

JOB APPLICATION PACK

### **VICTORIA COMMUNITY SCHOOL**

## Permanent Full-time Deputy Headteacher

Starting Date: 1st September 2023

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26th January 2023

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Victoria Community School. This vacancy has been created by staff retirement and is a great opportunity to join our growing school and Leadership Team. We are seeking to appoint a dedicated and ambitious leader with strong people skills and a real desire to make a difference to the lives of our children. At our school, the smallest things make a big difference!

It is a really exciting time to join our school. I was appointed the school’s new Headteacher in January 2022 and we are working hard to accelerate school improvement and move our school forward. I am seeking an individual with fresh ideas, high expectations and a real tenacity to overcome challenges – someone who believes that everything is possible. This person will join the existing Deputy Headteacher and myself to form a close-knit team, supporting the work already started and playing a key role in shaping and embedding a new vision for our school moving forward

Our school is a very special place. Based over two sites, it is a hub for the local community. Over the years, the school has formed a close bond with parents and worked with many stakeholders to get the best for the children. The children are happy, resilient and well-behaved – they appreciate everything that we do to support them. When they step outside of school, the children represent our school in exemplary fashion, in spite of many coming from a diverse range of home backgrounds and challenges.

If you are looking for a rewarding and uplifting career opportunity then this is for you.

Visits to our school are warmly welcomed and we are holding a number of recruitment events to give all candidates a tour of both sites and the time to chat with myself about the work we’ve already started. There will be plenty of time to ask questions and share a brew! Please note - Our school is committed to the protection and safety of its pupils. On interview applicants will be asked to produce two forms of identity, one of which must be photo identification (driving licence or passport). Interviewees must also bring original documentation of the required qualifications. We will ask to see the certificates that verify qualifications cited in your application. If originals cannot be produced, written confirmation of the qualification(s) should be obtained from the awarding body. Successful applicants will be subject to enhanced DBS checks.

Applications need to be sent by email to office@victoria.staffs.sch.uk by 9am on 6th March 2023. Interviews will be held on Monday 13th March 2023.

We look forward to hearing from you.

Yours faithfully,



Mr L Smith

Headteacher



**INFORMATION – January 2023**

**Our community**

We are a two site, two form entry school with our Reception to Year 3 classes based at our Victoria Road site with our purpose-built Nursery based just over the road, on York Street and our Year 4 to Year 6 classes plus the Speech and Language Centre based at our Orchard site.

We currently have around 425 pupils across our two sites and Early Years Centre. The majority of our families are from a minority ethnic community where over 90% of our pupils are bilingual or multilingual. More recently we have admitted a number of pupils with a variety of cultural and linguistic backgrounds including families from Eastern Europe. We are very proud of our children’s cultural heritage and take every opportunity to promote and celebrate our diversity**.**

**Accommodation**

The Victoria Road site is housed in a Victorian building some 140 years old and a purpose-built Early Years Centre for our Nursery children. The accommodation consists of spacious well-equipped classrooms as well as a hall, gym, library, Interactive Learning Centre, specially equipped sensory room, and staff room.

The Orchard site which opened in September 2015 is based on Belvoir Road in Burton upon Trent and comprises of a fifty-year-old refurbished building with a large playing field. Currently Year 4, Year 5, Year 6 and our Speech and Language Centre are based at this site. The Speech and Language Centre is a County funded resource for 20 pupils with Developmental Language Disorder and/or Speech Sound Disorders who experience a wide range of difficulties with communication and any associated problems. The Centre functions as part of the school and as such staff and pupils participate in all aspects of school life.

We have some exciting plans to improve and enhance our school buildings and facilities over the next two years – including a new library and the relocation of our school nursery.

**Staffing**

The school has recruited both experienced and newly qualified staff. We currently have 18 teaching staff and 21 support staff plus our pastoral team, administration, lunchtime, catering and premises teams. We have strong links with local schools, colleges and universities and welcome into school a number of students following a variety of courses. Our school is supported by staff from our caretaking contractors.

The school attracts additional funding to support our pupils learning needs including EAL and Minority Achievement Funding as well as a delegated budget to support mainstream pupils with learning difficulties.

**Classroom Organisation**

Children are organised in classes of up to 30 pupils in Key Stage 1 and Key Stage 2 except for our Speech and Language Centre. Additional teaching assistant support is provided in every year group. Staff are firmly committed to a team approach to facilitate children's learning and we are constantly reviewing and developing school policies and practices. Class teachers and support staff have regular planning meetings to ensure all staff are deployed effectively to ensure maximum benefit to children's learning through a differentiated curriculum.

