

# Deputy Headteacher Application Pack



March 2021

Dear Applicant,

Thank you for your interest in this exciting opportunity to be a significant part of the leadership of The Weald School. Following my appointment as the new headteacher from having been the sole deputy at the school, we are now in a position to restructure our senior leadership team and are seeking to recruit two deputy headteachers.

Senior leaders at The Weald School feel exceptionally fortunate to work alongside excellent and professional staff and a dedicated support team. The successful candidates will be key in contributing to our happy, thriving community that values the achievements and attainment of every student who studies here, irrespective of their starting point.

Please do take some time to read the accompanying details and we hope that you are able to gain a glimpse of the school of which we are so proud. Although The Weald is an outstanding school that is well respected in the local community, we are not complacent. We are seeking candidates with vision, qualities of leadership, skills of management, personal awareness and ability to secure accountability, to take the school forward into the years ahead.

On the following pages of this pack, you will find detailed instructions on how to apply, together with the dates for interviews. Candidates who are shortlisted will receive more information in order to help them prepare. We very much hope and anticipate that this will be face to face, but accept everyone's safety is paramount.

You are warmly encouraged to visit the school in advance of submitting your application and there are two opportunities to do so: Wednesday 31 March and Tuesday 20 April at 1.30 pm, when prospective candidates can have a tour of the school and the chance to speak to members of the senior team and me. Please email my PA, Yvonne Clements, at [yclements@theweald.org.uk](mailto:yclements@theweald.org.uk) to register a place.

Thank you again for your interest in this significant appointment and I look forward to receiving your application.

Yours faithfully,



Mrs Sarah Edwards  
Headteacher

Dear Candidate,

We are delighted that you have expressed an interest in the role of deputy headteacher at The Weald Community School and Sixth Form. As the lead prefects, we wanted to provide you with some details about the role of deputy headteacher and some key points about our school and Sixth Form from a student's perspective.

We believe that one of the most significant attributes of the role of a deputy head is to encourage cohesion across the school by engaging with students and getting involved in events or lessons. A sense of community and unity are very important to the students here at The Weald. We hope that any candidate would be willing to build a strong relationship between their staff and students, which in turn will promote the community that makes The Weald so unique compared to other local schools.

Something we feel really strongly about is the importance of student voice. The Weald really encourages students to use their voice to create positive change - such as having the school council, prefect team, house captains and much more. We really hope for this to continue as it has led to many great opportunities in the school - such as the introduction of our well-being room, recycling bins and well-being captains in the lower school. It is really important to us that students are listened to by our teachers and senior leadership teams - this really increases a sense of community at the Weald.

We also feel that it's really important for a deputy headteacher at The Weald to ensure extracurricular activities are encouraged and accessible to enhance students' experiences outside the curriculum.

We further hope that a deputy headteacher should be passionate about adapting our curriculum to be more diverse and educational about ethnic groups and cultures. We feel this is something that is needed to create greater awareness for all students at The Weald.

We do hope you enjoy visiting our school and meeting some of the students.

Yours faithfully

The Lead Prefects

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**INFORMATION FOR CANDIDATES**  
**Applications for Deputy Headteacher Appointment**  
**The Weald Community School and Sixth Form**

Please note that your application will be photocopied for distribution to the Governors' Selection Panel. Please also note, as stated in the advertisement, The Weald Community School and Sixth Form commitment to safeguarding children. Successful candidates will undergo an enhanced DBS check and prudent checks will be made of references and employment history.

Complete the application ensuring that all boxes are completed.

There are two positions vacant and they are not tied to any specific areas of responsibility. We wish to appoint the best two candidates who will embrace the ethos of the school, bring appropriate experience, challenge our practices and fit in well with the existing team.

Write an accompanying letter of application, addressed to the Headteacher of **no more** than two sides A4 paper in length, which demonstrates how and why you meet the essential and desirable criteria on the person specification and explains how your experience has prepared you for this role.

The application form and letter should be returned to [yclements@theweald.org.uk](mailto:yclements@theweald.org.uk) not later than **noon on Friday 23 April 2021**. Applications will not be acknowledged at this stage.

