



Applicant Information Pack

Deputy Headteacher

L14-L18

Dear Applicant,

Thank you for your interest in the Deputy Headteacher position at Willow Bank School. We are delighted to welcome you to our recruitment process, and we are excited about the potential for you to join our school community.

The Importance of the Role

The role of Deputy Headteacher is pivotal in our school. It plays a crucial part in supporting the leadership team and contributing to the development of our pupils, staff and learning environment. We believe that our Deputy Headteacher should embody our school's values and mission, which are centred on inclusivity, innovation and growth. As our new Deputy Headteacher, you will demonstrate your commitment to excellence inside and outside the classroom. You will have a proven track record of high expectations and outstanding achievement along with a passion for all children and their education. We welcome applications from existing senior leaders who have experience of understanding the challenges, and capitalising on the opportunities, involved in helping to run a specialist provision for pupils with SEMH needs.

Our School's Vision

To be a centre of best practice for pupils with SEMH difficulties, providing a safe space to engage in a culture of learning, personal growth, achieving to the best of our abilities and working together as part of the Willow Bank Community.

We believe that:

- Learning to respect ourselves, others, and the school environment is the foundation of preparedness for adulthood (**LEARN**)
- Every step of personal growth is a victory, no matter how small (**GROW**)
- All children love to learn, and once we've captured their interest, we can support them to achieve to the best of their ability (**ACHIEVE**)
- Every child is an individual, and developing a trusting, positive relationship with each pupil is the key to engagement in education (**TOGETHER**)

Our aim is to enable pupils to have a positive and exciting experience of education and equip them for their future. Our pupils all have very different needs, and we work hard to ensure that we provide the support they need to feel valued and respected, so that they can engage in rich learning experiences and prepare to be active citizens who contribute positively to society.

The Applicant Pack

We encourage you to review all the materials included in the applicant pack thoroughly and engage in a visit to the school. These documents and visits are designed to give you a comprehensive understanding of the school, the role and what we stand for. This is an exciting opportunity to become a part of a school community that values growth and collaboration.

Thank you once again for considering Willow Bank School. We look forward to potentially meeting you and discussing how you can contribute to our school community.

Yours sincerely



Nicola Laughton
Headteacher

Application Process

We strongly encourage visits to school prior to applying to ensure that you understand our setting and pupils. We will be offering tours of our school with the Headteacher on:

- Thursday 13th March, 9am to 10am
- Friday 14th March, 10am to 11am
- Tuesday 18th March, 2pm to 3pm
- Friday 21st March 9:45am to 10:45am

Please email Mrs Rachel Savage (Business Manager) to book a place via willowbank@sthelens.org.uk

How To Apply:

- Complete the online application form through the job vacancies section of the St Helens Council website: www.sthelens.gov.uk
- You must also submit a letter of application, addressed to the Headteacher, in which you exemplify how you demonstrate the skills, knowledge and qualities outlined in the person specification for our Deputy Headteacher role. Please attach a copy of your application letter as a supporting document on the St Helens Council online application form.

Applications will only be accepted from candidates completing the appropriate application form. Please complete all sections of the application form as clearly and fully as possible. CVs will not be accepted in place of a completed application form.

Closing Date for Applications: 9am, Wednesday 26th March

Proposed Interview Dates: Shortlisted candidates will be contacted by Friday 28th March and invited to attend a two-day interview on Monday 31st March and Tuesday 1st April. A second round of shortlisting may take place at the end of day one.

Additional Information

Interview Process

After the closing date, shortlisting will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and supporting statements within your letter of application, so please read the Job Description and Person Specification carefully before you complete your application.

All candidates invited to interview should bring the following documents:

- Documentary evidence of identity that will satisfy DBS requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates and may approach current/previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

As part of the shortlisting process and in line with KCSIE, Willow Bank School will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also 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

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of right to work in the UK
- Verification of identity and qualifications
- List 99 Check
- Satisfactory DBS Enhanced Disclosure
- Verification of professional status such as QTS Status, NPQSL/NPQH (if completed)
- Satisfactory completion of a Health Self-Assessment
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate pre-employment checks, including enhanced DBS checks.

Candidates should be aware that all posts in Willow Bank School involve a degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bindovers, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Job Description



Deputy Headteacher

Pay Scale: L14-L18

Reports to: The Headteacher

The core purpose of the deputy headteacher is to assist the headteacher to set and implement the strategic direction of the school with oversight of school processes at an operational level, and to provide professional leadership and management to drive achievement of high standards in all areas of the school's work. The deputy headteacher will take full responsibility for the school in the absence of the headteacher.

This job description is based on the key areas identified in the *Headteachers' Standards* published by the Department for Education (2020). It recognises that the role of the deputy headteacher is sharing responsibility for the leadership of the school.

In addition to being an excellent classroom practitioner, the deputy headteacher should demonstrate the following:

Section 1: Ethics and Professional Conduct

- Demonstrate consistently high standards of principled and professional conduct.
- Meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.
- Always uphold and demonstrate the 'Seven Principles of Public Life'. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders: selflessness, integrity, objectivity, accountability, openness, honesty, leadership.

