



DEPUTY HEADTEACHER INFORMATION PACK



Kendal Close, Reigate, Surrey, RH2 0LR, Tel 01737 761254
info@wray-common.surrey.sch.uk



part of **GREENSAND** multi-academy trust

CONTENTS

Letter from Headteacher

The Wray Common Way

We Can Offer You...

Our Explorers

Are you...?

Person Specification

Job Description

Application and Selection Process



"Wray Common has been an excellent start to my teaching career. I feel very lucky to work in a school with high expectations of its staff and children. When meeting other teachers, I am aware of the rigour, support and excellent learning opportunities that we have. It is inspiring to be surrounded by staff members who have the same passion for education."

from anonymous staff questionnaire

1st April 2021

Dear Candidate

I am delighted that your interest in being a Deputy Headteacher here at Wray Common has taken you this far.

The staff and governors of Wray Common have a united passion for developing a genuine community school which provides an education of such quality that the children exiting our doors in Year 6 leave with significantly better life chances than when they first entered. We take pride in placing children at the heart of everything we do and celebrate the fact that our children are all different, special, valued and safe while learning and succeeding. We believe that all children should experience outstanding learning opportunities that will encourage them to grow socially and personally. Our children are looking for a Deputy Headteacher who will provide care and challenge of such quality that their current enjoyment and achievement at Wray Common will be yet further enhanced.

A large, friendly and innovative school, Wray Common is highly respected by parents, children and staff. With quality of teaching and learning as our focus - we pride ourselves in our ability to develop teachers and leaders at all levels, investing heavily in coaching, teacher-led research, leadership development programmes, cross-school development and other professional learning opportunities as appropriate to the individual. The Teacher Development Trust has evidenced "a very strong culture of peer support in the school, with high levels of trust".

This level of trust, collaboration and support can also be seen in our work with our partner schools within the Greensand Multi-academy Trust of which we are a founder member. We are a group of like-minded local schools working together to enrich children's lives and to create exceptional developmental opportunities for all our staff.

This position will be focused on raising the standards of teaching and learning across the whole school. While there may be some limited teaching commitment involved, this is not intended to be a class-based role. What it does require is a desire, passion and ability to inspire and develop children and adults so that "better life chances" is a reality not an aspiration.

Leadership is not an easy role in any school and whilst we are very focused, we are also supportive, positive and make time to laugh. Having a strong team culture is what the staff pride themselves in.

A completed application form needs to be returned by 9am on Tuesday 4th May. We will contact you on the same day if you are successful in being selected for interview. Interviews are expected to take place on Friday 7th May and/or Monday 10th May.

I have tried to give you a flavour of our school in this application pack, but to find out more and to satisfy yourself that this is the right school for you, please do visit us - I am sure that you will find it a worthwhile experience. Please telephone the school office on 01737 761254 or email us (info@wray-common.surrey.sch.uk) to let us know when you would like to come in. If a visit is not possible for some reason, please do request to have an informal chat with myself before application.

Yours sincerely

Lloyd Murphy

Headteacher of Wray Common and Deputy CEO of Greensand MAT



Wray Common will provide an education of such quality that every child will leave the school with better life chances than when they first entered

THE WRAY COMMON WAY

WRAY COMMON WAY

The *Wray Common Way* came out of a Strategic Review we started last May and have now completed. The core part of this Review was to ask ourselves: *What is Wray Common Primary School about....* and more importantly *what do we want to be about moving forward?* ...so that the Wray Common community - staff, Governors, children and parents all share a common understanding of what we're trying to achieve and what is special about us as a local community school. This is what Wray Common is about - this is us. This also provides a blueprint, a foundation upon which future decisions and priorities need to be based. The *Wray Common Way* will be visible to everyone and we will live and breathe it, so that every child who exits this school leaves with better life chances than when they first entered.

PROGRESS and STANDARDS

Regardless of background, challenge or need, our mission is to ensure that *every child* makes substantial and sustained progress while at Wray Common. We make no apologies for placing Reading, Writing and Maths at the core of our curriculum. Our publicly shared results at the end of the last academic year were the best results Wray Common has ever achieved. But we also strive for excellence in all curriculum areas - examples of this commitment would include our now sustainable high quality swimming provision which is resulting in the vast majority of our children achieving the Year 6 national expectations by the end of Year 2, and our extension of specialist music teaching this year into Year 2 ensuring a continued development of our excellent music provision.

