



# **Claverham Community College**

## **Deputy Principal**

## **Recruitment Pack**

Information for Applicants

Principal: Mr P Swatton

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East Sussex  
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Dear Applicant,

**Re: Deputy Principal (Curriculum, Standards, Teaching and Learning)**

Thank you for your enquiry regarding the vacancy for the above-named post.

The Governing Body are seeking to appoint an innovative and effective leader, whose varied experience will help to maintain our current ethos and build on the high standards already being achieved at the College.

We are extremely proud of the achievements our students have made over many years and would welcome applications from candidates who share our passion and commitment towards maintaining and improving these high standards. We believe that the examination results and the high personal standards of our students do not arise by accident. We feel that our students' accomplishments come from a distinct philosophy based on high expectations, hard work, traditional values and a sense of individual worth.

In April 2024, Claverham Community College underwent its most recent Ofsted inspection, resulting in a report published in May 2024. This report offers valuable insights into the school's performance. The full report is accessible here:

[Ofsted Outcome Letter - Claverham Community College](#)

The insights gained from this report underline the school's commitment to continuous improvement and excellence in education, aligning with the responsibilities of the Deputy Principal role.

If you believe that you have the extensive and varied skills, knowledge and experience coupled with the personal qualities to take on the challenge of the role of Deputy Principal at Claverham Community College, then we look forward to hearing from you.

Your completed application form should be returned via e-mail to Annette Baker, HR Officer at [ab@claverham.org](mailto:ab@claverham.org) by the closing date of Friday 25th April 2025. Please be advised that we do not accept curriculum vitae. If you have not heard from the college within three weeks of the closing date, your application has not been successful this time.

Claverham is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This Post is subject to an enhanced DBS disclosure.

If you require any further information, or would like to arrange a visit to the College, please contact Annette Baker, HR Officer on 01424 772155 or via email

[ab@claverham.org](mailto:ab@claverham.org)

We look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'P Swatton', enclosed within a circular scribble.

Mr P Swatton  
**Principal**

## The College – Ethos, Values and History



It is our aim that through the high-quality education provided by Claverham Community College all of our students are enabled to become individually successful, community spirited and globally aware.

Our carefully planned curriculum works together with a comprehensive enrichment programme to promote and develop the values and ethos of the College. Our core College values are:

- Ambition
- Independence
- Integrity

- Resilience
- Respect

Through our core values, and all that we do as a school, our students are equipped to be individually successful. Having the ambition to reach the highest levels of academic and personal development; reaching their full potential in a safe, secure and caring environment.

We endeavour to instil in our students the resilience to persevere and succeed; developing each student's independence in order that they become lifelong learners, developing our student's personal integrity which leads to a sense of fairness, the acceptance of challenges and an appreciation of the importance of supporting each other to be the best we can be.

Through the values of integrity and respect, we encourage our students to be community spirited, developing consideration and kindness towards others, demonstrating their respect for one another by exhibiting polite attitudes and manners; taking pride in their surroundings, behaviour and personal achievements.

We also believe in the benefit of being globally aware, making positive contributions to our society both locally, nationally and internationally. We aim to support all students in their desire to become responsible citizens who demonstrate integrity and respect through acting in a way which supports the global community, together with making positive decisions which benefit both themselves and the wider community.

To achieve our College 'Vision & Values' and to fulfil our curriculum intent, our teachers drive student development, learning and progress through the relentless pursuit and implementation of our Principles of Learning:

- Challenge
- Explain and Model
- Practice
- Question
- Feedback

## **Our History**

Claverham Community College is situated on the outskirts of the historic town of Battle in East Sussex. The College grounds incorporate land which belonged formerly to the Battle Abbey Estate and are immediately adjacent to the site of the Battle of Hastings.

The Community College was established in 1973 and was developed from the former Battle County Secondary School built in 1955. In school terms the College became fully comprehensive in 1976 and now serves the educational needs of all children between the ages of 11 and 16 in Battle and the neighbouring villages of Catsfield, Crowhurst, Netherfield, Ninfield, Sedlescombe and Westfield.

