



DEPUTY HEADTEACHER

CANDIDATE INFORMATION

The King's School, Ottery St Mary

ABOUT THE KING'S SCHOOL

Situation

The King's School, in Ottery St Mary, has a long history that can be traced back to the fourteenth century when Bishop John de Grandisson established a choir school. In 1545, a 'grammar' school was founded by Henry VIII – hence The King's School.

The school sits at the heart of the Otter valley and is an important feature of Ottery St Mary and the surrounding villages. We have the advantage of a longstanding and very positive relationship with our community, enjoying excellent support from both the town, our parent body and wider business community. The size and activity of our Parent, Teacher and Friends Association is a testament to the loyalty of our parental body and the enormous support they offer to the school.

The school moved to the current site in 1912 when it became co-educational, having previously been an all-boys school, and grew in numbers during the 1900s to our current size of 1127 students, of which 214 are in the Sixth Form. We have been heavily over-subscribed for many years with a significant proportion of our intake coming from outside our catchment due to parental preference.

We are very fortunate to be located in a beautiful part of the country with a wide range of housing on offer. We are very proud of our outstanding examination results and OfSTED judgement but are equally proud of the caring, supportive and friendly ethos that exists here whether you are a student or member of staff – we also never forget how important it is to retain a sense of both humour and proportion.

Outcomes

On entry, year 7 have NFER CAT tests to complement their other prior attainment data based on Key Stage 2 tests. The school has a much higher than average ability on entry. However, each year we have between 8-12% of students who do not have functional literacy. This is not reflected in Key Stage 2 data but does appear in the CATs, spelling and reading tests. Analysis of CATs, SATs, reading, and other diagnostic tests allows for a highly personalised input which is continuously monitored and evaluated.

Between 2017-2019, students made sustained and rapid progress in a number of subject areas. Their attainment in many subjects was well above national average and they showed a wide range of learning skills and abilities which mean they are well placed to progress to the next phase of their education. Due to the cancellation of examinations in 2020, it is challenging to draw meaningful conclusions from our most recent set of academic performance data. This will be similar for the 2021 cohort.

We consistently maintain high academic standards at both Key Stage 4 and 5. The outcomes for students are significantly above national in terms of progress and attainment. The percentage of students achieving grades 9-4 in English and maths, and the Key Stage 2 to Key Stage 4 levels of progress data in both English and maths, have consistently been above national data.

The school sets targets using Fischer Family Trust benchmarks based on progress in the top 20% of schools nationally. Detailed breakdown of data is available from the school website and the government's school performance website.

The attainment and progress of students at A Level over the last three years has been in line with the national average. Students consistently achieve a high average point score per entry and average total point score.

The school offers an extensive extra-curricular programme for students that includes a week in the summer term when years 7-9 take part in a variety of activities both on and off site. In that week year 10 undertake a week of Work Experience and all year 6 students who are joining the school in September have a week for induction. There are a number of large-scale events such as the Sixth Form Variety Showcase, musical productions, an Expressive Arts and Design and Technology Evening and mini-enterprise fairs.

The Curriculum and Timetable

At all key stages, lessons are taught as five, 60 minute lessons per day. The timetable is organised on a fortnightly rotation. Whilst all lessons at Key Stages 3-4 are taught during periods 1-5, at Key Stage 5 in order to allow the greatest flexibility for students and to maintain a broad and balanced curriculum, subjects may be timetabled either at lunchtime or after school.

The King's School follows a three year Key Stage 3 curriculum and a two year Key Stage 4. Some departments may introduce GCSE knowledge and skills during year 9 to prepare students explicitly for the increased demands of GCSE. Within these structures, collaboration and independence are equally valued, with students actively involved in their own learning. Opportunities exist within each curriculum area structure for students to explore, discover, frame and solve problems, to discuss and debate, to enact, to create, to communicate and to evaluate using the appropriate media.

Key Stage 3

During Key Stage 3 (years 7, 8 and 9), students study a wide variety of subjects that will provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications and to meet the overriding intent of the whole school curriculum. Key Stage 3 is divided into carefully sequenced and connected three yearly blocks, each with its own set of knowledge and skills that students aim to master. The content and skills that each subject delivers across Key Stage 3 has been chosen and sequenced to ensure that it provides students with a rich learning experience, the opportunities to master key areas of subject content and increasing intellectual challenge and rigour as they progress from one year to the next. Through the taught and non-taught curriculum, the whole school curriculum intent is delivered.



