opportunities throughout the curriculum we continue to have varied opportunities for passionate and skilled professionals to join our team.

If you are an ambitious professional, dedicated to achieving the best outcomes for your pupils, we'd love to hear from you. Good luck!

Mark Pain

Mark Pain
Headteacher

About our school



The Charter School North Dulwich is an outstanding family school with 1270 students. The students are encouraged to persevere, to take responsibility for themselves and others, and to enjoy their learning.

Our school is recognised as one of the top schools in the country for achievement and attainment. At GCSE, the students perform exceptionally well across all EBACC and the school is consistently in the top 10% of all schools for A Level performance.

The school has also won a 'Pupil Premium Award' for being one of the most improved schools in the country in terms of the attainments and value added progress of our disadvantaged pupils.



The school has been continuously judged as outstanding by Ofsted since 2006 and due to its commitment to continuous improvement, it is much stronger now than at the time of its last inspection. This is reflected in our annual quality assurance review from Challenge Partners.

Our staff and students are proud of the shared vision and strong values. The teachers and support staff are creative, skilled, dedicated and enthusiastic professionals, who work tirelessly to improve the outcomes for all students. For proof of success, you need look no further than our students past and present. We are very proud of their many amazing achievements including brilliant exam results, fantastic sporting achievements, wonderful music performances, entry to the top universities in the country and successful careers as lawyers, doctors, engineers, musicians and artists.

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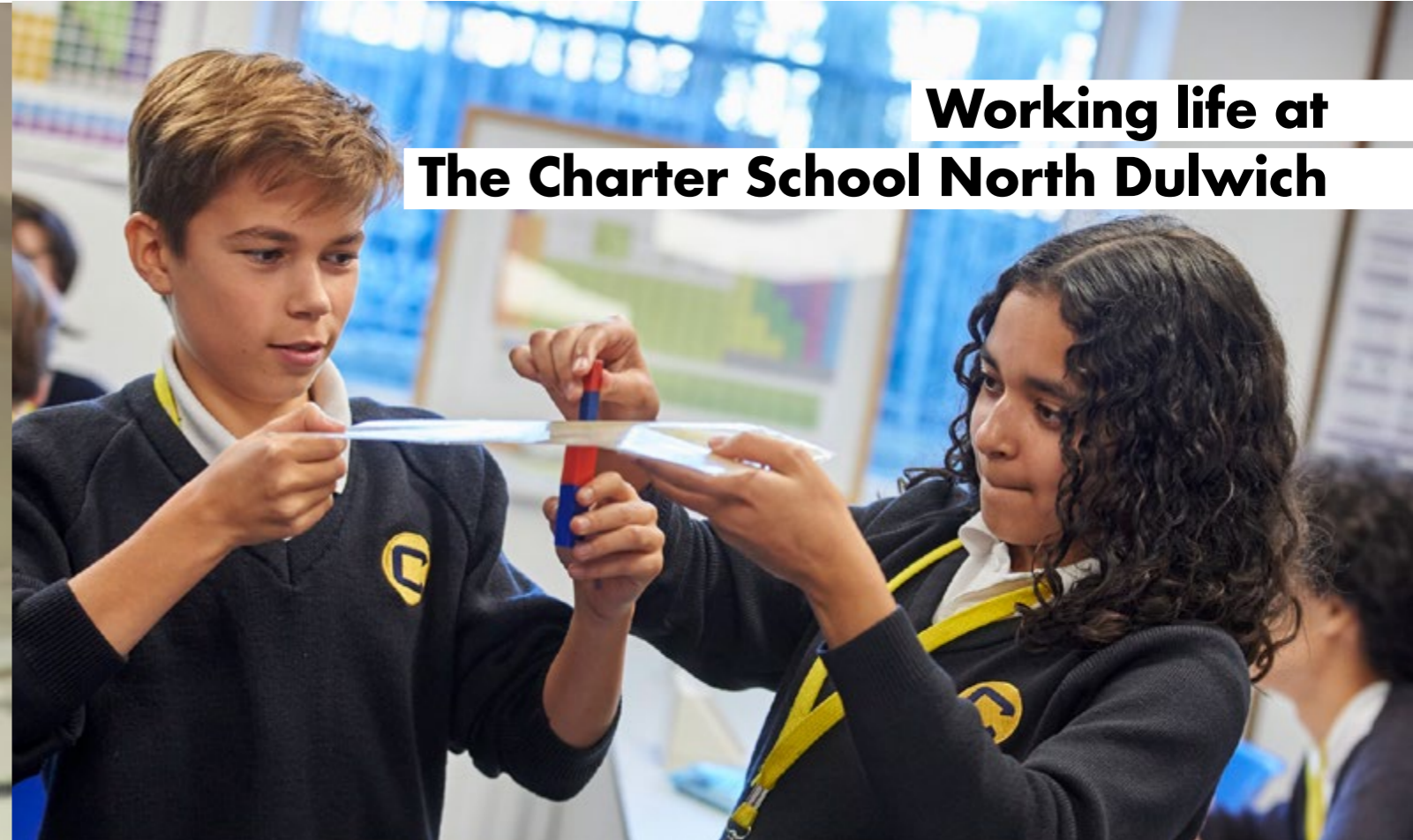