In addition to its purely school' function the College provides a wide range of cultural, educational and social amenities for the local population of the area as a whole. There is an excellent Sports Centre, and a large number of local organisations and sports clubs are affiliated to the College. We opened a Day Nursery at the College in May 1993. The aim of the Nursery is to provide day care of the highest quality for babies and toddlers. The Nursery has a capacity of 40 places, up to 5 of which can be for children under the age of 2 years. A number of our staff make use of the Nursery for their own children.

We recently had the main school block rebuilt as a part of the Department for Education's Priority Schools Building Programme. This was an exciting and long awaited project which has provided us with a new modern building and has greatly enhanced our accommodation on site.

The traditional catchment area of the College is rural although we also have a large number of students on roll from nearby urban areas. Claverham Community College is proud to be a comprehensive school in the truest sense, with students from a wide range of backgrounds.

## **Curriculum**

### **Key Stage 3 Curriculum**

During Key Stage 3 we aim to provide a broad and balanced curriculum designed to foster a love of learning in all our students in order that they should be individually successful, community spirited and globally aware.

Our students are encouraged and supported to be ambitious and to engage with challenges both in lessons and as part of our extensive extra-curricular programme. Claverham's aim is to inspire, enthuse and motivate students of all abilities to achieve their aspirations. Claverham firmly believes that if students develop a love of learning they will never cease to learn and will be able to develop and adapt to the demands of the modern world.

Subjects taken by all students in Key Stage 3 are:

Art  
Design Technology  
Drama  
English Language and Literature  
Food Technology  
Geography  
History  
ICT (Computing)  
Mathematics  
Modern Foreign Languages  
Music  
Personal, Social, Health Education  
Physical Education  
Science  
Worldview Studies

With respect to Modern Foreign Languages, in Year 7, all students study Spanish with most studying German or French in addition. At the end of Year 7, a decision is made as to how each individual will continue with their language learning. The vast majority of students will continue studying at least one modern foreign language up until the end of Year 9.

### **Key Stage 4 Curriculum**

During the delivery of Key Stage 4, we aim to provide a personalised and well-balanced curriculum which gives maximum breadth and balance to the programme of study whilst providing every individual with the widest possible scope for their future. All students take English Language & Literature, Mathematics, Science, Physical Education and a PSHE Programme including Careers, Citizenship and Worldview Studies (this covers the statutory requirement for Religious Studies).



In Year 11, all students follow an additional course in careers education helping them to select an appropriate route into the next stage of their education, and assisting students with the related application processes.

At Claverham, we offer several different pathways for our Key Stage 4 students, allowing us to maintain as broad and balanced an education as possible. Individual students are encouraged to discuss with parents and teaching staff the most appropriate educational pathway for their final two years at the College. Two Science pathways are offered; these are designed to afford appropriate progression for all students regardless of ability. Students begin their Science GCSE course in Year 9. An informed decision will be made, in partnership with parents, as to whether it is most appropriate for the individual student to follow a course in each of the three separate Sciences or one which leads to two separate GCSEs.

In addition to the above, students are guided in opting to study four other subjects, at least one of which must come from each of the three other main areas of the curriculum. These are:

Languages: French, German, Spanish & Latin.

Humanities: Geography, History & Worldview Studies.

Creative/Technology: Art, Photography, Business Studies, Computer Science, Dance, Drama, Design Technology, Food Preparation & Nutrition, Information and Communication Technology (Creative IMedia), Media Studies, Music, Physical Education and Psychology.

Alongside this more traditional academic KS4 pathway, we are able to offer a choice of Level 2 Diploma courses, in a variety of vocational disciplines. Selected students who follow this pathway will opt for at least two courses from the list above together with up to two of these courses in the following subject areas:

Child Care and Development

Sport.

These courses provide a seamless transfer to vocational courses at 16+.

## **Pastoral Care**

The College has a strong House system which concentrates on the child as an individual.

Each of the College Houses are led by a Head of House who also has a teaching role at the College.