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Key Stage 4

Key Stage 4 is comprised of two years (years 10-11). In the spring term of year 9, students choose their GCSE/Level 2 subjects. Advice and guidance is given to all students through the taught and non-taught curriculum on how best to choose GCSE/Level 2 subjects and we maintain an 'open options' system which is led by student choice, allowing us to respond to the specific needs of any given cohort. A strong academic core is at the heart of the curriculum and this provides all students with the opportunity to study a range of subjects, many of which contribute to the EBACC. The sequencing of lessons at Key Stage 4 is driven by the demands of the exam board and syllabus and is carefully connected to the key skills and content that has been delivered to students at Key Stage 3.

Key Stage 5

Key Stage 5 is comprised of two years (years 12-13). In the spring term of Year 11, students choose their A' Level/Level 3 subjects. Advice and guidance is given to all students through the taught and non-taught curriculum on how best to choose A' Level/Level 3 subjects.

The school timetable is written during the spring and summer term following options choices by students and after careful consideration of the staffing available. The timetabling process is led by the Deputy Headteacher (Curriculum) but draws on the knowledge and support of others across the school including the current Network Manager. We are currently in the process of appointing a Data Manager; the successful applicant to the Data Manager post will also be asked to work alongside the Deputy Headteacher (Curriculum) to create and maintain the whole school timetable. The current Deputy Headteacher had no experience of timetabling on appointment and therefore little or no experience in this area is not a barrier to appointment. We are seeking someone who is willing to learn about, and lead, this essential area of school life.

Pastoral Care

The school has a strong reputation for pastoral care built on our year 6 Induction Week, a competitive House system, vertical tutoring, and personalised support for students. The relationship with the Form Tutor is crucial in supporting students through their time at the school and our staff enjoy developing a positive culture in tutor time. A more recent addition is the introduction of a structured Character Education programme, which provides substance to the discussion. Regular House and year group assemblies complement this.

We have a dedicated Student Support team, led by the Deputy Headteacher responsible for Student Support. The team also includes two Pastoral Support Workers and administrative support, and draws on the knowledge and expertise of external support such as counselling.

Partnerships

The school is part of a successful and vibrant learning community which includes our five partner primary schools. We are working in partnership to provide more effective transition arrangements and best value, involving procurement and services, and continue to work very closely and collaboratively with regional secondary schools.

We have long held relationships with other organisations such as Exeter University in order to provide a high quality training programme for ITE students. We work closely with three training school alliances in delivering ITE training and various projects such as the Internship for teachers programme. All the teachers who we have trained through the School Direct programme were successfully employed in the year they finished their training. We also have a number of colleagues designated as Specialist Leaders in Education.

Whilst the government led programme that identified us as a specialist Sports College ended some time ago, the ethos remains at the heart of the school's drive to provide rich and memorable learning experiences which have led to high quality learning and personal development. The impact legacy of specialism is clearly visible through partnership working. The school hosts the East Devon School Games Organiser who works with 69 East and Mid Devon schools across primary, secondary and special school sectors, supporting their engagement in the Schools' Games programme.

The Team

The school has a very knowledgeable and committed Board of Trustees which has rarely experienced difficulties in staff recruitment, even in areas which are traditionally more challenging to recruit into. The staff are all specialists in their area and the breadth of experience, from support staff to colleagues who have taught here for over 30 years, adds to the capacity for the school to continually improve.

Following a restructure in 2017, the Senior Leadership Team comprises of the Head Teacher, four Deputy Headteachers, an Assistant Headteacher and the School Business Manager. The team is very experienced and knows the school incredibly well. There is deliberately a 'flat' management structure in place, allowing for a less hierarchical approach to school leadership in which responsibility is distributed effectively across the team. We all have the opportunity to speak into significant decisions from budget and curriculum, to staffing and special educational needs. There is a high level of challenge within the team, which we all enjoy – this leads to better decision making as a result. Over the past eight years, two members of the team have gone on to gain promotions to headship and therefore this post is suitable for someone who is ambitious and wishes to gain experience before moving on for promotion.