Our School

- The school is a genuinely inclusive mixed 11–18 comprehensive school adjacent to North Dulwich station and serving a diverse local inner-city community.
- We are judged 'outstanding' by Ofsted
- We are regularly placed for progress scores in the top 10% of schools in the country for both GCSE and A Level.
- We are part of The Charter Schools Educational Trust, benefiting from close collaboration with our sister school, The Charter School East Dulwich, and the wider Trust, particularly the Charles Dickens Research School and the London South Teaching School Alliance.



Working life at The Charter School North Dulwich



The Charter School North Dulwich is a special place to work. We are committed to recruiting teachers and support staff with the energy, enthusiasm and expertise to inspire our pupils and enliven our community.

When you join our school and trust, you'll benefit from:

- well qualified and motivated leadership
- outstanding work environment and school buildings and facilities
- real prospects for growth and progression within our ambitious and growing trust
- professionally stimulating and collaborative working environment.



We offer a dynamic professional learning environment, where all staff are given ongoing opportunities to develop their practice and are valued.

As part of TCSET, our staff have access to sector-leading CPD and development opportunities through the South London Teaching Hub.

We have a clear commitment to our colleagues' wellbeing and offer real and genuine family friendly, flexible working arrangements. Our staff networks provide a supportive environment in the workplace where members benefit from peer to peer support.

Our values apply to our staff and to our pupils and we are committed to developing the best possible culture and environment for our staff, with wellbeing at the heart.

Deputy Headteacher

Pay scale: Leadership Spine 19 - 23 (Inner London)

Hours: Full Time

Line Managed by: Headteacher

The Role

The purpose of the role is to work directly with the Headteacher in achieving the school's aim of 'Excellence for All' and the school's vision that 'all students develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice'. They will do this by embedding the values of Excellence, Responsibility, Perseverance and Family in every aspect of school life.

The exact role and specific responsibilities of the Deputy Headteacher will be discussed and decided upon appointment of the successful candidate, to enable the staff member the opportunity to develop at a senior school leadership level and gain wide-ranging experience in key aspects of school leadership and strategy to support future application for headship.

Content Areas

The 6 content areas across which you will develop your senior leadership knowledge and skills are:

- strategy and improvement
- teaching and curriculum excellence
- leading with impact
- working in partnership
- managing resources and risks
- increasing capability

Leadership behaviours

The 7 leadership behaviours that you will have the opportunity to develop are:

- commitment
- collaboration
- personal drive
- resilience
- awareness
- integrity
- respect

Role Responsibilities

Lead responsibilities:

- To lead key areas of the school both operationally and strategically.
- To deputise when required for the Headteacher and take responsibility for the day-to-day running of the school in their absence.
- To develop an exceptional culture of excellence and equity within the school.
- To lead and manage teaching and support staff to ensure that the school's organisation, personnel, and curriculum enable students to achieve the highest possible standards.
- To lead and support colleagues, including all other members of the Senior Leadership Team, in their work for the development and improvement of the school.
- To support and contribute to the process of writing, implementing, evaluating, and reviewing the annual School Development Plan (SDP) and Self-Evaluation Form (SEF), with understanding of its position and relevance in the cycle of school resourcing and improvement planning.
- Alongside the Headteacher and other SLT members to ensure the effective safeguarding of all pupils and that the safety and wellbeing of pupils and staff is promoted and maintained at all times.
- To support the Headteacher with complaints and allegations and act as investigating officer as required.
- To actively promote and support the school's commitment to Equality, Diversity, and Inclusion.
- To champion and take part in the school appraisal programme.
- To undertake any other tasks, responsibilities and projects as reasonably required by the Headteacher

