

“AIM HIGH”

Working together to make our school even better

Deputy Headteacher



Our Guide for Prospective Employees

Tibshelf Community School







Contents

Welcome

Headteacher's Message

School Improvement Plan

Continued Professional Development

Staff Wellbeing

The Application Process

Job Description

Person Specification



Welcome

Thank you for your interest in joining the Senior Leadership team at Tibshelf Community School. We are a vibrant, friendly, 11-16 school with nearly 900 students currently on our school role. We have a highly committed team of staff who want the best for all our students and who are ambitious to build a truly excellent school. We require, for January 2022, an outstanding and well-qualified colleague to work closely with the Headteacher and build upon our current successes and achievements.

The successful candidate will be a confident individual with excellent leadership and organisational skills and will be an experienced senior leader with presence and drive. You will be joining a committed and energetic Senior Leadership Team and will need to demonstrate:

- ♦ An ability to strategically plan, evaluate impact and continually drive improvement
- ♦ Excellent interpersonal skills to lead, motivate and inspire staff and students to reach the highest levels of achievement
- ♦ An inspiring curriculum vision
- ♦ Impact on student progress and attainment
- ♦ A commitment to the School's vision and ethos
- ♦ Passion and drive to make a difference and enable all students to fulfil their potential
- ♦ The ability to hold others to account
- ♦ The capacity to develop others around you

We have not been specific about the areas of work in the job description as it is more important that we find the right person to play a key role to lead our school in the next phase of our development. We are committed to continually reviewing the roles and responsibilities of our Extended Leadership team, as we meet the changing challenges schools face. We are looking for someone who will share our vision for moving the school forward and who has a set of skills and experience which will enhance the work we have started – we want a leader who can really make a difference.

We are looking for someone who will support the school in its relentless focus on securing the very best educational environment for teaching and learning and in seeking to further improve the rates of progress and student achievement. We will offer you; a strong and supportive Senior Leadership Team, a driven and focussed Extended Leadership group and an excellent body of motivated and innovative staff. Our pupils are hardworking and committed young people of all abilities who thrive on caring, challenging and inspiring teaching. You will also receive professional support and development opportunities which will enable you to work creatively and be successful in your new role at Tibshelf Community School.

The successful candidate will be offered the support and trust to operate with significant freedom and autonomy. They will also be provided with the opportunities and experiences needed to prepare for an eventual headship.



Headteacher's Message

After a 6-month period of Acting Headteacher, I was appointed to the post permanently in July 2021. There is an ambitious, highly skilled and committed Senior Leadership Team in place and the opportunity in the post of Deputy Headteacher comes at very exciting time in our school improvement journey.

We have made a big effort to raise the expectations of teachers of what is possible for our students. Every student is challenged to achieve outcomes in line with the top 20% of students nationally who have the same starting points. It is tough challenge to raise school performance, but we are determined not to settle for mediocrity. We believe that all our students deserve the very best that we can provide and to support we have our own 'strong Tibshelf teacher' descriptors.

An important part of this drive has involved changing the expectations and aspirations of students. We want them to aim high in all things and to be confident that they can succeed. Our expectations around behaviour and attitude to learning are rigorous and clearly communicated. We expect active engagement in the classroom and work hard so students understand what this means in practice, using our 'strong Tibshelf student' descriptors. Our teachers are committed to continually improving their practice such that all our pupils are included in this.

We have reviewed and developed our curriculum in all areas and are proud of the offer to our students. We have a broad and wide-ranging curriculum, which best serves and supports our students in the 21st century. There is a real focus on literacy as this is often a barrier for our students in making the progress, they are able to. Throughout the pandemic, we have supported and cared for students in an exceptional manner and been able to provide a high-quality education both during lockdown periods and on their return to the classroom. The 'recovery curriculum' will continue to be central to school improvement and ensuring the very best for our community.

We are a popular and over subscribed school and enjoy great support from all members of the community, which is a key focus of our school improvement plan. There is a strong extended leadership team across the school who work to support the SLT in our school improvement priorities.