Both within and outside school, the deputy headteacher will:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, the deputy headteacher will:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position within school and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteacher's Standards

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
- create 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
- ensure a culture of high staff professionalism

2. Teaching

Work with the headteacher 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 the headteacher to:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective 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 in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviours

Work with the headteacher to:

- 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
- 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

Work with the headteacher to:

- 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 the headteacher to:

- ensure staff have access to high-quality, sustained 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
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisation Management

Work with the headteacher to:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous School Improvement

Work with the headteacher 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 appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in Partnership

Work with the headteacher to:

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

10. Governance and Accountability

Work with the headteacher to:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- 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
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Based on the 2020 DfE Headteachers' Standards published to articulate the additional responsibilities of headship and thus deputy headship in addition to the requirements of the teachers' standards.

Flexibility is expected to meet the needs of the school. The Deputy Headteacher role will involve specific focus areas of whole school responsibility. These will be reviewed and agreed annually with the Headteacher.

Agreed operational duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher and are reviewed annually. This job description indicates the way the post holder is expected and required to perform and complete the agreed duties and responsibilities of the post.

Person Specification: Deputy Headteacher



		Essential	Desirable	Where measured
Knowledge	Has a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise pupil attainment	/		A/I
	Understands the effective planning and delivery of a balanced curriculum	/		
	Understands how to support EHCP targets through quality first teaching	/		
	Thorough understanding of current education legislation, priorities and trends, including statutory processes, the national curriculum and qualification structure	/		
	Understands change management, including the implementation cycle process and risk management	/		I
Skills/Abilities	Ability to deal sensitively with people, negotiate effectively, influence and resolve conflicts	/		A/I
	Able to set, maintain and actively promote high standards of pupil behaviour	/		
	Able to enthuse, inspire and motivate pupils to engage in learning	/		
	Good self-management skills, including effective time-management	/		
	Good decision-making skills and the ability to identify and implement solutions to problems	/		
	Able to deliver excellent outcomes for pupils who may have previously struggled to engage with learning	/		
	A willing team player with strong inter-personal skills	/		
	Excellent self-awareness, with an ability to remain calm and communicate effectively when faced with challenging behaviours	/		
	Able to collate clear, concise and evaluative impact reports on key performance indicators within an agreed area of whole school responsibility	/		
Strong ICT skills and the ability to learn new systems and software as required	/			
Experience	Substantial experience of working with children who have SEMH as their primary need in an SEN setting	/		A/I
	Substantial teaching experience	/		
	Experience of teaching and/or leading in more than one educational setting		/	
	Knowledge and experience of positive behaviour management strategies with a focus on de-escalation e.g. TeamTeach	/		

	Evidence of working with external agencies to maximise resources made available for pupils		/	
	Appropriate level of safeguarding training	/		
	Experience in the role of Designated Safeguarding Lead		/	
	Experience in ensuring that the statutory responsibilities regarding pupils with an Education Health Care Plan are carried out	/		
	Participation in, or the chairing of, multi-agency meetings to support the welfare and progress of pupils		/	
	Awareness and oversight of Health and Safety responsibilities related to a leadership role within an educational setting	/		
School Leadership and Management Experience	Substantial and current experience in a school leadership role	/		A/I
	Demonstrable effective leadership of a team/key stage/curriculum area/department	/		
	Active involvement in school self-evaluation and development planning	/		
	Successful development and implementation of a whole school initiative	/		
	Has had responsibility for policy development and implementation		/	A
	Experience of and ability to provide impactful staff development (e.g., coaching, mentoring, INSET for staff)	/		A/I
	To be able to effectively analyse and evaluate data to inform target setting to raise standards and address weaknesses	/		
	Ability to delegate responsibility effectively	/		
	Evidence of supporting and challenging colleagues through performance management	/		I
	Evidence of advising the headteacher of priorities for the deployment of staff, and utilising resources with maximum efficiency	/		A/I
	Experience of prioritising and allocating financial resources and school assets appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	/		
Qualifications	Degree/PGCE in relevant subject area	/		A
	Qualified Teacher Status (QTS)	/		A
	Evidence of continuous professional development for the role of deputy headteacher	/		A/I
	NPQSL or NPQH achieved, or a willingness to complete NPQSL/NPQH upon commencement of the role	/		
Educational Philosophy	A commitment to ensure that all students achieve their full potential	/		A/I
	A commitment to the vision, values and aims of Willow Bank School	/		
	A commitment to safeguarding all young people and staff	/		
	A commitment to keeping updated on developments in education	/		I

Other	A willingness to contribute to the wider life of the school	/		
	A clear vision and strong commitment to inclusion and how this can be achieved for pupils	/		A/I
	An ability to fulfil all spoken aspects of the role with confidence through the medium of English	/		I
	The application form must be fully completed and legible	/		A
	The supporting letter of application should be clear, concise, and related to the specific post within Willow Bank School			

A: Application I: Interview