We have a staff with excellent subject knowledge and a real passion for education, who relish the challenge of continuous improvement in student attainment and progress. Despite the fully inclusive, mixed ability classes that all subjects (except maths) are taught in, staff provide feedback to stretch gifted and talented students and support those with particular development needs. These challenges for individual staff are reflected in tailored stretching appraisal targets and supported with a highly focussed INSET and lesson observation programme. The TA support to learning remains a particular strength and the use of technology continues to grow and develop.

The staff are lively and enthusiastic, and consistently demonstrate a level of commitment and motivation to the school and its students well beyond any job description. The school has very positive relationships amongst both staff and students which we know is a significant contributory factor to our success. We believe firmly that the most important part of the school is its staff and are keen to offer them opportunities to develop.

Job Description

DEPUTY HEADTEACHER



Core purpose of a Deputy Headteacher

The purpose of the Deputy Headteacher is to provide professional leadership for the school in order to promote high quality education for all students and continual improvement in standards of learning and achievement.

With the Headteacher and SLT, the post holder will share responsibility for school standards, policies, decision-making and strategic planning. In addition, they will take on full accountability for key areas of the school's work.

In the absence of the Headteacher, and to the extent required by the Headteacher or the Board of Trustees, they will carry out the professional duties of the Headteacher.

The Deputy Headteacher will teach an agreed teaching load commensurate with the role and responsibilities of the DHT, currently 12 hours per fortnight.

The duties in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

1. Shaping the Future

To work with other members of the SLT and Board of Trustees to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community.

Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.

Keeping abreast of changes in education; leading change through clarity of thought, creativity and innovation.

Motivating and working with others to create a shared culture and positive climate.

To promote the school's 'Achievement for All' ethos and values and work to establish these in all aspects of the school's work.

2. Teaching and Learning

Raising the quality of teaching and learning and students' achievement through setting high expectations as well as monitoring and evaluating the effectiveness of learning outcomes.

Creating a successful learning culture that enables students to become effective, enthusiastic, independent learners, committed to life-long learning.

Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance at all levels and ensuring effective corrective action and follow-up.

Ensuring a purposeful environment for all staff and students throughout the school year.

To promote challenging, purposeful, enjoyable and appropriately differentiated lessons.

3. Managing the Organisation

Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.

Supporting the recruitment and retention of staff and managing their workload to achieve the vision and goals of the school.

Ensure department heads provide accurate self-evaluation and appropriate development plans on an annual basis in which the quality of their curriculum is audited accurately.

Implementing performance management processes with key staff.

Ensuring that the range, quality and use of all available resources are monitored and evaluated.

4. Student Progress

Monitoring the progress and achievement of all students in the school to ensure they achieve their potential.

Identifying and encouraging learners who are not achieving their targets to raise their personal achievement in collaboration with staff and parents.

5. Developing Yourself and Working with Others

Developing, empowering and sustaining individuals and teams.

Regularly reviewing your own practice, setting personal targets and taking responsibility for your own personal development.

6. Safeguarding Young People

Working with relevant agencies to promote the safety and welfare of students and ensuring they are kept safe from individuals or organisations who may wish them, or wish to lead them into, harm.

7. Accountability and Community

Working with the Board of Trustees (providing information, objective advice and support) to enable it to meet its responsibilities.

Contribute to school liaison and marketing activities, e.g., the collection of material for press releases.

Contribute to the development of effective links with the community and the effective promotion of the school at Open Days/Evenings.