This appointment forms a key element in the next phase of our transformation. If you feel excited by what we are doing here at Tibshelf Community School, then we would like to hear more about you.

Visits to the school prior to application are both welcomed and encouraged. Please contact Mrs Bev Wright, HR Manager, on 01773 872391 or by e-mail b.wright@tibshelf.derbyshire.sch.uk to arrange an appointment.

I hope that when you have read the information enclosed that you will be encouraged to apply for the post. We look forward to receiving your application.

Lucie Wainwright

Our School Improvement Plan

Alta Pete : Aim for the Highest

Governing Principle:

"Working Together To Make Our School Even Better"

Mission:

Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged and supported to become effective global citizens in the 21st century.

We aim high through our unrelenting focus on:

The Learner is at the heart of everything we do

- 1.1 We aim high through our 'I can' culture building a climate of resilience to create independent 21st century learners
- 1.2 We aim high by having excellent practices for facilitating mental health and well-being
- 1.3 We aim high through developing an innovative KS3 curriculum that stretches, challenges and prepares independent learners for the increased demands of KS4
- 1.4 We aim high through developing a relevant KS4 curriculum that is accessible for all and develops independent learners as lifelong learners
- 1.5 We aim high to ensure that all learners achieve their potential and that all gaps are closed
- 1.6 We aim high through having the highest expectations of ourselves, each other, our school and the community

Learning is exciting, engaging and inspirational

- 2.1 We aim high through creating exciting, engaging and inclusive learning spaces
- 2.2 We aim high through challenge in our teaching to enable learners to be aspirational and make significant progress
- 2.3 We aim high through every lesson being challenging, exciting and engaging for all students
- 2.4 We aim high through ensuring that all our parents know what learning looks like at Tibshelf
- 2.5 We aim high through excellent professional development to ensure that all staff are experts in subject knowledge
- 2.6 We aim high by collaboratively working to deliver learning that enables students to be independent, reflective and resilient

Working together as a professional community to ensure best outcomes for all

- 3.1 We aim high by being cutting edge with new initiatives and legislation
- 3.2 We aim high through professionalism at all levels with a 'no excuses' culture
- 3.3 We aim high through using expert staff to develop others and actively promote an 'open door' culture
- 3.4 We aim high through collaborative working to highlight potential CPD
- 3.5 We aim high by ensuring that we have 'excellent' strategic and operational resourcing by having all staff (including Governors) in the right jobs with the right skills and specialist knowledge supported by outstanding CPD
- 3.6 We aim through a rigorous Performance Management system linked to accountability and school improvement
- 3.7 We aim high by developing consistently excellent leadership at all levels across the school
- 3.8 We aim high through high quality of services and products
- 3.9 We aim high through safe and secure working environments
- 3.10 We aim high through recognising the health and wellbeing of our staff to enable effectiveness, high levels of productivity and innovation



Continued Professional Development

At Tibshelf Community School we are committed to the professional development of all of our staff. We provide an outstanding Continued Professional Development offer internally which is accessed by all staff as part of directed and disaggregated time. All staff receive a personalised approach to their development, which is linked to their annual performance management/appraisal and also reflects our shared vision for whole school improvement.

We promote a culture of collaborative learning for both staff and students. We offer a range of collaborative CPD opportunities, both in terms of programmes and events across the school year.

Departments are organised in Faculties and time is provided for Departments to regularly come together so that staff can share best practice and develop within their subject areas.

The school's approach to CPD is broad, and personalised to the needs of every individual member of staff. Some examples of how the school supports ongoing professional development are listed below:

- Nationally recognised external programmes
- Subject Knowledge Enhancement programmes
- External guest speakers/specialists
- Active partnerships with local Teaching School Alliances, which provide opportunities for external CPD and collaborative groups such as Subject Networks
- Comprehensive internal CPD programmes
- Coaching
- ECTs are supported through a bespoke CPD pathway
- A focussed T&L team/Lead Practitioners deliver bespoke CPD
- Leadership opportunities through project work
- ITT mentoring opportunities
- ECT mentoring opportunities
- Opportunities for all staff to contribute to the delivery of internal CPD

All of our CPD opportunities are evaluated for impact and we have a proven track record of developing excellent teachers and leaders, which has resulted in high levels of internal promotion.