Leadership and management:

- To share responsibility with the Headteacher for the leadership and management of the school, and to contribute to whole-school decision-making processes, including the formulation of strategic aims and objectives.
- To fully support whole-school policy decisions, contribute to their implementation, sustain their impact, and ensure compliance.
- To actively promote the school with key stakeholders and liaise with outside agencies as necessary, representing the school or the Trust as appropriate.
- To lead and contribute to discussions and decisions at Senior Leadership Team and other relevant meetings.
- To offer information, advice and perspective to the Local Governing Body and the Trust Board and to any legitimate external enquiry/evaluation as required.
- To communicate and consult with staff, students, parents, and members of the local community, taking their voice and views into account as appropriate.

Person Specification

School culture:

- To provide visible, proactive, and impactful leadership of students and staff around the school site.
- To be a consistent role-model of best practice for staff, contributing significantly to the development of the school culture and ethos.
- To contribute to supporting the overall behaviour of the school by ensuring the very highest standards in all aspects of school life, leading by example, and participating in the regular whole school supervisory duties.
- To support all areas of student and staff welfare to ensure effective and timely support for all.
- To be active in issues of staff and student welfare and support.
- To demonstrate a commitment to Equality, Diversity, and Inclusion for all members of the school's community.

Quality of education:

- To support the development of exceptional curriculum intent, implementation, and impact.
- To identify strategies for raising the attainment of students and to work towards these identified and agreed goals.
- To support the professional development of teaching and support staff in order to improve the quality of education.
- To utilise established best practice, leading educational research, and evidence-based school improvement strategies, collaborating and cooperating effectively with the London South Teaching School Alliance and the Charles Dickens Research School
- To use assessment to monitor progress and set targets and respond accordingly to the results to improve whole-school performance.
- To ensure, with the Assistant Headteachers, that all pupils achieve at a minimum of chronological age level or, if well below level, make significant and continuing progress towards achieving at an appropriate level.
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.

Educational experience:

- Post Graduate Teaching Qualification
- Bachelor's Degree (2:1 or Higher)
- Master's Degree (desirable)
- National Professional Qualifications (desirable)
- Demonstrably successful senior leadership experience in a similar environment to the school
- Proven track record in raising attainment in a senior leadership role within a secondary environment.

Experience and Understanding of:

- How to maximise outcomes for young people.
- Safeguarding and development of exemplary behaviour on the school site and in the wider community.
- Strategies used for raising standards in an urban diverse education establishment.
- Effective quality assurance, monitoring systems and the ability to hold staff to account.
- Use of data to improve school effectiveness and raise standards.
- Collaboration and partnership, with governors, education providers and local sport and community initiatives.

Skills, Attitudes and Qualities:

- Aspiration to become a Headteacher in the medium term.
- Active support for the Headteacher and the Local Governing Body in setting strategy and holding SLT to account for performance.
- Adaptable to changing circumstances and open to new ideas; able to make decisions based on sound judgement.
- Provides effective and constructive feedback to others, and utilises feedback to improve personal performance.
- Values diversity and the unique contribution that every individual makes to the learning community.
- Insightful thinking, educational vision, the ability to inspire, motivate and enthuse.
- Planning and review skills, management skills, and the ability to prioritise.
- Determination and drive to establish the school as a provider of exceptional education.
- Highly effective written and oral communication and presentation skills.
- Resilience and ability to deal with pressure and delegate effectively to key staff, supporting them, and holding them to account.
- Networking skills and the ability to build a rapport with pupils, parents & families, staff, and other community stakeholders

General:

- To actively promote the safety and welfare of our children and young people
- To maintain a presence around the school to ensure that the highest standards of behaviour are upheld
- To participate in any stakeholder facing requirements in line with collective expectation of the Senior Leadership Team
- To liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy
- To work with Trust central team and other schools and leaders in the Trust network, to establish good practice throughout the network, offering support where required
- To carry out any duties and responsibilities assigned as reasonably directed by the Headteacher.

Condition of employment:

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by the Headteacher. The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the postholder.

All staff must participate in the school's Appraisal process.

The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity. We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.