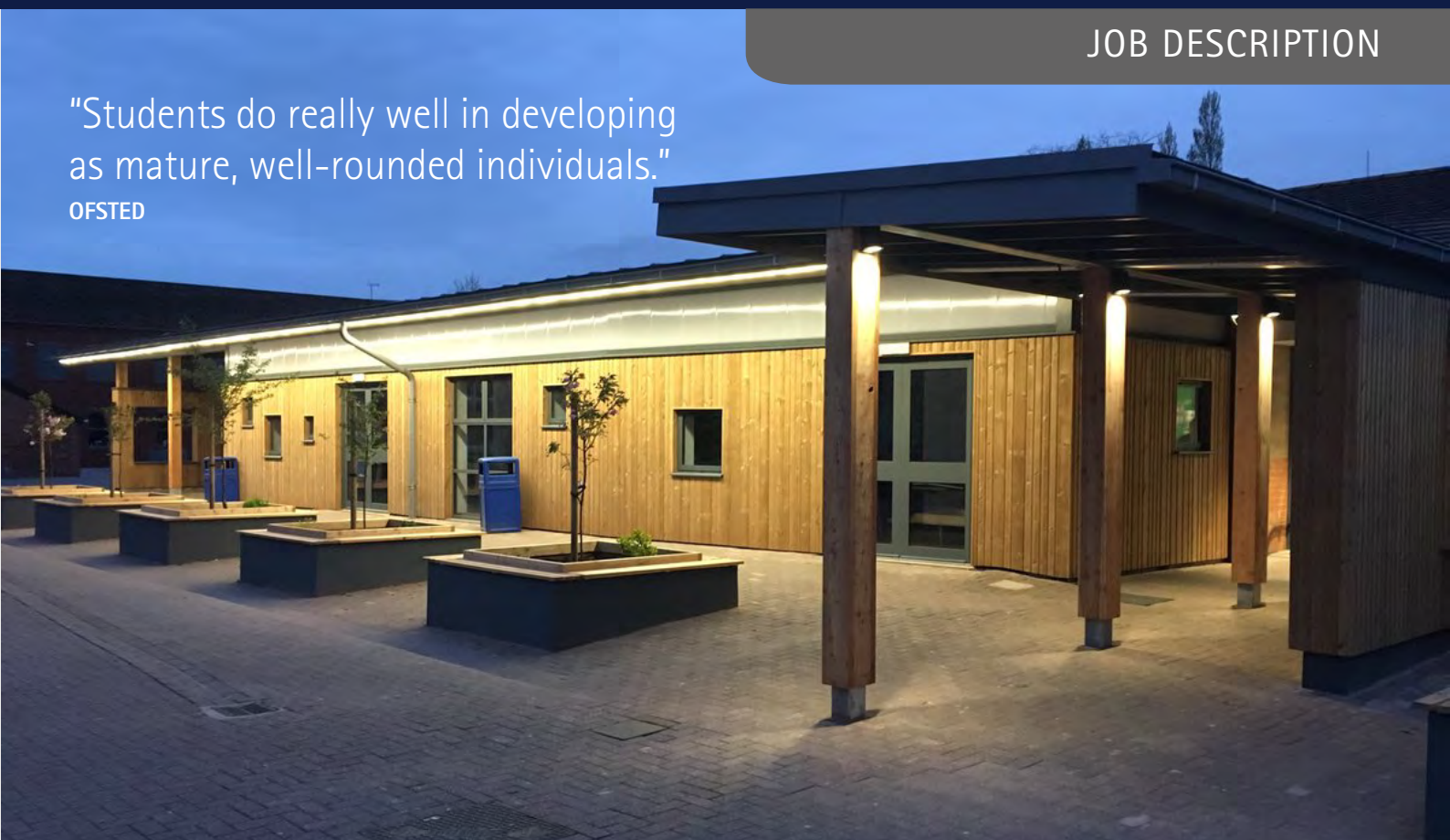
To attend and contribute to parents' evenings, school events, productions and performances.

To develop links with business partners, community representatives and other schools as appropriate.

Take on any other duties commensurate with the post that the Headteacher may from time to time require.

"Students do really well in developing as mature, well-rounded individuals."

OFSTED



Particular Responsibilities to the Role - DHT Curriculum

Working with the Network Manager and Data Manager to create and maintain the whole school timetable to deliver the curriculum model adopted by the Board of Trustees.

Produce and implement clear, evidence-based improvement plans and policies for the development of the curriculum, which develops teaching and learning within the school.

Lead departments in designing a curriculum at KS3, KS4 and, in collaboration with the Head of Post 16, KS5, which meets national requirements but which is innovative, engaging and creative so inspires students to achieve.

Monitor and evaluate the effectiveness of the curriculum at KS3 and KS4 and provide assurance measures to SLT and trustees as required.

Make sure that the school has an up to date knowledge of new curriculum initiatives.

Encourage departments to use new and emerging technologies to enhance and extend the curricular learning experience of students and through this ensure creativity and innovation.

Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students.