CAPTURE LEARNING

A key aim is to get children to be active in their own learning - often physically active, yes, but also in their mind. Wray Common is about developing children who are active in their learning, not passive; Wray Common children CAPTURE learning. They take ownership of their own progress, of their own standards by Collaborating, by Asking, by Persevering, by Thinking, by Using what they know, by Reflecting and by Exploring. If the children are successful at these, they will progress well and importantly, they will develop the skills, attitudes and behaviours which will support them in making continued progress - beyond the walls of Wray Common into secondary schools and even further. It should be noted that Wray Common has always developed lifelong learners, with our 6Rs being a key vehicle for this. We feel that our CAPTURE model better reflects our active approach to learning at Wray Common and supports and challenges children to take greater ownership of their own learning. Our CAPTURE model is about what we do already, but doing it even better.

DEMONSTRATE VALUES

As part of the Strategic Review, we asked ourselves whether our Wray Common Values should remain at the core of what we're about. The answer was a resounding yes - absolutely. Our Wray Common Values are immersed in everything we do. While we always utilise opportunities throughout our curriculum to teach children about these Values, we as a community of adults, we as a community of role models, demonstrate these Values by leading our lives the way we do, so that children develop a positive habit of thought, a positive habit of interaction and a positive habit of behaviour and respect.

WRAY COMMON CITIZENS

Demonstrating Values leads smoothly onto our last sail - Wray Common Citizens. As well as demonstrating values, we want children to be a *CLASS* act, we want Wray Common to be a *CLASS* act. We want everyone to: Contribute to society; Look after the environment; Aspire to be the best we can be; Stand up for what is right and Seek solutions.

WRAY COMMON GUARANTEES

To complete our "Wray Common Way", we have established a set of guarantees for every child - because this is Wray Common - this is no ordinary school - this is what we're about. We have made this bold move to ensure that what we have decided is important for our children, actually happens and continues to happen.

CONCLUSION

Wray Common Primary School is and will continue to be a high performing academic school. But it is and will continue to be much more than this. Wray Common is: a series of memorable experiences; a community of care and support, and a home for all to learn and succeed. This is *our way*, this is the *Wray Common Way*.

We can offer you

- ✓ A child-centred culture
- ✓ A happy and welcoming environment
- ✓ Children who really enjoy learning and school life
- ✓ A highly inclusive ethos
- ✓ A holistic approach to child and staff development
- ✓ A creative curriculum across the whole school
- ✓ High quality leadership development
- ✓ Challenge, collaboration and support – as part of Wray Common and Greensand Academy Trust
- ✓ A place where everyone is valued
- ✓ A place where confidence is built
- ✓ A passionate, grounded and driven leadership team

OUR EXPLORERS



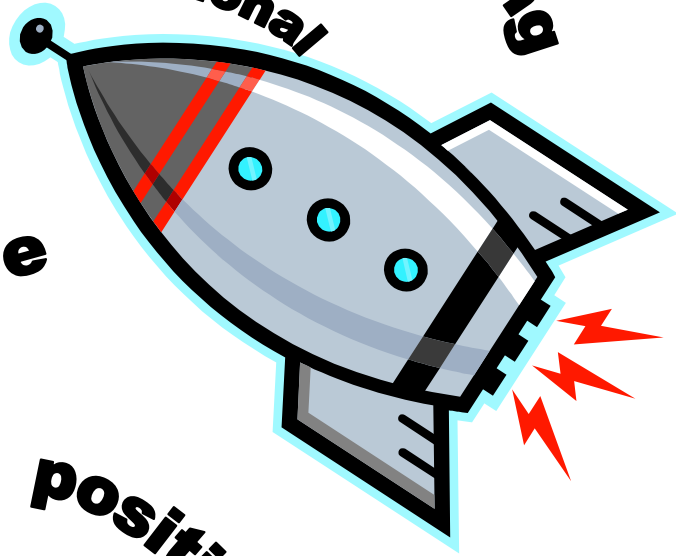
Are you ...?

inspirational/



engaging

motivational/



challenging

creative

positive

passionate

supportive



**Explore the Possibilities
Change Lives**



Job Description Deputy Headteacher

Status of Post This is a senior post within the schools staffing structure, which carries with it membership of the Senior Leadership Group. This post holder is accountable to the Headteacher. This post holder is to deputise for the Headteacher in his/her absence. As Deputy Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document and operate to a level as set out in the Headteacher Standards. You will have the responsibility of Deputy DSL meaning that you will need to operate in capacity as Lead DSL if and when required. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.

