



Appointment Information Pack



Vacancy	Deputy Headteacher
Location	Thornhill Junior and Infant School
Start date	September 2024 (or earlier, if possible)
Closing date	Tuesday 23 rd April 12 noon
Salary	L10 – L14
Contract	Permanent
Return application to	thornhill@focus-trust.co.uk

Welcome from Jen Rylance, the Headteacher, Thornhill Junior & Infant School.

Dear applicant,

Thank you for taking an interest in the Deputy Headteacher vacancy at Thornhill Junior and Infant School.

Our popular School is situated in the village of Thornhill, Dewsbury, West Yorkshire, serving a large residential area of private and local authority housing. The school's planned admission number is 420 and the school's admission limit is 60 per year group. The number of children on roll currently stands at 360. Approximately 36% of our children are entitled to free school meals, 18% have Special Educational Needs and 7% come from homes where English is not their first language.

Our school is popular with local families and has a reputation for being friendly and welcoming. There are good links with the local community through various activities and we enjoy positive relationships with neighbouring schools as part of the Dewsbury Learning Partnership.

Key messages from our most recent Ofsted report in 2019:

- Leaders have established a warm ethos in the school, based on respect for all. This is underpinned by the wealth of opportunities leaders have put in place which promote effectively pupils' spiritual, moral, social and cultural development.
- Leaders have ensured that the quality of teaching is good. Professional development for teaching staff in subjects such as phonics and writing has ensured that pupils typically make strong progress.
- Leaders have placed reading at the heart of pupils' learning. Consequently, pupils are enthusiastic readers and show a secure understanding of what they have read.
- Teachers ensure that pupils' learning is purposeful by making well considered links between a range of subjects within a topic. Pupils often decide which aspects of a topic they would like to explore. This stimulates pupils' curiosity effectively. They regularly reflect on what they have learned and think about their next steps. Pupils are enthused by this approach and, hence, show positive attitudes to learning and take pride in their work.
- The curriculum is well designed and, hence, captures pupils' interest and feeds their motivation to learn. As a result, pupils demonstrate positive attitudes in lessons.
- The well-developed music curriculum plays a crucial part in supporting pupils' spiritual and cultural development. Pupils benefit from a range of musical experiences, such as an opera visit during Year 4, opportunities to perform in the school band and to compete in musical contests with pupils from other schools. Pupils also learn about other cultures through a focus on different musical genres, significant artists and musicians.
- The behaviour of pupils is good. Pupils rise to adults' high expectations of them and, hence, they conduct themselves well. They are polite, welcoming and respectful. This creates a calm atmosphere in the school.

I am extremely proud to be the Headteacher at Thornhill Junior and Infant School and believe it is a rich and vibrant place to learn and work. I would be very happy to answer any questions that you may have.

We hope that you will find this information pack helpful in finding out more about this post. You are very welcome to make an appointment to visit the school and meet with me. Please contact the school office on 01924 453259, to make an appointment.

If you would like a further conversation about any aspect of this post or about working as part of Focus-Trust, please do not hesitate to email thornhill@focus-trust.co.uk or contact the school office who will arrange a telephone call.

Please contact us if you require any further information.

Please return all completed documents to thornhill@focus-trust.co.uk by

12 noon on 23rd April 2024.

Jen Rylance
Headteacher

Academy details

Address	Edge Lane, Dewsbury, WF12 0QT
Telephone	01924 453259
Email	thornhill@focus-trust.co.uk
Website	www.thornhilljschool.co.uk

Welcome from Paul Spencer, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the post of Deputy Headteacher at Thornhill Junior and Infant School. As Chair of the Governing Body, I would like to take this opportunity to tell you a little bit about the context of our school.

Thornhill Junior and Infant School is a two-form entry school, situated in Thornhill on the outskirts of Dewsbury, West Yorkshire. We have PAN of 420 primary aged pupils with an admission limit of 60 pupils per year group. A small percentage of pupils come from homes where English may not be the first language.

We are proud to be part of the Focus Academy Trust and recognise the value of support, ethos, challenge, and collective efficacy embodied within the trust.

This is a very friendly school where children are happy, and staff work exceptionally well as part of a team. The large staff of teachers and teaching assistants are led by a dedicated, highly respected Senior Leadership Team.

There are 15 spacious and well-equipped classrooms. The school has a large hall which is used as a gymnasium, dining room and assembly hall. Our school is surrounded by secure playgrounds and a large, grassed area which includes an orchard. The building is a mixture of old and new and there has been much renovation and interior development over the last five years.

We offer a wide range of extra-curricular activities and clubs, and the school is renowned as a lead in music provision.

Parents are made very welcome in the school and provide much valuable support; they run the 'Friends of Thornhill' group which organises social and fund-raising activities.

Our school is popular with local families and has a reputation for being friendly and welcoming. There are good links with the local community through various activities and positive relationships with neighbouring schools, including the local High School.

I hope I have given you a flavour of Thornhill Junior and Infant School and that it makes you feel that you would like to become a part of our school community.