Excellence

Responsibility

Perseverance

Family

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Professional Development

Professional learning and development are a key ingredient in the success of schools in The Charter Schools Educational Trust. We are committed to offering the highest quality evidence-informed Continuous Professional Development (CPD) to all staff.

We want every student in our schools to have an exceptional school experience which gives them the knowledge, skills, confidence, and connections they need to live a happy enriched life of opportunity and choice. To achieve this, we need to ensure that all employees, teachers, and support staff, receive high quality professional development and feedback.

Performance and Development Reviews

Our Performance and Development Review Process encourages meaningful and open discussions regarding an individual's growth, development, and CPD. It is designed to improve performance by setting and measuring objectives which lead to tangible improvements in the classroom and outcomes for pupils.

Furthermore, the process informs the professional development required to help our people to be excellent within their role and provide the very best education for all our pupils. An annual review meeting will take place between employees and their line manager with an interim 6-month review to check progress.

All new headteachers benefit from a six month induction process supported by our School improvement partner.

Subject-Specific CPD

Subject-specific network meetings give teachers the opportunity to reflect on their own practice and examine the relationship between robust subject knowledge and effective pedagogy.

We are establishing these across the Trust for all subjects and paying particular attention to adapting teaching to online learning, the forthcoming changes in GCSE examinations and the implications for future curriculum and teaching and learning decisions.

In addition to the in-school professional development offer, staff can also access training progress, projects, and opportunities via our Teaching School Hub, our EEF Research School and Challenge Partners HUB.

Charter.

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**About
our Trust.**

The Charter School
North Dulwich



About Charter:

The Charter Schools Educational Trust is a diverse, exciting and highly aspirational trust to work at and study in, with a staff of hugely ambitious professionals dedicated to achieving the best outcomes for all of their pupils, particularly those who are disadvantaged. Our family of schools currently includes primary and secondary schools, including sixth form provision, across the London boroughs of Southwark and Lambeth.

We pride ourselves on providing our pupils with an outstanding and inclusive education that goes beyond academic outcomes but strives to ensure we encourage our pupils to be the best they can possibly be in all aspects of their life.

The Charter Schools Educational Trust began in 2010 with the academisation of the Charter School North Dulwich.

Our story has its roots long before that with the opening of this first school, named "Charter" after the Parents Charter introduced by the Government in 1991 to extend parental choice and raise standards.

The Charter School was born out of a need of the local community to provide a good non-selective state secondary school in the Dulwich area where many selective schools exist, and base this new school on outstanding comprehensive education.

This commitment to non-selective community schools and improving parental choice has only grown stronger over the years. In 2016, the Trust opened a secondary Free School in East Dulwich with a commitment to also provide specialist places for pupils with autism and a large Sixth Form.

In 2020, we were joined by our first primary school, Charles Dickens Primary School and Nursery in the north of Southwark, as we sought to become a home to community schools for children and young people from two years old to eighteen. home to seven schools in Southwark and one in Lambeth, all sharing a commitment to our mission, inspiring and nurturing children and young people in South London to excel through education that transforms lives and strengthens our diverse communities.

Charter.

Our Values:

- We are inspiring.
- We achieve together.
- We act with integrity.
- We are inclusive.

Collaboration is deep-rooted in our culture as we recognise that we have a joint responsibility for all children and young people across our family of schools. Only together will we be able to give them the best educational experiences and a better future; achieving together is crucial for our work. Our values of inspiration, inclusion and integrity mean our great work is purposeful and done well.



Charter.



Our Vision:

- **Schools that Excel.**
- **People who Inspire.**
- **Partnerships that make a Difference.**

All our work will bear the hallmarks of excellence as we work towards our tripartite vision of schools that excel, people who inspire and partnerships that make a difference. Through this vision of a thriving and self-sustaining family of schools, we can respond to the ambition and needs of our pupils and their families. future; achieving together is crucial for our work. Our values of inspiration, inclusion and integrity mean our great work is purposeful and done well.



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Our partners



London South Teaching School Hub

We run a comprehensive programme of professional development for school staff across South London, including National Professional Qualifications and bespoke leadership programmes.

We have a large Initial Teacher Training programme, a partnership with Teach First and a series of high-profile speaker events and conferences. We lead a highly successful Peer Review programme across over 40 schools and offer high quality school improvement support. Peer Review is a wonderful way for school leaders to work collaboratively with other schools, developing close working relationships between school leaders and sharing great practice.