There are 5 full time non-teaching Deputy Heads of House who are linked to each of our pastoral houses. These members of staff work closely with the Heads of House and form strong relationships with the students and parents they work with. These are supported, led and managed by 2 Assistant Principals and one of our Deputy Principals.

Students remain in the same House for the five years they are at Claverham. Their Form Tutor and Head of House get to know the students and their parents very well helping to maintain the community ethos of the college.

Heads of House and form tutors are fully involved in monitoring student's personal development and academic progress.

Our Behaviour Policy is available on the College website and utilises the Class Charts system to communicate and monitor reward and sanctions issued throughout the College.

The values, ethos and high expectations shared by all members of our community are consistently underlined by all staff. Behaviour management in all its forms is seen as a whole college priority and features highly in our CPD programme.

Early intervention and referral of students with specific needs is an established and essential procedure.

Parental liaison and communication are vital aspects of the way in which the behaviour policy and procedures support the ethos of the College. Early, appropriate communication with parents is a key ingredient in minimising potential disruption and misalignment with the College ethos.

## **Leadership Structure**

Principal.

Deputy Principal - Curriculum, Standards, Teaching & Learning.

Deputy Principal – Student and Staff Welfare, Behaviour, Attendance, SEND, Day to Day Operation of the College.

Business Manager.

Assistant Principal – KS4 Student Behaviour, Attendance and Welfare

Assistant Principal - KS3 Student Behaviour, Attendance and Welfare

Assistant Principal – Teaching & Learning, Professional Development Coordinator, ECT Coordinator

Assistant Principal – Student Achievement and Progress, Examinations

Assistant Principal – Safeguarding, DSL, Mental Health Ambassador, Personal Development Lead, Diversity & Equality Lead.

In addition to their specified individual accountabilities all members of the Leadership Team are expected to be a visible presence around the College and take a proactive role in the day-to-day operation of the College, including supervision duties, the 'on-call' rota and lesson 'drop-ins'.

## **JOB DESCRIPTION**

### **DEPUTY PRINCIPAL (Curriculum, Standards, Teaching and Learning)**

Date: March 2025

**Reporting to:** Principal

**Staff for whom responsible:** Assistant Principals  
Heads of Subject

#### **School Leadership Team**

The Principal, two Deputy Principals, five Assistant Principals and a Business Manager are responsible for leading the school. Maximising the potential of each child within a caring environment is a key aspect of the ethos of the College and a vital responsibility of the Leadership team.

#### **Principal Responsibilities**

All members of the Leadership Team have responsibility for:-

- Leading and managing the school as outlined in the School Teachers Pay and Conditions document.
- Promoting the school vision, values and ethos.
- Supporting our students in making outstanding progress in their academic education and personal development.
- Making significant contributions to the school Self Evaluation and Improvement Plan.
- Making significant contributions to the strategic direction of the school, the development of school policies, their successful implementation and review.
- Providing a visible leadership presence around the College site and local area maintaining good order and discipline with students. All members of the SLT are expected to assist the smooth running of the school through engaging in additional duties including On-Call support and close supervision, together with an appropriate number of duties at break, lunch, and afterschool.
- Providing line management support for teaching staff and other adults including coaching and mentoring of colleagues as appropriate.
- Providing support for the Principal and Governors in the leadership and management of all staff at the College.
- Organising and delivering assemblies to students.
- Forming part of the crisis management team.

## **Deputy Principal (Curriculum, Standards, Teaching and Learning)**

Overall accountability for the quality of educational provision on offer for all students at the College.