Yours sincerely,

Paul Spencer
Chair of the Governing Body

Job Description

Job title	Deputy Headteacher
Academy	Thornhill Junior & Infant School
Grade	Leadership scale
Accountable to	The Headteacher

Key Purpose

To assist the Headteacher with the leadership, management and organisation of the Academy in seeking to achieve the highest standards of pupil achievement and Academy efficiency.

To play a major role in assisting the Headteacher to:

- Formulate and model the aims and the objectives of the Academy and the improvement plan
- Establish the policies and guidance through which objectives are to be achieved
- Manage staff and resources to achieve the objectives of the academy and the improvement plan
- Lead teaching, curriculum and assessment in order to achieve the best outcomes for all pupils
- Monitor progress towards their achievement

Key relationships

- Children, parents and staff
- Local governing body
- Director of Academies and other members of the Focus-Trust team
- Other academy Principals/Headteachers
- The directors and trustees
- Other local Academies and stakeholders

Key responsibilities

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Deputy Headteacher in order to realise the Academy's vision and outcomes of the academy.

The key duties are set out under the following headings:

1. School culture
2. Teaching and learning
3. Curriculum and assessment
4. Behaviour
5. Additional and special education needs and disability.
6. Professional development
7. Organizational management
8. Continuous school improvement
9. Working in partnership
10. Governance and accountability
11. Child protection and safeguarding
12. Deputies
13. Specific responsibilities

1. School culture

- Work with the Headteacher to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Demonstrate and articulate high expectation and set stretching targets for the whole Academy.
- Develop a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Work with staff to ensure a culture of high staff professionalism.
- Ensure that the academy reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.
- Ensure that monitoring takes account of different pupil groups and data is used to close gaps; ensuring equity for all pupils.

2. Teaching and learning

- Work with staff to establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

3. Curriculum and assessment

- Work with school leaders to ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Work with curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Work with teachers and middle leaders to implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional development

- Work with staff to ensure they access high-quality, relevant professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.

7. Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Work with organisational systems, processes and policies that enable the school to operate effectively and efficiently.

8. Continuous school improvement

- Work with the school leader to make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop and understand appropriate evidence-informed strategies for school improvement.
- Work with the school leader to implement effective improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit the school to work successfully with other schools within the Trust and other organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across the Trust to improve educational outcomes for all pupils.

10. Governance and accountability

- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Work with the school leader to ensure that the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

11. Child protection and safeguarding

- Ensure that the school complies with all national and local safeguarding requirements.
- Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

12. Deputies

- Deputises for the Headteacher in their absence.

13. Specific responsibilities (including teaching responsibilities)

The following specific responsibilities have been agreed:

- A teaching commitment which totals 0.4 as a minimum.

Ethics and professional conduct

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership
- Optimistic and enthusiastic

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the academy or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Undertake such additional duties as may reasonably be requested by the Headteacher or the Chief Executive.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies of the Focus-Trust and academy.
- Ensure that all statutory requirements are met.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy and/or Trust.

Signed Post holder

Signed Headteacher

Dated

Person specification

Key to assessment methods;

A – Application form

I – Interview process

R – Reference

Qualifications	Essential	Desirable	Evidence
Qualified Teacher Status	√		A
Graduate level qualification	√		A
Evidence of continuing and relevant professional development in school leadership and management		√	A
Skills and Experience			
Ability to actively lead and promote the values and vision of the academy	√		A/I/R
Leadership experience across all Key Stages		√	A/I/R
Knowledge and understanding of effective strategies for supporting the learning needs of higher achieving children, children with Special Educational Needs and disabilities and disadvantaged children	√		A/I/R
Experience of working within a culturally diverse community		√	A/I
Experience of promoting a culture of children's rights		√	A/I/R
Strategic Direction and Development			
A thorough knowledge of the major curriculum issues, current educational development and legislation	√		A/I
Evidence of ambition and success for every child by setting and achieving challenging goals and targets bespoke to their needs	√		A/I
A strategic approach to academy improvement		√	A/I/R
Experience of leading change effectively		√	A/I
Leading People and The Organisation			
Proven leadership experience capable of translating vision into concrete strategy, with a track record of delivery	√		A/I/R
Ability to lead and inspire staff, governors, pupils and parents in shared expectations, vision and values		√	A/I/R
The ability to lead and manage the academy in a way that encourages the sharing of responsibilities and development of individuals.	√		A/I/R

About Our School

Thornhill Junior and Infant School vision:

'Together we will make the difference'.

Thornhill Junior and Infant school aims to nurture: happy, confident, inquisitive, responsible citizens with high aspirations for themselves and others.

We seek to achieve this through:

- Working together to create a happy school full of learning, laughter and friendship where individual contributions and opinions are valued.
- Promoting each pupil's self-esteem by building and developing individual strengths and talents so that children feel able to take risks within a safe, positive environment.
- Providing opportunities to explore, investigate and question the world around them through a broad and balanced curriculum enabling children to develop their natural inquisitiveness.
- Creating a stimulating environment, with high quality teaching, where children are encouraged to think for themselves, express their opinions and take responsibility for their learning.
- Supporting children to make the right choices for themselves and others, enabling them to make a valuable contribution to society and become responsible citizens.