If you choose to work with us at Tibshelf Community School you will receive a comprehensive 'Induction Programme'.



Staff Health and Wellbeing

We recognise the importance of ensuring that all staff at Tibshelf Community School enjoy a healthy work-life balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at Tibshelf Community School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- 1-1 personalised performance management/appraisal system
- Mentors for ECTs
- Exemplary CPD programme
- Leadership Development Opportunities
- Celebration Events
- Sports & social events
- Dedicated department bases for teaching faculties
- On-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the canteen and dining facilities

In addition to the above, all staff members have access to complimentary medical and wellbeing support services available 24 hours a day/7 days a week including (but not exhaustive):

- Nurse support service
- Emotional support and counselling
- Workplace assessments
- Occupational health referrals for access to Physiotherapy and workplace adjustments



The Application Process

Closing date: Sunday, 3rd October 2021

Proposed interview dates: Wednesday 13th October, and final interview on Thursday 14th October 2021.

The application form can be downloaded from the school website or apply online via Derbyshire County Council.

Your supporting statement should be no longer than 3 sides of A4, 1500 words maximum. It should outline your view of the deputy headteacher's role, your leadership philosophy and how you think your knowledge and experience to date have equipped you to be an outstanding Deputy Headteacher at Tibshelf Community School. ***Please do not include a CV.***

If you are short-listed, you will be emailed with the arrangements for the interview. Unfortunately, if you have not been contacted prior to the interview day, your application has not been successful on this occasion.

Tibshelf Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All staff and volunteers are required to undertake a criminal record check via the DBS before they can be appointed.



Job Description

Post title : Deputy Headteacher
Status : Permanent
Grade : Leadership pay range L17-21
Reporting to : Headteacher

Core Purpose of the Deputy Headteacher:

The core purpose of the Deputy Headteacher is to work with the Headteacher and other members of the Senior Leadership Team to provide professional leadership and management of the school. The Deputy Headteacher will deputise for the Headteacher as and when the need arises and during any absence of the Headteacher. The Deputy Headteacher will carry out the duties set out in the School Teachers' Pay and Conditions Document and other relevant education legislation. The Deputy Headteacher will perform the duties of the post in accordance with the relevant employment legislation.

Specific Duties:

These will be determined upon appointment and will be commensurate with the strengths and expertise of the successful candidate but will encompass every aspect of senior leadership.

The Deputy Headteacher will:

- Promote excellence, equality and high expectations for all students
- Play a driving role in devising and delivering the school's vision, leadership and direction
- Manage teaching and learning effectively
- Evaluate school performance and identify priorities for improvement
- Promote a safe and productive learning environment which is engaging, motivating and inspiring for all students
- Demonstrate knowledge and understanding of the ways in which youngsters develop
- Work closely with staff to ensure best practice and understanding of accountabilities
- Deploy resources efficiently to achieve the school's aims
- Undertake day-to-day management, organisation and administration tasks
- Work effectively with the school's Governing Body
- Develop strong and professional relationships with parents, engaging them in their youngsters' learning, encouraging them to engage in a positive partnership with school
- Engage the commitment of the wider community and all stakeholders
- Improve the life chances of all young people at the school



Job Description Cont.

Shaping the Future

To play a leading role in ensuring the school's values and vision are clearly articulated, shared, understood and acted upon effectively by all.