Reporting to and working with The post holder is responsible to the Headteacher in all matters.

The post holder is also expected to interact and lead both colleagues and children on a professional level in order to promote a mutual understanding of the schools vision and values. Parents and carers should be proactively engaged at all opportunities.

The post holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching.

Main expectations of the role

1. Shaping the Future

- Support the Headteacher and governors in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with National and local initiatives
- Contribute to the identification of key areas of strength and weakness in the school.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues
- Promote a culture of team work, in which views of all members of the school community are valued and taken into account
- Contribute to the self-evaluation of the school

2. Leading Learning and Teaching

- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted
- Take responsibility for the development of an effective timetable which meets the needs of pupils within the statutory frameworks and the resources available
- Provide training for staff on effective teaching and learning.
- Promote the active involvement of children in their own learning
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the school.
- Support strategies to promote high standards of behaviour
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school
- Support the development of an effective assessment framework
- Promote the use of ICT to enhance and extend pupils learning

- Monitor and evaluate classroom practice
- Provide support for colleagues in improving their classroom practice

3. Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school
- Set high expectations for your own performance and that of others
- Engage in relevant professional development activity as necessary

4. Managing the organisation

- Contribute to a regular review of the organisation of the school to ensure it meets statutory requirements
- Develop action plans in specified areas of responsibility, in order to bring about improvements
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money

5. Securing Accountability

- Support the governing body in meeting its responsibility to account for the performance of the school
- Work alongside the Head to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary

6. Strengthening Community

- Contribute to the development of the school as a 'Hub' within the community; strengthening partnerships with other schools and services
- Gain an understanding of and celebrate the diversity of the school community
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice
- Contribute to the development of a curriculum which provides children with opportunities to enhance their learning within the wider community
- Promote and model good relationships with parents, which are based on partnerships to support and improve children's achievement

7. Safeguarding

- Ensure that safeguarding mindset, practice and procedures are consistently followed in line with school policies.
- As Deputy DSL, take a lead on developing a safeguarding culture
- As Deputy DSL, work with others to support safety and well-being of children
- As Deputy DSL, manage and follow through with referrals
- Take the on safeguarding in absence of Lead DSL



Person Specification Deputy Headteacher

The person specification is a picture of the skills, knowledge, qualifications and experience needed to carry out the job.

The person specification will be used in the short-listing and interview process.

A - Application and supporting letter
I - Interview process

E - Essential
D - Desirable

A. Qualifications, Training and Experience	E or D	Source
Qualified Teacher status	E	A
Degree	E	A
Professional development		
- Professional development in preparation for Deputy Headship;	E	A
Experience as a Deputy or Assistant Headteacher	D	A I
Leadership and Management experience		
- Experience as a subject leader for a core subject, or SEN, or assessment; or leader of a key school improvement area	E	A I
- Contributed to leadership and management of the school e.g. school improvement/development planning, monitoring and evaluation, data analysis and target setting, policy development and implementation.	E	A I
- Experience of working directly with teachers to improve practice	D	A I
Teaching experience		
- Experience of teaching for at least 4 years across at least 2 year groups to an excellent level	E	A I
- Experience of teaching in more than one school and/or more than one Key Stage	D	A

B. Professional Knowledge and Understanding	E or D	Source
<u>1. Leading Strategically - Shaping the Future</u>		
Applicants should be able to demonstrate knowledge and understanding of		
- Leading innovation, creativity and change;	E	A I
- Models of effective leadership and organisational structure;	E	A I
- Developments in education at local and national levels.	E	A I
<u>2. Leading Learning and Teaching</u>		
Applicants should be able to demonstrate knowledge and understanding of		