**The schedule will be as follows:**

- School visits are welcome. Please contact Yvonne Clements, Headteacher's PA, to sign up for a tour on Wednesday 31 March or Tuesday 20 April [yclements@theweald.org.uk](mailto:yclements@theweald.org.uk).
  - Shortlisting will take place week commencing 28 April 2021.
  - Interviews will be held over two days week commencing 3 May 2021.
  - Further details regarding the arrangements for interview will be sent to those shortlisted.
  - If you have not heard further after the date for shortlisting you must regrettably assume that you have not been successful.
  - If you have any questions, please do not hesitate to contact Yvonne Clements.
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## Deputy Headteacher Appointment Job Description

**Job title:** Deputy Headteacher

**Job purpose:**

The Deputy Headteacher will lead, motivate and inspire students, staff, parents/carers and the wider community to ensure every student is confident in themselves, is respectful of others, achieves well and gains the skills and qualifications to succeed in life and at work.

**Vision and core purpose:**

- To articulate clear values and moral purpose for the leadership of The Weald Community School and Sixth Form, focusing on providing high quality education for all students irrespective of ability
- To ensure a positive and caring ethos in the school through supporting the Headteacher with effective school improvement planning (strategic and operational) which enables improved added value student learning, development, independence and achievement
- To ensure appropriate policies, procedures and processes are established to secure a staff and student 'learning culture', keeping curriculum, teaching, assessment, student progress and reporting under continuous review
- To ensure all members of staff have opportunities to develop and grow
- To support the Headteacher in securing accountability at all levels

**Key responsibilities:**

- To care deeply about students and our wider community by keeping well-being at the forefront of our work
  - To support and actively promote our ethos of inclusivity and achievement for all
  - To think critically and strategically in order to manage and implement change successfully
  - To be honest and self-reflective about your strengths and areas for improvement in order to continue to develop as a professional
  - To lead others with empathy and clarity in order to build team spirit and commitment
  - To line manage middle and senior leaders with support and rigour in order to empower them and hold them to account
  - To take initiative and be solution-focussed without needing instruction
  - To contribute to daily senior duties
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**The Weald Community School and Sixth Form**  
**Deputy Headteacher Appointment**  
**Person Specification**

| Criteria                                        |                                                                                                                                                                                                            | Essential | Desirable |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications</b>                           |                                                                                                                                                                                                            |           |           |
| 1                                               | A first degree or equivalent                                                                                                                                                                               | ✓         |           |
| 2                                               | Qualified Teacher Status (QTS)                                                                                                                                                                             | ✓         |           |
| 3                                               | Higher education qualification other than initial teacher training                                                                                                                                         |           | ✓         |
| 4                                               | Evidence of recent and relevant training and development in preparation for headship or on-going professional development as a Deputy Headteacher                                                          | ✓         |           |
| <b>Professional experience and knowledge</b>    |                                                                                                                                                                                                            |           |           |
| 5                                               | Experience of teaching and/or leadership at KS5                                                                                                                                                            | ✓         |           |
| 6                                               | Successful strategic experience of leading and managing at a whole school level                                                                                                                            | ✓         |           |
| 7                                               | In depth knowledge and understanding of the wider educational agenda, including current national policies and educational issues pertinent to the operation of a 11-18 institution                         | ✓         |           |
| 8                                               | Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals that place students' outcomes first                                                                        | ✓         |           |
| 9                                               | Evidence of expertise and success in raising student achievement and securing whole school improvement, as a result of your own contribution                                                               | ✓         |           |
| <b>Personal aptitudes, qualities and skills</b> |                                                                                                                                                                                                            |           |           |
| 10                                              | To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward | ✓         |           |