Working actively with the Senior Leadership Team:

- Working with the school community to develop the school's vision into agreed objectives and operational plans which will promote and sustain school improvement
- Enthusiating, inspiring, motivating and working with others to create a shared culture and positive climate
- Ensuring that creativity and innovation lead to excellence
- Informing, advising and collaborating with the Governing Body to enable it to exercise its role and responsibilities

Quality of Education

To strive for continuous improvement in the quality of education and progress of students

Working actively with the Senior Leadership Team:

- Monitoring and evaluating the standards of teaching and learning within the school and ensuring the highest standards of professional performance are maintained – challenging underperformance and delivering support programmes where necessary to improve performance
- Ensuring learning and student progress is at the centre of strategic planning and management of resources
- Sustaining a culture and ethos of challenge and support where all can succeed and become engaged in their own learning
- Ensuring a consistent and continuous school-wide focus on student achievement, using data and benchmarks to monitor progress in every student's learning
- Determining, organising and implementing a broad and balanced curriculum which meets the need of all learners and enables all to succeed and make at least expected progress
- Researching, innovating and presenting ideas to improve learning
- Demonstrating and articulating high expectations and the setting of stretching targets for the whole school community



Job Description Cont.

Developing Self and Working with Others

To lead collaboratively with self-awareness and a readiness to learn and help others learn. To be an excellent role model, leading by example and with integrity.

Working actively with the Senior Leadership Team:

- Building Tibshelf Community School as a successful, inclusive and inviting learning community
- Leading, motivating, supporting, challenging and developing staff
- Using effective coaching and feedback skills
- Sustaining and developing a collaborative learning culture within the school as well as actively engaging with other schools and organisations to build effective learning communities
- Recognising and using opportunities for learning and development, for self and others
- Working effectively and resiliently under pressures

Management Role

To manage effectively, use resources efficiently, make appropriate decisions and show good judgement which will maintain a vibrant and safe learning environment

Working actively with the Senior Leadership Team:

- Fostering sound management practices throughout the school so that all partners are clear about their roles and responsibilities and monitoring their effectiveness
- Ensuring deadlines are set and met
- Ensuring strategic plans are implemented effectively
- Implementing successful performance management processes with staff
- Producing and implementing clear evidence-based improvement plans for the development of the school, based on systematic and rigorous self-evaluation
- Managing the school's resources, both human and financial, effectively to achieve the school's goals and priorities at best value
- Understanding and acting within statutory frameworks
- Producing, reviewing and updating relevant and necessary policies
- Managing rigorous safeguarding procedures
- Leading confidently and effectively in the absence of the Headteacher



Job Description Cont.

Securing Accountability

To develop a whole school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes

Working actively with the Senior Leadership Team:

- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Providing clear and on-going feedback to others, line managing effectively, celebrating good practice and addressing unacceptable levels of performance
- Working with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities for securing effective teaching and learning, improved standards of achievement and ensuring efficiency
- Developing and presenting a coherent and accurate account of the school's performance to a range of audiences, including governors, parents and carers
- Reflecting on school achievements and taking account of feedback from others
- Promoting a culture of continuous monitoring, self-evaluation and improvement
- Enabling students to understand their responsibility to be active learners, to understand and strive to achieve their targets
- Ensuring parents and carers are well informed about the curriculum, the attainment and progress of their children and are able to support the realistic and challenging targets set
- Ensuring that records are kept so that the school can satisfy a range of audit procedures, including Ofsted inspection



Job Description Cont.

Strengthening Community

To engage effectively in and with the community, supporting individual staff, students and families, reducing barriers to learning and securing improved outcomes for children and young people.

Working actively with the Senior Leadership Team:

- Prioritising the safeguarding and wellbeing of all members of our school community
- Creating and promoting positive strategies for preventing and dealing with prejudice or harassment involving ethnicity, gender, disability, age, sexual orientation and religion or belief
- Collaborating with other agencies to provide for the academic, spiritual, moral, social, emotional and cultural wellbeing of students and their families
- Creating and maintaining an effective partnership with parents and carers, listening to, reflecting and acting on feedback, to support and improve student achievement and personal development
- Seeking opportunities to invite a wide range of stakeholders and other organisations into the school to enhance and enrich the school and its involvement in the wider community
- Contributing to educational improvements by sharing good practice, working with other schools and promoting innovative initiatives
- Recognising and celebrating diversity. Contributing to ensuring equality of opportunity and community cohesion.

