



Applicant Information Pack

**Deputy Headteacher
L14-L18**

Dear Applicant,

Thank you for your interest in the position of Deputy Headteacher at Willow Bank School. We are a KS2-KS4 SEMH (Social, emotional and mental health) LA maintained special school. We have recently moved into a brand new multi-million pound purpose built new building with outstanding facilities. We are looking for someone that has the drive, commitment and ability to support us in our next steps to outstanding. We were rated 'Good' in May 2022.

I hope you find the information helpful. If you feel that this is a post for which you would like to apply, please complete all sections of the Application Form including the Equal Opportunities monitoring (CVs are not accepted) and return it to Val Leatherbarrow (School Business Manager), by either of the following ways:

Email: val.leatherbarrow@sthelens.org.uk

Mail: Val Leatherbarrow, Willow Bank School, Winwick Road, Newton Le Willows, St Helens, WA12 8DE

The closing deadline for applications is: Tuesday the 21st of March 2013

Please note if you have not been contacted within two weeks of the closing date you can assume your application has been unsuccessful on this occasion.

Unfortunately, we will not be able to provide feedback on your application at this stage.

Please ensure you provide the name, addresses (including email addresses where possible) of two referees, one of whom should be your current Line Manager. Please note both references should not be from the same organisation. Candidates should be aware we will seek references on shortlisted candidates and may approach current/previous employers for information to verify particular experience or qualifications before interview.

Willow Bank School is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this commitment.

We expect all staff to undergo appropriate pre-employment checks, including checks with past employers and an enhanced disclosure and barring service check (DBS). References will be taken up prior to appointment. All appointments with Willow Bank School are subject to the receipt of satisfactory clearance from the Disclosure and Barring Service.

In addition, as part of the shortlisting process and in line with KCSIE 2022, paragraph 220, Willow Bank School will consider carrying 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.

Willow Bank School want to ensure that all employees, future employees and applicants are treated equally regardless of sex, marital status, pregnancy, colour, race, ethnic origin, nationality, national origin, religion or belief, sexual orientation, gender reassignment, disability or age.

Visits are welcomed. Please **contact Mrs Val Leatherbarrow (School Business Manager) on 01744 678745 if you would like to arrange a visit.** We wish you well and thank you once again for your interest in the post of Deputy Headteacher, Willow Bank School .

Yours sincerely

Anne Kyle

Head teacher

Important Dates:

Closing Date: 21 March 2023

Interviews: It is anticipated interviews will take place over one day week commencing 27 March 2023 (please note dates may be subject to change)

Application Process

- ✓ Complete online St Helens Local Authority Application form
- ✓ Complete a Formal Letter of Application addressing how you meet the Person Specification and Job experience, addressed to the Head Teacher

**Deputy Headteacher
Job Description**

Post title:	Deputy Headteacher
Grade:	L14-18
Reports to:	Headteacher
Location:	Willow Bank Special School, Winwick Road, Newton Le Willows, WA12 8DE

Purpose of Role

- To inspire, motivate and challenge through the detailed planning and delivery of high-quality learning experiences leading to good progress and outcomes for all pupils.
- To manage behaviour effectively to ensure a good and safe learning environment and high-quality pastoral support. Promote personal development and the welfare of pupils.
- To fulfil the wider professional responsibilities of being a teacher, through supporting policies & initiatives and as detailed within the Teachers' Standards as set out by the DfE.
- Coordinate, design and develop the curriculum contributing to whole School improvement priorities.
- To take a lead role with Safeguarding across the school.
- To lead Teaching and Learning, being responsible for ensuring the teachers' standards are consistently met.
- To oversee assessment, analyse and report on data within the school.

Flexibility is expected to meet the needs of the school and the role will involve specific focus areas such as safeguarding, curriculum, attendance, behaviour, pastoral support and alternative learning.

Main Responsibilities and Duties

- To take full responsibility for the School in the absence of the Headteacher.
- To set high standards of personal habits and professional conduct and to encourage these in other staff.
- To represent the School in a positive way at appropriate LA partnership meetings promoting the strategic development of the School with the LA provision plan.