**Curriculum Development**

In July 2022 an Ofsted Inspection rated our school as Requires Improvement. The new Headteacher and staff are working hard to refocus the curriculum to improve our standards and we have embraced many new schemes and ideas eg Power Maths & Little Wandle.

**Leadership and Management**

We have a supportive Leadership Team with a new headteacher, Mr Lee Smith, who joined our school in January 2022. Our Teachers and Teaching Assistants play an important role in all aspects of the school and work incredibly hard for our children.

**Extra Curricular Activities**

Our pupils are involved in a range of activities including football, cricket, dance, netball and games clubs, and after school clubs. We receive support from external groups such as Burton Albion who support lunchtimes and after school sports clubs for our pupils.

**Inclusion – Everyone is Important**

We use a variety of approaches to support children and families who may be encountering difficulties including nurturing and mentoring. We have a rigorous approach to screening pupils who may be finding learning more difficult. Our Special Needs Co-ordinator meets regularly with class teachers and we have a strong team of staff who directly support the teaching of SEND pupils across the school.

**Home School Partnership**

We believe children's progress and achievement is greatly enhanced through an active partnership between home and school. Our Family Liaison Officer and Attendance and Admissions Officer support families by running ESOL classes and by supporting parents with applications, visits to Job Centre plus, making phone calls etc. We also employ to Pastoral Support Workers who support parents with day to day challenges and they also work closely with a number of our vulnerable pupils.

We hope this information will have been helpful to you. Should you require any further information please do not hesitate to contact us on **01283** **247420 and ask for Mr Lee Smith**.

In the interests of promoting a Healthy School we operate a no smoking policy.

***This School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.***

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|  | **Victoria Community School** |  |  |
| **Post Title**  | **Salary**  | **Date**  |
| **Deputy Headteacher** |  **Leadership Spine: 9 - 16** | **January** **2023** |

Victoria Community School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Reporting Relationships**

# **Responsible to: The Head Teacher**

The professional duties of a member of the Leadership Pay Spine are set out in the relevant section of the current School Teachers’ Pay and Conditions Document. As part of the School Leadership Team, the Deputy Headteacher will carry out their professional duties in accordance with and subject to the latest version of this document.

**Main Purpose**

The Deputy Headteacher should work alongside the Headteacher and School Leadership Team to develop and communicate a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values.

The Deputy Headteacher, under the direction of the Headteacher, will take a major 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
* If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Governing Board.

**Key Responsibilities:**

**1. Establishing a strong school culture, promoting improvement and shaping the future.**

Under the direction of the Headteacher, the Deputy Headteacher will:

* Promote a constant focus on raising achievement, improving teaching, promoting the highest standards of behaviour and safety, and developing the leadership skills of self and others.
* Create a culture where pupils experience a positive and enriching school life, organising events to support this.
* Prepare pupils from all backgrounds for their next phase of education and life.
* Challenge any form of prejudice and inequality.
* Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy
* Lead assemblies as required.
* Uphold the values of the school at all times.
* Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.
* Promote positive wellbeing for children and staff
* Line Manage lunchtime supervisors at one site.

**2. Leading teaching and learning, curriculum and assessment.**

Under the direction of the Headteacher, the Deputy Headteacher will:

* Take a leading role in improving pupils’ learning by establishing and sustaining high-quality, creative teaching across all subjects and phases.
* Monitor, evaluate and review classroom practice and promote improvement strategies.
* Provide an example of excellence as an outstanding classroom practitioner, thereby inspiring and motivating other members of staff.
* Assist the Head teacher with monitoring the policy and practice of accurate assessment and record keeping throughout the school.
* Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
* Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught, which is designed to meet the needs and aspirations of the pupils.
* Engage pupil voice to inform the refinement of the curriculum and policies in school.
* Demonstrate effective curricular leadership of a subject area and liaise effectively with other middle leaders linked to that area.
* Ensure that children, vulnerable to underachievement, receive tailored support to accelerate their progress.
* Support staff with liaison with parents in relation to their child’s academic achievement on an individual basis and at year group Parents’ evenings and workshops.
* Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.

**3. Promoting continuing professional development and working with others.**

Under the direction of the Headteacher, the Deputy Headteacher will:

* Promote and provide opportunities for the continuing professional development of all staff.
* Treat people fairly, equitably and with dignity and respect, creating and maintaining a positive school culture in which people are happy to come to work and feel valued and respected.
* Build a collaborative learning culture and actively engage with other schools to build effective learning communities.
* Maintain the effective strategies and procedures for staff induction, professional development and performance review, notifying the Headteacher swiftly when performance requires improvement or is inadequate.
* Regularly review their own practice, set personal targets and take responsibility for their own professional development, taking into account feedback from others.
* Manage own workload and that of others to allow an appropriate work/life balance.