Ensure that students at key points – KS3 and KS4 options – receive the appropriate guidance and support about curriculum pathways to make informed and appropriate choices

Ensure that information regarding the curriculum at KS3 and KS4 and related communications to both students and parents are clear, informative and suited to audience and purpose and offer specific guidance on appropriate curriculum pathways

Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including staff, trustees, parents and carers.

Ensure that systems for reporting to parents are clear, regular and both formative and summative in their information.

Produce and implement clear, evidence-based improvement plans and policies for the development of tracking of student progress within the school

Ensure that all staff has access to, and understand the use of, analysis and evaluation of performance data.

Person Specification

DEPUTY HEADTEACHER

DESIRABLE

ESSENTIAL

Qualifications

Good degree	✓	
Teaching qualification	✓	
Higher qualification in education and/or management		✓
NPQH		✓
Participation in an accredited school leadership programme		✓

Experience

Significant experience at middle leadership level	✓	
Proven track record of raising educational standards	✓	
Experience of curriculum planning, development and implementation	✓	
Experience of developing, implementing and managing effective systems for monitoring students' progress	✓	
Experience in at least two secondary schools		✓
Curriculum and/or pastoral experience at senior management level		✓
Experience of working at a senior level in a school where significant improvement has been achieved		✓
Experience at Post 16		✓

Shaping the future

Capacity to recognise and build on the considerable successes of the school and formulate a vision for innovation and improvement	✓	
Comprehensive knowledge of current and future educational developments including curriculum design and implementation	✓	
Experience of successfully leading change and inspiring others	✓	
Experience of leading and implementing continuous improvement	✓	
Proven track record of change management	✓	
High profile in school and community		✓
Contributing to a school's journey to achieve improved Ofsted judgements		✓

Leading Teaching and Learning

Child-centered educational philosophy	✓	
Ability to lead by example and inspire high quality teaching and learning	✓	
Ability to inspire, demonstrate and support the highest of expectations for all	✓	
Commitment to "Achievement for All", making a positive difference for every student	✓	
Ability to recognise outstanding classroom practice	✓	
Ability to model and demonstrate outstanding classroom practice	✓	

Developing self and working with others

Skill to set appropriate and challenging targets	✓	
Capability to make and take decisions and delegate appropriately	✓	
Commitment to the encouragement, empowerment and training of staff, encouraging a culture of self-reflection	✓	
Commitment to own self development	✓	
Commitment to working collaboratively with other schools and stakeholders	✓	
Commitment to collaborative working with the Board of Trustees	✓	
Able to balance your personal and professional life and encourage balance in the lives of the staff		✓

DESIRABLE

ESSENTIAL

Managing the organisation

Capacity to build on and manage high performance teams	✓	
Ability to use strong and effective management systems underpinned by clear communication	✓	
Ability to produce and implement appropriate improvement plans and policies	✓	
Excellent IT skills and the ability to access, analyse and interpret data	✓	
Commitment to the continuation of our strong links and partnerships with Trustees, staff, parents, students, the wider community and other schools	✓	
Knowledge and understanding of effective financial management		✓
Experience of financial management and curriculum based budgeting		✓

Strengthening community

Ability to continue to develop the school's response to its changing community	✓	
Commitment to promoting community links and cohesion		✓
Evidence of developing positive links and relationships with feeder primary schools and regional secondary schools		✓

Securing accountability

Ability to delegate responsibility whilst maintaining accountability	✓	
Capacity to contribute to the sustained improvement of results	✓	
Knowledge of performance management processes	✓	
Evidence of effective working with governing bodies and/or academy		✓
Experience of accounting to Ofsted and/or the DfE to demonstrate robust evidence of progress and improvement		✓

Personal qualities & attributes

Passionate about education with a clear commitment to quality	✓	
A commitment to inclusion and "Achievement for All"	✓	
The ability to identify and establish the principles of an outstanding / exceptional school	✓	
A highly effective communicator	✓	
Firm and fair management style with interpersonal awareness and concern for impact	✓	
Can lead from the front, and lead by example with high professional standards	✓	
Dynamic and motivational	✓	
Has a sense of humour, a calm manner and retains an optimistic approach	✓	
A high level curriculum thinker		✓

Safeguarding children

Commitment to safeguarding and promoting the welfare of children and young people	✓	
Sound understanding of statutory safeguarding requirements	✓	
Recent accredited safeguarding training		✓



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