Lead Curriculum Responsibilities:

- Ensure that the School carries out its statutory responsibilities regarding all students.
- Support all staff in understanding the needs of SEND pupils.
- Support departmental developments of SEND provision.
- Monitor progress towards targets for pupils.

- Analyse and interpret relevant School, local and national data.
- Liaise with staff, parents, external agencies and other Local Authority to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- To ensure that the curriculum offered in the School meets statutory requirements, is broad, balanced and appropriate and personalised to the needs of individual pupils, which maximises pupil achievement and meets EHCP outcomes.
- To ensure that the School takes account of local and national initiatives and policies relevant to learning and teaching.
- To ensure that regular review, evaluation and development of the curriculum in co-operation with colleagues, governing body and the LA.
- To ensure that all documentation pertinent to the delivery, assessment, recording and reporting of the curriculum is presented as and when required.
- To provide a timetable and organise the teachers in the efficient delivery of the curriculum outlined above, and to arrange supply cover as necessary, including cover for tutors and teachers to attend relevant pupil focus meetings.
- To monitor classroom practice and appraise the overall quality of teaching in the School at regular intervals.
- To contribute (where appropriate) to the teaching programme of the School and to encourage development of good practice through School-focused education and training.
- Support the identification of and disseminate the most effective teaching approaches for individual pupils.
- Work with staff to develop effective ways of bridging barriers to learning through assessment of needs monitoring of teaching quality and pupil achievement, target setting, IEPs, EHCPs, Provision Maps, PSP, keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Work with head teachers, teachers, Faculty Leads and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Be DSL Trained and take a lead role in safeguarding pupils and liaising with staff, and relevant agencies/multi professionals.

Lead Managerial Responsibilities:

- To assume responsibility for the day-to-day organisation of the School and to ensure that all School guidelines and procedures are followed.
- To create an ethos in which individuals, pupils and staff, feel valued and where personal endeavour and responsibility are fostered.
- To ensure that children are always engaged in safe, healthy activities in an environment that is rich and colourful and designed to promote enjoyment and excitement in learning.
- To participate in the appointment of all teachers and class based support staff and where appropriate, non-teaching staff, to ensure levels of performance necessary to achieve the agreed aims and objectives of the School, within the overall aim of providing outstanding teaching and learning.
- To lead, motivate, encourage and counsel teaching and, where appropriate, non-teaching staff, to ensure that they have access to regular advice, education and training appropriate to the needs of the School and to their stage of development.
- To provide regular supervision and the setting of performance management targets to ensure the professional development of all teachers and, as appropriate, members of support teams.

- To share with the Headteacher and Full Leadership Team the task of implementing successive School Improvement Plans.
- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- Lead on the performance management process for SEND teachers and class based support staff.
- Advise on and contribute to the professional development of staff, including whole School INSET provision.
- Provide regular information to the head teacher and governing body on the evaluation of SEND provision.

Monitoring Duties:

- To share with the Headteacher the task of School Self Evaluation.
- To ensure that all procedures and statutory obligations concerning Health and Safety at Work are satisfied, specifically in regard to the education and delivery of teaching and learning across the School.
- To ensure the maintenance of high standards of care of the School environment, including the grounds, buildings, furniture, equipment and learning materials.
- Work with the SENDCO to ensure data and reports are timely for Annual Reviews to help facilitate continuity and progression through the development of a transition programme.
- Exercise a key role in assisting the Headteacher and SENDCO with the strategic development of SEN policy / provision.

Parents, Governing body and External Contacts;

- To encourage and develop positive co-operation between the home and the School.
- To ensure that families are properly advised of their child's progress and to keep them informed of curriculum developments.
- To ensure all statutory elements of the School web-site and other key areas of communication to parents and other agencies are fully met and up-to-date.
- To develop and maintain effective relationships with the community, and other agencies.
- To liaise closely with members of the LA support team when appropriate and to receive and host, as necessary, professional and lay visitors to the School.

