

Deputy Headteacher Job Pack

Job Post	Deputy Headteacher
Start Date	1st September 2023
Contract Type	Permanent, Full-time
Salary	Leadership Pay Scale 8 - 12 (£52,659-£58,105)
Application Deadline	8am, Wednesday 19th April 2023
Shortlisting	Wednesday 19th April 2023
Interview Date	Friday 21st April 2023



Dear applicant,

Is now your time to step into deputy headship? Are you interested in playing a significant role in an organisation which values innovation and creativity? Are you ready to make the biggest impact of your life so far which will transform lives and the society in and beyond the community you will serve?

Tyndale Community School started in September 2013, making it one of the newest and bravest schools in Oxford. Next September marks the tenth year since our school was established and, after ten years of incredible growth and success, we look forward to the next phase of our journey.

As a school community which is defined by its Christian ethos, we are motivated in achieving our mission “to empower every student to achieve personal and academic success, resulting in ambitious goals being fulfilled for themselves and their community.”

Tyndale Community School is a vibrant and diverse school in East Oxford, which represents many ethnicities, nationalities, languages and socio-economic backgrounds. We are a two-form entry school of approximately 370 children with high levels of mobility as many families come to live, study or work in Oxford.

Our previous ofsted inspection stated that the leadership team are passionate, determined and well-informed. We are looking for a deputy headteacher who displays all of these qualities and more as we seek to transform the lives of our children and the community in which we serve.

If you are interested, please book in for a visit or phone call by emailing hr@tyndalecommunityschool.co.uk.

Yours faithfully,

Mr Matt Watt

Headteacher



About the local area

Oxford is easily one of the most beautiful cities in the country. I arrived here 17 years ago and have been unable to find its equal. For me, it is a place I have the privilege of calling home and raising my family in.

The area of Oxford where Tyndale Community School is situated was mainly built by William Morris to house the workers of the Mini Plant, with most of the houses being built in the 1930's.

Not far from the school we have the Oxford Business Park, which hosts the Oxfam Global headquarters, and the Oxford Science Park, which is a leading centre for innovation and design.

Undoubtedly, you would have heard of Oxford University, of which the colleges own a vast majority of the City. It is also home to Oxford Brookes University which is a leading university in Initial Teacher Training in the UK.

Tyndale Community School reflects the beauty and diversity of the city, with families working within a range of domains. We have the joy of partnering with leaders in business, manufacturing, charities and education in order to support the school's vision 'aim high and reach out together'

Tyndale Community School is situated between a beautiful golf course and a brand new housing estate. It is less than one mile from the ring road and easily accessible for those travelling into Oxford from the surrounding area and from within the City of Oxford



School Vision

Tyndale Community School was established in 2013 in partnership with Oxford Community Church with a Christian Ethos at its heart.

The school was named after William Tyndale for a number of reasons:

He had a passion to educate all sorts of people, famously telling a learned clergyman that he would cause the “boy that driveth the plow to know more.”

He worked hard to overcome language barriers, learning eight languages and giving much of his time to translation work.

He made innovative, entrepreneurial use of the new technology of his day, realising the power of the printing press to make important information accessible to everyone.

He stuck to his principles under great pressure, even to the point of being executed for his conviction that the Bible should be made available for everyone to read.

Our school's tagline to 'Aim high and reach out together' highlights our ambition for every child in our school community.

1. We want all our children to reach their full potential- both academically and personally
2. We want all our children to be outward facing, seeking ways to serve and love our local and global community.
3. We want our children to live and learn in partnership with children, families and organisations to achieve this.

As a result of this, Tyndale Community School has been developing its own Enquiry Led Curriculum, which has strong strands of Project Based Learning threading through it. Children have 'Big Questions' which they seek to answer during a project, applying a multi-disciplinary approach with the subjects taught. For instance 'What are we willing to sacrifice' which focuses on design technology, working with architects who aim to protect and improve the green spaces across our city.