|                                      |                                                                                                                                                                                                          |   |   |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 11                                   | To be articulate and collaborative with excellent interpersonal skills both orally and in writing                                                                                                        | ✓ |   |
| 12                                   | To have proven sound decision-making skills combined with the ability to lead, influence and manage change                                                                                               | ✓ |   |
| 13                                   | To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate conflict and resolve issues imaginatively                                        | ✓ |   |
| 14                                   | To be proactive, innovative, personable and versatile with a high level of drive, energy, enthusiasm, resilience, reliability, integrity and self-awareness                                              | ✓ |   |
| 15                                   | To be able to relate empathetically to governors, staff, students, parents/carers and other stakeholders                                                                                                 | ✓ |   |
| 16                                   | Successful and proven experience of managing difficult conversations on a range of different issues with different stakeholders                                                                          | ✓ |   |
| 17                                   | To be able to prioritise, plan and organise effectively                                                                                                                                                  | ✓ |   |
| <b>Shaping the future</b>            |                                                                                                                                                                                                          |   |   |
| 18                                   | Experience of and commitment to working with governors to support an educational vision which embraces excellence, high standards and inclusion                                                          |   | ✓ |
| 19                                   | Experience of providing vision, a sense of purpose and high aspirations for an outstanding school with a determined focus on raising student achievement                                                 | ✓ |   |
| 20                                   | A commitment to an inclusive student-centred approach within a school, that values creativity innovation, student leadership and teamwork                                                                | ✓ |   |
| <b>Leading learning and teaching</b> |                                                                                                                                                                                                          |   |   |
| 21                                   | An outstanding classroom practitioner with the ability to continuously monitor and evaluate performance in order to improve the quality of teaching and learning and maintain and stretch high standards | ✓ |   |
| 22                                   | Successful experience of developing a whole school culture where student well-being, enthusiasm, self-awareness and gratitude is paramount and both behaviour and attendance is outstanding              | ✓ |   |
| 23                                   | Successful experience of developing strategies in classrooms for promoting excellent assessment for learning and behaviour for learning for all students                                                 | ✓ |   |
| 24                                   | Proven ability to interpret assessment data and draw up successful action plans to address gaps in achievement                                                                                           | ✓ |   |

| Developing self and working with others |                                                                                                                                                                                                                                                         |   |   |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 25                                      | To be a high-profile professional who is collaborative, demands excellence, confidence, trust and respect from the whole school community                                                                                                               | ✓ |   |
| 26                                      | To have experience of building on the good practice and expertise of staff so that they have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of young people |   | ✓ |
| 27                                      | To value a work life balance                                                                                                                                                                                                                            | ✓ |   |
| 28                                      | Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution                                                                                                         | ✓ |   |
| Managing the school                     |                                                                                                                                                                                                                                                         |   |   |
| 29                                      | Successful experience of financial and resource management to achieve educational priorities and to ensure efficiency and value for money                                                                                                               | ✓ |   |
| 30                                      | Evidence of skills to harness the potential of ICT for the benefit of the school on the delivery of the curriculum and in-school support systems                                                                                                        |   | ✓ |
| 31                                      | A demonstrable understanding and experience of managing the processes of safeguarding and safer recruitment                                                                                                                                             | ✓ |   |
| 32                                      | Commitment to sustaining a safe, secure and healthy school environment                                                                                                                                                                                  | ✓ |   |
| Securing accountability                 |                                                                                                                                                                                                                                                         |   |   |
| 33                                      | Proven successful experience of school self-evaluation and accountability                                                                                                                                                                               | ✓ |   |

# About The Weald School

*“This is an outstanding school” (Ofsted 2013)*

The Weald School is an 11-18 mixed comprehensive with around 1,800 students. This includes a thriving Sixth Form of about 350 students. Our students are at the heart of all that we do. The Weald is a warm, friendly and vibrant school at the centre of the community with a wonderful family feel, where each student is known and cared for. Pupils are well behaved, have a very positive attitude and enjoy coming to school. There are excellent relationships between staff and students. We believe that all our students have the potential for excellence. We work towards this by having high expectations of students and staff, by continually raising aspirations and by promoting our students' self-belief alongside strong moral values.



The school has done well in recent years and has achieved record results. In our October 2013 Ofsted inspection, we were delighted that the school was judged to be “Outstanding” in all categories.