**4. Organisation of the school.**

Under the direction of the Headteacher, the Deputy Headteacher will:

* Establish and sustain the school’s ethos and strategic direction.
* Establish and oversee systems, processes and policies so the school can operate effectively.
* Lead and contribute to the provision and strategic direction of SEND/Pastoral/EAL/Disadvantaged provision in school, making sure that our most vulnerable pupils needs are met
* Undertake other reasonable duties related to the day-to-day administration of the school as requested by the Headteacher.
* Complete specific strategic leadership tasks/projects as delegated by the Headteacher.
* Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care.
* Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context.
* Ensure that all safeguarding policies and procedures are acted upon by all staff.

**5. Governance, Accountability and Working in Partnership**

Under the direction of the Headteacher, the Deputy Headteacher will:

* Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* Ensure that staff know and understand their professional responsibilities and are held to account.
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

**6. Strengthening community and working in partnership**

Under the direction of the Headteacher, the Deputy Headteacher will:

* Create and promote positive strategies for challenging prejudice.
* Work closely with other schools and local networks to share and promote best practice.
* Collaborate with a range of external agencies to provide effective support for pupils and their families.

**7. Safeguarding**

Under the direction of the Headteacher, the Deputy Headteacher will:

* Undertake a Deputy Designated Safeguarding Lead role and take an active part in the leading of the Safeguarding/Pastoral team.
* Promote the safety and welfare of all pupils.
* Create an organisational culture which is vigilant to, monitors and prioritises the safeguarding of its pupils above all considerations.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role and the content of this job description maybe amended at any time following consultation with the Headteacher.

**Person Specification for the post of Deputy Headteacher**

**Prepared By:** The Headteacher

**Date:** January 2023

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| **Attributes** | **Requirements** | **Measurement** |
| **Essential** | **Desirable** |  |
| **Qualifications** | * Graduate with QTS
* 1st or 2nd class honours degree
* Recent and relevant ongoing CPD
 | * Middle or Senior Leadership Qualification
* National Award for SENCO
* Designated Safeguarding Lead Training
 | APP |
| **Experience** | * Worked in 2 or more schools
* An excellent classroom practitioner with the proven ability to identify and implement effective innovations in their own classroom practice in order to raise standards.
* Relevant recent experience as core subject leader and involvement in monitoring and evaluation
* Successful teaching experience in any of EYFS, Y2 or Y6
* Experience of performance management as an appraiser or reviewer
* Experience of mentoring ITT students, NQTs or ECTS
* Forming productive relationships with parents and outside agencies to support the academic and pastoral development of children.
* Experience of effectively analysing assessment data to track pupil performance and create action plans to raise standards and improve progress of children including those in significant groups such as SEND and disadvantaged children
 | * Leadership position in 2 or more schools
* Worked with children for whom English is an additional language
* Worked in a school undergoing transformative change
* Carried out one or more of the following roles: Inclusion/SENCO, Lead for EAL, Pupil Premium Lead, Deputy Designated Safeguarding Lead
* Experience of presenting to Governors about data analysis and school development actions.
* Working and engaging with external partners and the local community
* Experience in supporting other schools with specific elements of the curriculum
 | LOA AAF/I APP |
| **Knowledge and Understanding** | * Safeguarding children and young people
* Behaviour management strategies and their usage to support children’s progress and development across school.
* STA assessment requirements for Y6/Y2/EYFS.
* An excellent understanding of teaching and learning in relation to early reading and phonics.
 | * Strategies for fostering school improvement and Leading the management of change.
* Equal opportunities and commitment to their pursuit
* Good understanding of the current Ofsted Framework
* Power Maths
* My Concern/CPOMS
 | AAF/I  |
| **Personal Qualities** | * Sense of humour, warmth and a genuine interest in working with others.
* Strong personal motivation, resilience and drive to ensure school improvement
* A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community
* To be able to lead, manage, motivate and support a defined staff team.
* Commitment to ensuring inclusion, addressing diversity and access
* Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community
* To be able to take the initiative in a range of situations, to be well-organised, able to work effectively under pressure and to prioritise appropriately to meet deadlines.
 |  | LOA F/I APP  |

**MEASURED BY KEY:**

APP = Application form

LOA = Letter of Application

AA = Assessment activities

F/I = Formal Interview

In addition to candidates’ ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours and;
* Attitudes to use of authority and maintaining discipline

***If a candidate is short-listed any relevant issue arising from his or her references will be taken up at interview.******Social media checks will be undertaken on a short listed candidate.***