### **Strategic direction**

- Assist the Principal in translating the vision for the school into agreed objectives, operational and business plans.
- Ensure that all priorities in the School Improvement Plan, relating to the Quality of Education, are met.
- Take responsibility for the curriculum throughout the whole school to ensure it reflects the school's and national priorities, provides continuity across the Key Stages and is a model of best practice.
- Implement and lead effective Quality Assurance systems across the school to ensure high quality standards are maintained, reported and acted on regularly.
- Lead on the reporting of pupil progress across the school including the issuing of reports and the oversight of parents' meetings throughout the year.
- Together with the Data Manager, draw up, implement and maintain an effective school timetable including the effective deployment of staff across the school.
- Take overall responsibility for the compilation of the school calendar.
- Support the Principal with staffing, policy development, implementation of School policies and procedures, keeping policies under review and making recommendations for change to ensure that they continue to meet the school's developing needs.

### **Leadership and Management of Others**

- Lead by example, providing inspiration and motivation, and embody for the pupils, staff, parents and wider community the vision, purpose and leadership of the school.
- Line manage Assistant Principals and Lead Practitioners, as appropriate.
- Lead the team of Heads of Subject, directly line managing some of these.
- Have overall responsibility for the line management of Teaching staff.
- Take the lead on all staff meetings and training relating to the Quality of Education, Curriculum and Standards.
- Support the Principal in the recruitment, deployment, motivation, development and appraisal of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their rôles and responsibilities

### **Academic**

- To lead the appraisal processes for teaching staff in the school in conjunction with the Principal.

- To assess the training needs of teaching staff arising from the appraisal process, and in discussion with the appropriate Assistant Principal, create a whole staff-training programme.
- Coordinate and liaise with other appropriate members of the SLT to ensure that the Professional Development programme achieves the objectives set out in the College Development Plan.
- Liaise with the data manager to ensure that, after each data entry, relevant progress and attainment data is provided for the Headteacher, Senior Leadership Team, Heads of Subject and Heads of House.
- Systematically analyse whole school, subject, class and student level progress/attainment data, identifying areas for improvement and ensuring that Heads of Subject put appropriate and effective intervention in place to address these.
- Lead on the systematic analysis of national and local level data relating to the school ensuring that the conclusions from this analysis are clearly communicated to stakeholders and that priorities for improvement are identified, with intervention strategies implemented to affect any identified change needed to improve academic progress and performance.
- Liaise with the data manager to set every student a challenging but attainable target each academic year.
- Liaise with the data manager to ensure that assessments and profiles are sent home in line with the school calendar.
- To lead on the delivery of information evenings for parents and pupils regarding progress related to the curriculum.
- To develop the curriculum including reviewing curriculum maps and schemes of work, ensuring that stakeholders are aware of the plans in place.
- Ensure, through the QA process, that curriculum plans are followed consistently by all staff.
- To ensure that the school website articulates our curriculum intent to parents and carers.
- To oversee the effective use of Arbor for assessment, pupil tracking and reports.

## **Teaching and Learning**

- Teach a timetable commensurate with the role and adhere to the relevant responsibilities as described in the job description for a teacher at the College.
- Line manage Heads of Subject as directed by the Principal.
- Lead on an ongoing programme of quality assurance (including book scrutinies, learning walks, consistency checks and stakeholder voice) to monitor the quality of teaching, learning and assessment, recognising good practice; taking appropriate steps if there is cause for concern.
- Lead on the planning and delivery of meetings appropriate to the development of teaching and learning including whole school professional development, middle leader meetings and staff briefings.

- Lead on the monitoring of student progress in collaboration with the other members of the SLT, Heads of Subject and Heads of House.
- To develop our provision around digital technology and AI and how it specifically supports the curriculum.

### **Governors**

- Be an associate member of the Governing Body.
- Lead on the liaison with governors on matters relating to quality of education, curriculum and standards.
- Provide relevant information to the Governing Body.
- Attend full Governing Body meetings.
- Work closely with designated governors on matters relating to quality of education, curriculum and standards.

### **Day to Day Operation**

- Liaise with the HR Officer to ensure that lessons are covered for absent staff.
- Lead on the compilation and publishing of the College calendar, supported by other members of the SLT and the Data Assistant.