We have a range of programmes and groups focused on supporting school leaders in addition to peer review. These include the Women's Leadership Network and a leadership programme for future leaders who are Black or Asian. We also offer coaching and mentoring. Many of our school leaders also get involved in leading programmes, facilitating and becoming mentors and coaches.

We work with early years centres, primary schools, secondary schools, and special schools, from both the maintained, academy and independent sectors. We also have strong partnerships with several universities, education charities and not-for-profit organisations.

We have a strong track record of supporting schools to improve the quality of teaching and learning, for example leading to a higher Ofsted grading. In 2020–21, over 500 schools accessed our offer, and we have a strong team of Lead Practitioners and Evidence Leaders in Education.

Lead Practitioners and Evidence Leaders in Education are outstanding middle and senior leaders who will support individuals or teams in other schools. We currently have 24 Lead Practitioners in training who will be available in 2023/24 to support you.

Our many successful research projects are translated into accessible good practice guides, offering practical advice to teachers and leaders.



London South Research School at Charles Dickens

Charles Dickens Research School works collaboratively with schools in South London and the South East to bring education research to life, by joining up theory and practice.

Charles Dickens Primary has a strong reputation for evidence-informed practice and of working with schools to use research to secure the best outcomes for children, both academically and through their creative, social, and emotional development. We have expertise in curriculum development, SEND (Special Education Needs and Disability), pupil premium, supporting pupils with autism and feedback and marking.

Our research school now includes Evidence Leaders of Education from many successful schools and it is this dynamic team who lead our work.

Charles Dickens Research School is currently leading projects across the region to support schools in using evidence to design effective curriculums, raise outcomes in English, teach and support improved Learning Behaviours for pupils. We have recently also led successful large-scale research-informed programmes to support schools in tackling teacher workload and promote pupil wellbeing and emotional intelligence.

In 2023/4 we will be leading a national pilot to trial our approach to developing reading fluency in Key Stage Two.

We build bridges between schools and academic research through:

- Disseminating recent findings in educational research in our monthly newsletters
- Providing training to support schools to understand EEF guidance reports and apply the findings in their contexts
- Providing bespoke school training and support through our ELEs.
- Special events to bring researchers and teachers together, such as LondonEd



Challenge Partners Hub

We lead a growing Hub as part of the Challenge Partners Network which is a collaboration of local schools working together to secure improvements and personal development on shared priorities. Currently our growing Hub is made up of fifteen schools including all the Trust's schools. One of our priorities is to create a sense of community which crosses different boroughs and key stages.

As a Hub, we are committed to collaborating with each other to raise outcomes for our pupils. Our meetings are structured so that they address our common priorities, and the meetings give members the opportunity to share practice and work together. We use the offers and discounts available to the Hub from the London South Teaching School Alliance to add greater value to our work and we use our hub funding to develop programmes, events and joint working that add value to our Hub members.

School leaders have found taking part in Quality Assurance Reviews at their own and other settings to be of immense value.

Through receiving and giving positive dialogue about what is going well and areas for development and identifying support needs, leaders have been able to implement improvement strategies into their own schools.



Behaviour Hub

Charles Dickens is one of 22 schools leading the DfE Behaviour Hubs initiative. Behaviour Hubs is a one-year programme, fully funded by the Department for Education (DfE), that provides support, training and advice for schools and multi academy trusts who want to improve their behaviour culture.

The programme supports schools through the steps on the following journey:

1. Diagnose issues
2. Develop new behaviour approaches
3. Launch new behaviour approaches
4. Monitor the impact of new approaches.

Charles Dickens Primary School has experience in successfully helping other schools both at scale and individually in developing their approaches and structures to behaviour, curriculum, teaching and leadership. The Behaviour Hub Programme will build successfully on our impact as a Teaching School Hub, EEF Research School and Challenge Partners Hub. Existing programme structures include: RULER, EEF Learning Behaviours and Mentally Healthy Schools.

As a school within the Trust, The Belham can access the support and expertise in the Behaviour Hub team directly.

How to apply:

Closing date: 9am on Tuesday 7th May 2024

Interviews: Friday 10th May 2024

To apply please visit the vacancies section of the TCSND website www.charternorthdulwich.org.uk to download an application pack and job description. Alternatively, please contact Wemi Ebenezer, HR Manager email: WEbenezer@charternorthdulwich.org.uk

Please note CVs are not accepted.

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