Furthermore, in collaboration with the children, we have developed our very own 'Tyndale Titans'. The Tyndale Titans are six characters who represent our six values. Every child has a logbook and each value has four levels with criteria so children explicitly know what our values look like and mean to them.



Job Description

Purpose of Job:

The Deputy Headteacher, in partnership with the headteacher, will take a pivotal role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Deputise for the headteacher in the event of their absence from the school.

Introduction:

The Deputy Headteacher will have delegated responsibilities which are both school- wide and of considerable weight as directed by the headteacher. This will be in addition to carrying out the professional duties of a teacher.

Key Responsibilities:

1. Strategic Leadership

- a. establish and sustain the school's distinct christian ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- b. In collaboration with the headteacher, make use of effective self-review to identify and analyse complex or persistent problems and barriers to school improvement, identifying priority areas for improvement
- c. In collaboration with the headteacher and local governing body, play a key role in ensuring the effective implementation of improvement strategies, in line with the school's development plan, which will lead to sustained school improvement over time
- d. establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- e. Play a key role in creating and maintaining a culture where pupils experience a positive and enriching school life

2. Leading Teaching and Learning

- a. Continually uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- b. 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



- c. ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- d. ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught

3. Securing Accountability

- a. Promote high expectations for progress and attainment through analysis of assessment data, target setting and performance management.
- b. To performance manage allocated staff effectively in order to achieve best possible outcomes.
- c. To play a key role in setting the school's self review schedule and monitoring and evaluation activities such as lesson observations, book looks and learning walks.

4. Developing Self and Others

- a. ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- b. prioritise the professional development of staff, ensuring effective planning, delivery and evaluation
- c. establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- d. be committed to your own professional development

5. Strengthening Community

- a. forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- b. commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- c. establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

This is not intended to be an exhaustive list and the deputy headteacher may hold other responsibilities commensurate with the post.



Person Specification

This person specification relates to the requirements of the post as determined by the job description. Shortlisted candidates must meet the essential requirements of the person specification. It would be highly advantageous for candidates to meet some or all of the desirable requirements. Please write a personal statement detailing how you meet the criteria below (five areas) and how your examples demonstrate impact.

Qualifications and Training

	Essential	Desirable
Qualified Teacher Status	*	
Evidence of relevant further professional development and/or leadership qualifications		*

Experience (show evidence of)

	Essential	Desirable
Experienced teacher	*	
Experience of working in other schools/settings		*
Leading one or more curriculum areas and raising standards of teaching and learning at key stage or whole school level	*	
Coaching, mentoring and leading continuing professional development for self and others	*	
Managing whole school change at middle or senior leadership level	*	
Experience of whole-school curriculum management leading to school improvement		*



Special Knowledge, Understanding and Skills

	Essential	Desirable
Understanding of the whole school primary curriculum	*	
Understand the features of high quality teaching and learning	*	
Secure knowledge of and commitment to inclusion	*	
Excellent classroom practitioner	*	
Knowledge of current developments, national priorities and statutory frameworks in education	*	
Knowledge and understanding of effective strategies to manage the behaviour of pupils	*	
Excellent understanding of safeguarding practices especially the safety and welfare of vulnerable and disadvantaged pupils	*	

Leadership and Management

	Essential	Desirable
Proven success at middle or senior leadership level	*	
Ability to develop and implement policies and procedures to support the school's aims	*	
An understanding of how to use data to evaluate performance to raise standards	*	
Knowledge, understanding and experience of the practical application of whole-school self-evaluation processes		*
Demonstrate leadership qualities and people management skills	*	
Support, motivate and inspire both colleagues and pupils by leading through example	*	
Knowledge of the role of governance		*



Personal Skills and Attributes

	Essential	Desirable
Commitment to the school's Christian vision and ethos	*	
Ability to work under pressure and whilst prioritising whole school objectives	*	
Excellent communication with all stakeholders within the school community	*	
Develop positive working relationships in school	*	
Demonstrate high standards of personal integrity, loyalty, discretion and professionalism	*	
Good attendance and excellent punctuality	*	