Professional Standards:

- Support the aims of the School to promote a positive and aspirational learning environment.
- To treat all pupils fairly, consistently and without prejudice.
- Promote equality of opportunity and an acceptance of diversity, tackling the use of derogatory or aggressive language and challenging stereotyping and prejudice-based bullying.
- Set a good example to students in terms of appropriate dress, standards of punctuality, attendance and conduct.
- Promote the aims of the School by attending and participating in appropriate events, e.g. Parent/Carer reviews, etc.
- Support the ethos, policies and code of conduct for the School.
- Take responsibility for own professional development and participate in staff training when provided.
- Reflect on own practice as well as the practices of the School as part of School self-evaluation.

- Participate in the management of School by attending various team and staff meetings.
- Ensure that all deadlines are met as published in the School calendar.
- Be proactive and take responsibility for matters relating CP, Safeguarding and health and safety.
- All duties in the job description 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 duties as set out.

Core Accountabilities

- Develop and embed a culture that puts achieving outcomes at the heart of what we do.
- Understand, uphold and promote the school's values in everything you do.
- Understand the value of diversity, equality and inclusion and model good practice. Challenge discriminatory actions and behaviours and take appropriate action to ensure compliance with equality and diversity standards.
- Ensure Willow Bank School follows Safer Recruitment processes at all times and that the recruitment, retention and promotion processes fit with the overarching ethos of equality of opportunity.

Willow Bank School is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility.

General Accountabilities

- So far as is reasonably practicable, the post holder must ensure that safe working practices are adopted by employees and in premises/work areas for which the post holder is responsible to maintain a safe working environment for employees, our young people and visitors. These are defined in the Local Authority's Health, Safety and Welfare Policy and codes of practice.
- Work in compliance with the Codes of Conduct, Regulations and policies of the Local Authority.
- To model and promote good equalities practice and value diversity across the Local Authority.
- Ensure that output and quality of work is of a high standard and complies with current legislation / standards.
- Ensure that all mandatory training is undertaken as required. For example – the Local Authority's Induction, Health and Safety, Equalities, Safeguarding Children, KCSIE. Please note - this is not a comprehensive list.

The role is varied and demanding and you must be prepared to be flexible, responsive, tactful and adhere to the highest levels of confidentiality.

This job description sets out the key outcomes required. It does not specify in detail all the activities that may be required and expected to achieve these outcomes.

Deputy Headteacher
Personal Specification and criteria for selection

FACTOR	ESSENTIAL	DESIRABLE	ASCERTAINED BY
QUALIFICATIONS	<ul style="list-style-type: none"> ➤ QTS ➤ Good Honours Degree ➤ Recent and relevant CPD 	<ul style="list-style-type: none"> ➤ Higher degree ➤ Further professional qualification linked to education and/or leadership ➤ NPQSL/willingness to achieve NPQSL/NPQH 	<ul style="list-style-type: none"> ➤ Application Form ➤ Documentary Evidence
EXPERIENCE	<ul style="list-style-type: none"> ➤ Experienced member of SLT ➤ Experience of either SEN or AP setting ➤ Evidence of excellent classroom practice ➤ Proven track record of leading improvement in raising student achievement ➤ Leadership of a key whole school area ➤ Robust self-evaluation and quality assurance procedures ➤ Leadership of teams ➤ The ability to inspire, develop, empower and sustain individuals and teams ➤ Evidence of supporting and challenging colleagues through performance management ➤ Ability to use data effectively to assess prior attainment, track progress and set student targets ➤ leading in EHCP reviews and working with staff to raise standards in SEND ➤ Experience as a DSL 	<ul style="list-style-type: none"> ➤ Experience of leading and delivering CPD ➤ Experience of more than one school ➤ Experience of working with the wider community ➤ Experience across Key Stage 2-4 ➤ Team teach or Positive Handling Plan experience 	<ul style="list-style-type: none"> ➤ Application Form ➤ References ➤ Interview
LEADERSHIP AND MANAGEMENT			<ul style="list-style-type: none"> ➤ Application Form