Our pupils

The very large majority of pupils are of White British heritage and some have a first language other than English. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils or who are supported on the SEND register are above average. Attainment on entry is broadly in line with age-related expectations.

Our staff

Our leadership team comprises the Headteacher, Deputy Headteacher, two Assistant Headteachers and two senior leaders. In addition to teachers and teaching assistants, we have behaviour and pastoral leads who work with children and families, staff and outside agencies to offer support for wellbeing and develop parental engagement. The running of the school is also supported by admin, site, kitchen and lunchtime teams.

Our facilities

Thornhill is a two-form entry school. The classrooms are light and spacious and well equipped to ensure the children have a learning environment conducive to the 21st century. We are extremely fortunate to have large grounds which have been designed and developed to support children's learning.

Our school organisation

Our pupil admission number is 420 and there are two classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants – the number of these depends on needs within classes and year groups.

Our curriculum

We offer a broad and balanced curriculum which gives the children a wide range of experiences to develop the whole child. Our curriculum is geared to giving children a firm grounding and the necessary skills to succeed in an ever-changing world as well as providing them with the solid foundations of Reading, writing and Maths. We are very proud to be an Arts Mark School as well as having achieved the Platinum Sing Up Award.

Our extra-curricular activities

As well as our extensive range of music clubs we have lots of other extra-curricular activities that run throughout the year including; football, cooking, Scalextric, board games, homework, Lego and arts and crafts. We have an After School and Holiday Club to provide affordable childcare and to meet the needs of our working parents.

Academy Quick Facts	
Type of school	Primary
Age range	4-11
Location/LA	Kirklees
Number of children	353
Number of teaching staff	21
Number of support staff	40
% FSM	36%
% SEN	18%
% EAL	7%

Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Our Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

Focus-Trust Mission

'Learning together, making the difference'

Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:


Care for children, adults and the learning environment

Dare to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

Share concerns, expertise and best practice for the benefit of all learners

Our Moral Purpose

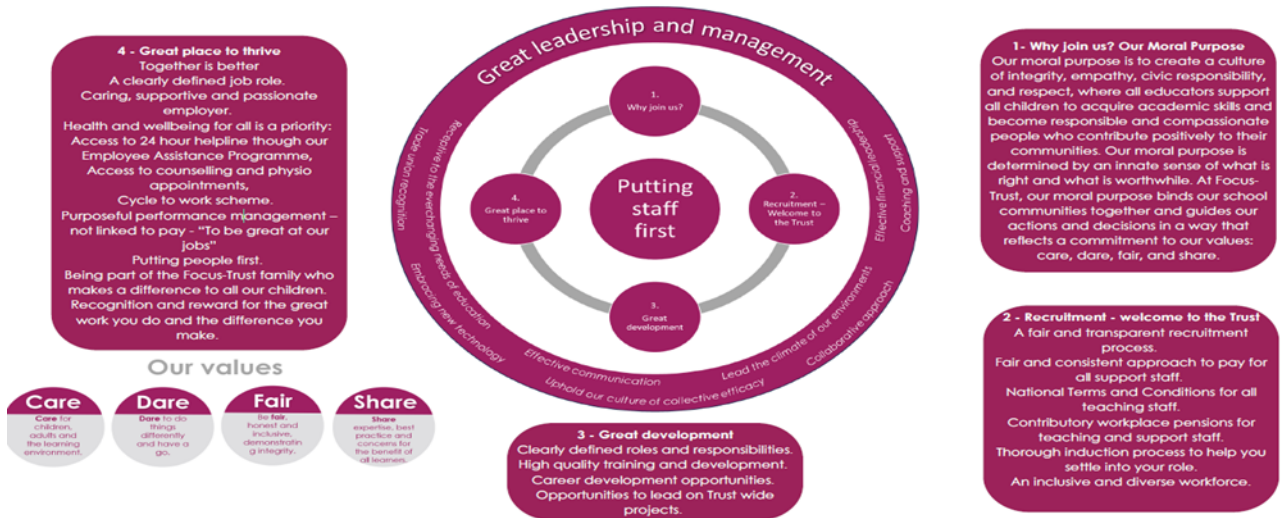


OUR MORAL PURPOSE

Our moral purpose is to create a culture of integrity, empathy, civic responsibility, and respect, where all educators support all children to acquire academic skills and become responsible and compassionate people who contribute positively to their communities. Our moral purpose is determined by an innate sense of what is right and what is worthwhile. At Focus-Trust, our moral purpose binds our school communities together and guides our actions and decisions in a way that reflects our commitment to our values: care, dare, fair, and share.

Care Dare Fair Share

focus-trust **A great place to work**
Our people strategy - 2023-2026



Great schools at the heart of our communities
 Learning together, making the difference

www.focus-trust.co.uk @FocusTrust1

What you might want to know about Focus Trust

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website www.focus-trust.co.uk and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References and Social Media Checks

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and

experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Please return all completed documents to thornhill@focus-trust.co.uk by **12noon Tuesday 23rd April 2024**.

Thank you for taking the time to read this information pack.
We wish you every success in any application you may
make.