Person Specification

It is essential that the Deputy Headteacher is familiar with the National Standards of Excellence for Headteachers and is able to demonstrate that he/she already possesses enough of the knowledge and professional qualities contained within the key domains of the person specification to be able to contribute to the running of the school.

	Attributes, Experience and Skills	Evidence
Qualifications and CPD	• Graduate and Qualified Teacher Status (E) • Evidence of continued professional development at leadership level (E) • Commitment to ongoing professional development and improvement (E) • Leadership Training (E) • Post Graduate Qualification (D) • Experience of employment outside the education sector (D)	Application and Interview
Knowledge and Experience	• Understanding of key educational issues/change, combined with the ability to lead and co-ordinate their effective implementation (E) • Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement (E) • A record of sustained progress in learning, with improved outcomes for students (E) • Successful line management of key areas of responsibility and holding others to account (E) • Experience of deploying quality assurance programmes and evidence of successful outcomes (E) • Experience of effectively working with others including parents, governors and external agencies (E) • Successful development of colleagues (E) • A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and which is sufficiently well differentiated and resourced to meet the needs of all (E) • Experience of consulting staff and ensuring their views are considered (D) • Experience of leading whole school data, the curriculum and timetabling (D)	Application Interview and reference

Person Specification Cont.

Professional and Leadership Skills	• Highly successful classroom practitioner, including evidence of impact on student progress through consistently outstanding teaching over time (E) • Strategies for raising achievement for all students across the ability range (E) • Strategies which encourage parents and carers to support their children's learning (E) • Exercise strategic, curriculum led financial planning (E) • An excellent team player - leading by example and providing support and challenge to others (E) • The ability to think and act strategically at whole school level (E) • Clear vision for raising standards (E) • Highly tuned ability to analyse and use information to drive school improvement (E) • Skilled at working with people, with the ability to inspire and motivate others – both staff and students (E) • The ability to challenge, influence and motivate others (E) • Excellent problem solving skills (E) • Outstanding presentation and communication skills – including in written communications (E) • An ability to complete tasks to a high standard with attention to detail (E) • Readiness to identify and respond to new challenges with good judgement and perseverance (E) • Assess, analyse and interpret information including data to inform evaluation and next steps (E) • National and school based data management systems (E) • Actively support the governing body within your specific areas of responsibility (E) • Support the distribution of leadership throughout the school, forging teams of colleagues who have distinct roles and responsibilities and hold to account for their decision making (E)	Application, Interview and Reference
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Person Specification Cont.

Personal Qualities	• Generosity of spirit • Enthusiasm and commitment • Tact and discretion • Empathetic • Emotional Intelligence • A belief in the power of education to transform lives through the dedication to school improvement – with energy, drive and a sense of purpose • Hold, articulate and model clear values and moral purpose, focused on providing a Strong commitment to the values and ethos of the school • Demonstrate optimistic personal and professional behaviours, with positive relationships and attitudes towards students, staff, parents, governors and members of the local community • High expectations of themselves and others • An effective self-manager and independent worker, who can prioritise and adapt as required with the capacity to work well under pressure • Decisive, fair, consistent and focused on solutions • Reliable, honest and trustworthy, demonstrating the highest professional standards • Integrity in relation to their own and the school's practice • Able to demonstrate resilience, resourcefulness and perseverance • Reflective and self-evaluative – individually and within the context of a team • Flexible and adaptable to suit the school's needs • Creative and innovative • A good listener and communicator with a warm sense of humour • Able to maintain focus and perspective at all times and, overall, • A passion for helping young people develop, learn and achieve their best – whatever their starting point	Application, Interview and Reference
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