	<ul style="list-style-type: none"> ➤ Provide evidence of professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings; ➤ Experience of leading on the performance management process for teachers; ➤ Evidence of running and contributing to the professional development of staff, including whole School INSET provision; ➤ Provide evidence of experience of regular information sharing to the Head Teacher and Governing Body on the evaluation of SEN provision. ➤ Evidence of advising the Head Teacher and Governing Body of priorities for deployment of staff, and utilise resources with maximum efficiency; ➤ Evidence of maintaining and developing resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of School and SEN policies; ➤ Evidence of working with external agencies to maximise resources made available. ➤ Evidence of supporting the SENDCO with all Annual Reviews and reviews of Individual Education Plans and/PEPS for 'Looked After Children' where appropriate and attend / chair when necessary. ➤ Excellent and demonstrable behaviour management skills 		<ul style="list-style-type: none"> ➤ References ➤ Interview
SKILLS, KNOWLEDGE AND APTITUDES	<ul style="list-style-type: none"> ➤ Ability to develop excellent relationships with young people ➤ Outstanding teaching to students with a range of abilities and aptitudes ➤ Analysis and interpretation of data and target setting 	<ul style="list-style-type: none"> ➤ Curriculum innovation ➤ Evidence of leading improvements in Teaching and Learning 	<ul style="list-style-type: none"> ➤ References ➤ Interview

	<ul style="list-style-type: none"> ➤ An emotionally intelligent approach to work with students, parents and colleagues ➤ Well-developed inter-personal and communication skills ➤ Knowledge of the requirements needed to achieve outstanding student progress and personal development ➤ Thorough understanding of leadership skills and practical examples of their application ➤ Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN. ➤ Ensure that the School carries out its statutory responsibilities regarding all students with an Education Health Care Plan. ➤ Support all staff in understanding the needs of SEN pupils. ➤ Support departmental developments of SEN provision. ➤ Monitor progress towards targets for pupils with SEN. ➤ Analyse and interpret relevant school, local and national data. ➤ Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision. ➤ Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN. ➤ Work with staff to develop effective ways of bridging barriers to learning through: <ul style="list-style-type: none"> ➤ Assessment of needs ➤ Monitoring of teaching quality and pupil achievement ➤ Target setting – IEP's, or Provision Maps, PEPs, etc ➤ Keeping accurate records. ➤ Collect and interpret specialist assessment data to inform practice. ➤ Outstanding IT skills and ability to improve student achievement using new technologies 	<ul style="list-style-type: none"> ➤ Thorough understanding of current education legislation, priorities and trends, specifically to the curriculum and qualifications structure. 	
--	--	--	--

PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> ➤ Ability to think strategically and translate vision into reality ➤ Commitment to their own personal and professional development ➤ Passionate belief in the potential of all young people to aspire and achieve ➤ Relentlessly positive attitude towards young people ➤ Ability to provide inspirational leadership to students, staff and community ➤ Ability to model mutual respect for and trust of students and adults ➤ Energy and enthusiasm ➤ Ability to delegate responsibility effectively ➤ Ability to deal sensitively with people, negotiate effectively, influence and resolve conflicts 	<ul style="list-style-type: none"> ➤ Bringing personal interest and enthusiasm to the school community. 	<ul style="list-style-type: none"> ➤ Application Form ➤ References ➤ Interview
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> ➤ An Enhanced Disclosure and Barring clearance is essential 		<ul style="list-style-type: none"> ➤ Documentary Evidence

Explanatory Notes

Applications will only be accepted from candidates completing the appropriate Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible. CVs **will not** be accepted in place of a completed Application Form.

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 bind-overs, 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.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

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, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- 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 particular 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 2022, paragraph 220, Willow Bank School will consider carrying 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
- Attitudes to use of supporting positive 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 GTC registration, QTS Status, NPQH (where required)
- Satisfactory completion of a Health 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.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.