### **Additional Specific Responsibilities**

- Deputise for the Principal in their absence or at meetings and events as reasonably requested.
- Ensure effective communication with staff, students, governors and parents linked to all aspects of accountability.
- Chair the Heads of Subject Meetings.
- Produce reports for the Principal, Governors, LA or Ofsted.
- Contribute to the review and writing of the School's Self Evaluation Summary.
- Show support for the whole college community including extra-curricular and community activities.
- Any other duties as reasonably requested by the Principal.

### **General**

It is recognised that the role of Deputy Principal is complex as it involves leading people, developing and implementing a vision as well as dealing with day to day issues.

The job description is a guide to the nature of the role and can be changed, by negotiation, to reflect areas of expertise and interest of the successful candidate.

Employees of Claverham Community College have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.





## **PERSON SPECIFICATION FOR DEPUTY PRINCIPAL**

### **1. Knowledge & Experience**

- A good honours degree in a relevant subject;
- A teaching qualification together with Qualified Teacher Status (QTS);
- Recent relevant leadership training which has positively impacted on their current role;
- Successful and varied teaching experience in the secondary sector up to and including GCSE level;
- A proven track record as a successful senior leader with relevant and appropriate experience of driving whole school initiatives which have had a positive influence on quality of education, curriculum and standards;
- Experience of creating a positive culture that is communicated to and understood by all stakeholders.
- Experience of leading and delivering CPD based on current educational research.
- Experience of effectively dealing with behaviour, attendance and pastoral related issues;
- Strategically planning, leading and managing change;
- Experience of leading and managing a team of staff, including middle level or senior leaders, creating highly consistent working practices in order to implement and embed the school ethos, vision and values;
- Monitoring, evaluating and reviewing policy, practice and performance of staff and students with regard to quality of education, curriculum and standards;
- A working knowledge of current legislation and experience of best practice with regard to quality of education, curriculum and standards.

### **2. Skills & Abilities**

- Ability to set high expectations with regard to quality of education, curriculum and standards and lead, inspire and motivate staff and students to achieve this;

- Ability to be proactive in the promotion of high standards of students progress and attainment;
- Excellent classroom practitioner;
- Understanding the needs of students and how to remove barriers to learning;
- A sound knowledge of and the ability to successfully implement intervention strategies to support high levels of student progress and attainment;
- Ability to actively engage with students, parents staff and governors and the local community in the life of the College;
- Excellent written and oral communication skills,. a real attention to detail and the ability to adapt presentations to a range of audiences;
- The ability to work both independently and collaboratively as a member of a team;
- The ability to be creative and innovative when problem solving, together with a willingness to take on or try new approaches and ideas;
- A good level of ICT skills;
- Sensitive and skilled leader and manager of staff and students;
- Ability to communicate the College ethos both orally and in writing to students and their parents, in an effective manner.
- The ability to give high quality feedback on lesson observations relating to all aspects of Teaching and Learning, including behaviour.

### **3. Personal Qualities**

- Enthusiastic with a positive outlook;
- High expectations of academic attainment, achievement and behaviour;
- The successful candidate would be expected to maintain a well-organised, creative, inclusive, safe and friendly environment for learning and hence enhance the ethos of the school.
- Ability to inspire, motivate and innovate within the vision, values and ethos of the College;

- Reflective and analytical whilst at the same time being able to act spontaneously in an emergency as and when required;
- The successful candidate will be able remain calm and perform well when working under pressure;
- A positive and proactive attitude towards professional development and their own learning;
- Personal reliability and integrity;
- Excellent personal organisation;
- Candidates are asked to address the person specification within their application.

In addition to assessing the candidates' ability to perform the duties & responsibilities associated with the post, the interview will also explore general issues relating to safeguarding & promoting the welfare of the students.

## The Interview Process

- A tour of the College;
- Student panel interviews.
- Panel interviews relating to professional leadership standards;
- A Lesson Observation;
- A Presentation.

If successful a second day will consist of a panel interview.

**Deadline for receiving applications – Friday 25<sup>th</sup> April 2025**

**Interviews to be held on Wednesday 14<sup>th</sup> May & Thursday 15<sup>th</sup> May 2025.  
Candidates will be notified by email.**