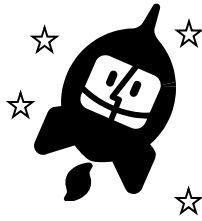
<ul style="list-style-type: none"> - Principles of quality learning, teaching and assessment including school review and self-evaluation; - Strategies for improving outcomes and achieving excellence for all; - Curriculum design and management that helps to provide the choice and flexibility to meet the personal learning needs of every pupil; - Monitoring and evaluating the effectiveness of learning and teaching including its outcomes in terms of standards and achievement. 	E E E E	A I A I A I A I
<p><u>3. Leading People - Developing Self and Working with Others</u></p> <p>Applicants should be able to demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> - The relationship between self-evaluation, performance management and continuing professional development; - The significance of their own performance in relation to team achievement; - The importance of dealing sensitively with people; - Working in a complex environment with a diverse workforce. 	E E E E	A I A I I I
<p><u>4. Leading and Managing the Organisation</u></p> <p>Applicants should be able to demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> - Using informed judgements to make professional, leadership, managerial and organisational decisions; - Technology which enhances organisational effectiveness; - Strategic financial planning, budget management and principles of best value. 	E D D	A I I A I
<p><u>5. Securing Accountability</u></p> <p>Applicants should be able to demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> - Analysing and using the full range of evidence including performance data and external evaluations to support, monitor, evaluate and improve aspects of the school including pupil performance - Individual, team and whole school accountability for pupil learning outcomes - Being accountable to other stake holders and the community. 	E E E	A I A I A I
<p><u>6. Leading and Strengthening the Community</u></p> <p>Applicants should be able to demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> - Building and sustaining effective relationships with parents, carers, governors, other schools and partners and the broader community that enhance the education of all pupils; - Multi -agency work - the team around the child and family; - Extended School Provision - Diversity and community cohesion issues. 	E D D D	A I I I I
<p><u>7. Safeguarding</u></p> <p>Applicants should be able to demonstrate knowledge and understanding of</p> <ul style="list-style-type: none"> - policy, procedures and practice which support the safety and well-being of children 	E	A I

C. Personal Skills, Attributes, Competencies	E or D	Source
<p>The ability to:</p> <ul style="list-style-type: none"> ✓ Caring (towards children and adults, empathetic, honest, rapport, nurturing, positive, sincere, fun) ✓ Reflective Learner (looking back, learning, adapting, improving, looking forward) ✓ Initiative (creative, think outside of the box, calculated risk-taker, instigator) ✓ Resilient (strong core/moral purpose/self-motivation/achiever, integrity, optimistic, able to deal with conflict, children before the adults, unpopular if necessary) ✓ Inspirational (enthusiastic, engaging, passionate, motivational, uplifting, positive) ✓ Aspirational (re self, school and children - high expectations, barrier breaker, potential for success for all) ✓ Organised (efficient, plan, prioritise, juggle well, organise self and others) ✓ Rigorous (particularly re high priority areas, clinical, challenging, analytical, impact/outcome orientated) ✓ Collaborative (sensitive, team-player, strong communicator, flexible, conscious of different personalities, seek and see others points of view) ✓ Sense of urgency (doesn't unnecessarily mess about, prevaricate, or accept excuses/status quo, decisive, follow-up agreed action, focused on priorities - but delivers with sense of ease) ✓ Good judgement (considered, can think on-the-spot, weigh up range of evidence/different points of view, makes right decision/conclusions - including when under pressure) ✓ Laugh (laugh at themselves, laugh with others) 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>A I</p> <p>A I</p> <p>A I</p> <p>A I</p> <p>A I</p> <p>A I</p> <p>A I</p> <p>A I</p> <p>I</p>

D. Application Form and Supporting Letter	E or D	Source
<p>The form must be fully completed and legible. The supporting letter should be clear, concise, related to this position, as advertised, at Wray Common and be no more than 3 sides of A4.</p>	E	A L

E. Confidential References and Reports	E or D	Source
<p>Positive recommendations from all referees.</p>	E	R
<p>CRB clearance and proof of legal working in accordance with The Asylum and Immigration Act 1996.</p>	E	R

THE APPLICATION AND SELECTION PROCESS



Making your application

Please write, in no more than 1000 words and no more than two sides of A4 answering the following questions:

- **Why are you interested in the role?**
- **What experiences, skills and qualities make you suitable for the role?**
- **How do you envisage bringing the role to life?**

Your answers can be expressed in any format; they do not need to be continuous prose.

Please send to Fiona Dyer: f.dyer@reigate-school.surrey.sch.uk

Please note that it is essential that your current or most recent Headteacher is a referee.

Selection Process

- **Deadline for Applications: Tuesday 4th May 2021, 8am**
- **Shortlisting Tuesday 4th May 2021**
- **Interview Friday 7th May and/or 10th May**

Safeguarding Recruitment Statement

Wray Common Primary School has a commitment to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The post is subject to an Enhanced DBS check.