In 2020, student performance at GCSE was again strong, with 75% of students achieving both English and maths GCSEs at a 4 or above. Students' performance on the Progress 8 scale, which measures progress from KS2 to KS4, has been very positive in recent years with a rolling three year average of +0.4 grades. This means that students made on average +0.4 of a grade more progress in each GCSE than students in the rest of the UK. This puts us in the top 20% of schools nationally for progress. In 2020, Weald students also achieved another excellent set of A Level results: 75% of grades were at A\*-C and 48% at A\*-B. 26% of students achieved grades at A\* and A. Results across the ability range were again very good. 100% of our students who applied to University gained places.

Our long term results place The Weald as one of the highest performing non-selective Sixth Forms in West Sussex and the South of England.

Central to our belief is the support of students of all abilities. We are keen that every student makes the progress they are capable of, irrespective of ability. We are keen to use

the themes of creativity, innovation, student leadership and teamwork to develop students both personally and academically.



Our curriculum is broad and balanced and offers many exciting opportunities for all students, both in school and out. Students study Key Stage 4 over three years. This presents real opportunities for creativity and varied approaches to learning through both GCSE and BTEC vocational qualifications. There are tremendous extra-curricular opportunities at The Weald

through sport, performing arts, Radio Weald, Weald TV, on-going links with our partner schools in Europe, Africa and China, the Duke of Edinburgh award, as well as a number of other trips. In short, we believe there is something for everyone at the school.

We believe achievement is not just about qualifications. Personal development is key to what we do. Ofsted noted, “The wide range of enrichment and extra-curricular opportunities available to support students’ spiritual, moral, social and cultural development is impressive”. We have a very active School Council and a strong student voice within the school. We also have a close and effective partnership with our parents and carers. We listen to their views and use them to inform the work of the school. Attendance at school events is high, and an effective governing body has a full representation of parents.

I genuinely feel it is an honour and privilege for me to be able to lead and develop further the education of the children at The Weald. Our students are a joy to work with. Ofsted described them as, “Polite, courteous and respectful” and that they, “Thrive in the school’s culture of high expectations and mutual respect”. The school is a fantastic place both to study as a student, and to work as a member of staff.

# About the School



The Weald School serves the local community from a pleasant 25-acre site on the edge of Billingshurst. Our size offers us many advantages. We have excellent facilities, allowing us to offer a wide and varied range of academic and vocational courses at all levels. The Weald campus has been steadily improved in recent years.

The Learning Resource Centre and Music block were built in the late 1990s, followed by the floodlit all-weather astro-turf pitch. An £11m expansion programme completed in 2017 funded a new teaching block for maths and art and a 400 seat dining facility. Additional improvements include new science laboratories, media room and TV studio, changing rooms, drama suite, music block and a pastoral provision area. There is also a swimming pool and fitness centre (adjoining the school site and run by DC Leisure / Horsham District Council), and two multi-use games areas.

## The Weald School offers all students:

- A well-planned, broad and balanced curriculum
- A record of excellent examination results
- Well qualified specialist staff combining innovative and traditional methods in the classroom
- A secure, supportive, encouraging and happy environment
- A wide range of extra-curricular and residential activities.

## Our "Wildly Important Goals"

1. An innovative, challenging and personalised curriculum leading to exceptional progress for all
2. Inspiring, creative and dynamic teaching and learning experiences
3. A culture of positive engagement, mutual respect, collaboration, compassion and independence
4. A wider experience that builds self-esteem, resilience and personal growth

## Our "Wildly Important Beliefs"

1. Every individual matters and is unique
2. With the right attitude and mind set we can achieve more
3. Focused hard work and persistent attention to detail leads to success
4. We are all accountable for the responsibilities we hold

## What our students think about the school:

- *"Lessons are fun and the school has a good atmosphere" - Year 7 pupil*
- *"The teachers have a good attitude to learning and we are encouraged and can hold our own opinions" - Year 10 pupil*
- *"We are able to talk to our teachers about issues and they make a real difference in our lives" - Year 9 pupil*
- *"I love the opportunities we get to work with younger students - it's great fun and really rewarding to support them with different aspects of their work." - Year 12 pupil*
- *"There is fantastic support with researching progression options for when we move on from the Sixth Form. The Sixth Form staff are always there to help with the UCAS process." - Year 13 pupil*

Sarah Edwards  
Headteacher

January 2021