



Secondary Deputy Headteacher – Behaviour and Inclusion

JOB APPLICATION PACK

2023

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Secondary Deputy Head Application Pack

Welcome to Trinity Church of England School.

Thank you for your enquiry about the post of Deputy Head at Trinity Church of England School, Lewisham. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions please do not hesitate to contact us straight away.

Trinity is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. **We are very proud of our school and are seeking like-minded people to join us with our vision and ethos of making all pupils succeed in a happy and caring environment.** The successful candidate will help support our **inclusive vision in providing the very best education for all children and help us to achieve the next level of success.**

We are a two-form intake Primary School at one site (Leahurst Road, London, SE13 5HZ) and a four-form intake Secondary School down the road (Taunton Road, Lee, London SE12 8PD).

The Primary Phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well.





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The Secondary Site is a modern purpose-built building that has all the latest facilities. The building has a sense of space for all the school community. The Primary and Secondary Phase operate as one school to enable all pupils to gain the benefits from the through school ethos.

Transition, Curriculum and Assessment is shared across the phases, as well as Staff Expertise. Students from both phases benefit from being part of a through school as well as our staff. The two sites are geographically apart, but with our 1000 pupils, they work together as one school whilst keeping distinctive characteristics.

We have a strong Character Education that ties us together from early years through to Year 11. This way we are developing from the start young people who are skilled, nurtured and supported through a family structure.

We have a strong Christian community, in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British Values, and to take their place as citizens of the wider world.

Our ethos says:

- We are a **Learning** Community
- We are a **Loving** family
- We are **Living** good lives

To find out more about our school please do visit our website, www.trinitylewisham.org.uk where you can look at the all-through school elements or the distinctiveness of each of the two phases as well.

The specific Job Description and Person Specification gives the details for the job, and highlight what we are looking for through this selection process. This booklet also provides you with our strategic plans which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested please do complete the application form. The details of the deadline can be found in the job advert attached at the back of this pack, as well as on our website.

We look forward to welcoming you to our family.

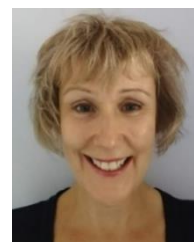
Thank you,



Janet Hills
Chair of Governors



David Lucas - BSc (hons) MA NPQH,
Executive Headteacher



Moira Cuthbert
Chair of Governors



Deputy Headteacher (Behaviour and Inclusion)

Trinity is a sought-after school with 'Good' Ofsted and 'Outstanding' SIAMS ratings.

We are looking for an energetic and enthusiastic Deputy Head to continue and develop our high standards of education in a welcoming, inspiring and supportive environment. **As a Deputy Head the successful candidate will be part of a very dynamic and vibrant leadership team where we work closely together to share our expertise.** It is a great opportunity to further develop your leadership skills and experience in a supportive and productive partnership. We are blessed with a caring, dedicated and talented staff team and a strong, active and supportive governing body.

The Deputy Head will be part of the Executive Leadership Team, working with the Primary Head of School, the other Secondary Deputy (Curriculum and Standards) and Executive Headteacher to strategically steer the through-school forward. You will also be part of the Secondary SLT, which includes the Executive Headteacher, the two secondary Deputy Heads and 4 Assistant Headteachers. Supporting this team, we have a through-school Assistant Head responsible for Finance and Resources and a Director of Christian Life, who both work across the phases. As Deputy responsible for SEND you will also work extremely closely with the Primary Deputy to ensure we have consistent practice across both phases. This role will also be the Safeguarding Lead across both phases, with a team of Deputy Safeguarding Leaders across both sites. We all work extremely closely together.

As a Deputy Head of the Secondary Phase you are given opportunities to lead the site on regular occasions as the Executive Head works across the Local Authority and Diocese supporting other schools. We very much believe in distributed leadership and shared accountability across the whole school. We are outward looking, always looking at research to help us develop our practices. Over the past few years, our school has undergone a process of evidence and research informed improvement. **We began by engaging with the 'What Makes Great Teaching' report that was produced by the Sutton Trust in 2014.** Amongst other things, the report explained the importance of explicit instruction, modelling, retrieval practice and having teachers with strong subject knowledge. **Our teaching and learning policy are now based heavily upon Rosenshine's Principles of Instruction and we offer a knowledge rich curriculum where resources are centrally planned by the most experienced members of the department.** We use knowledge organisers to ensure that pupils are able to build strong background knowledge which they can then apply in lessons. Explicit vocabulary teaching and extended reading are now a focus across the school. **Please see a copy of our curriculum philosophy and Trinity Standards within this pack, which highlight our expectations within the classroom.**



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The continuing professional development of all staff at Trinity is a priority and we are devoted to providing opportunities for staff to further their career. The same applies to this role, where explicit support from the Executive Head, the Diocese and external support through national programmes will be used to further develop the successful candidate.

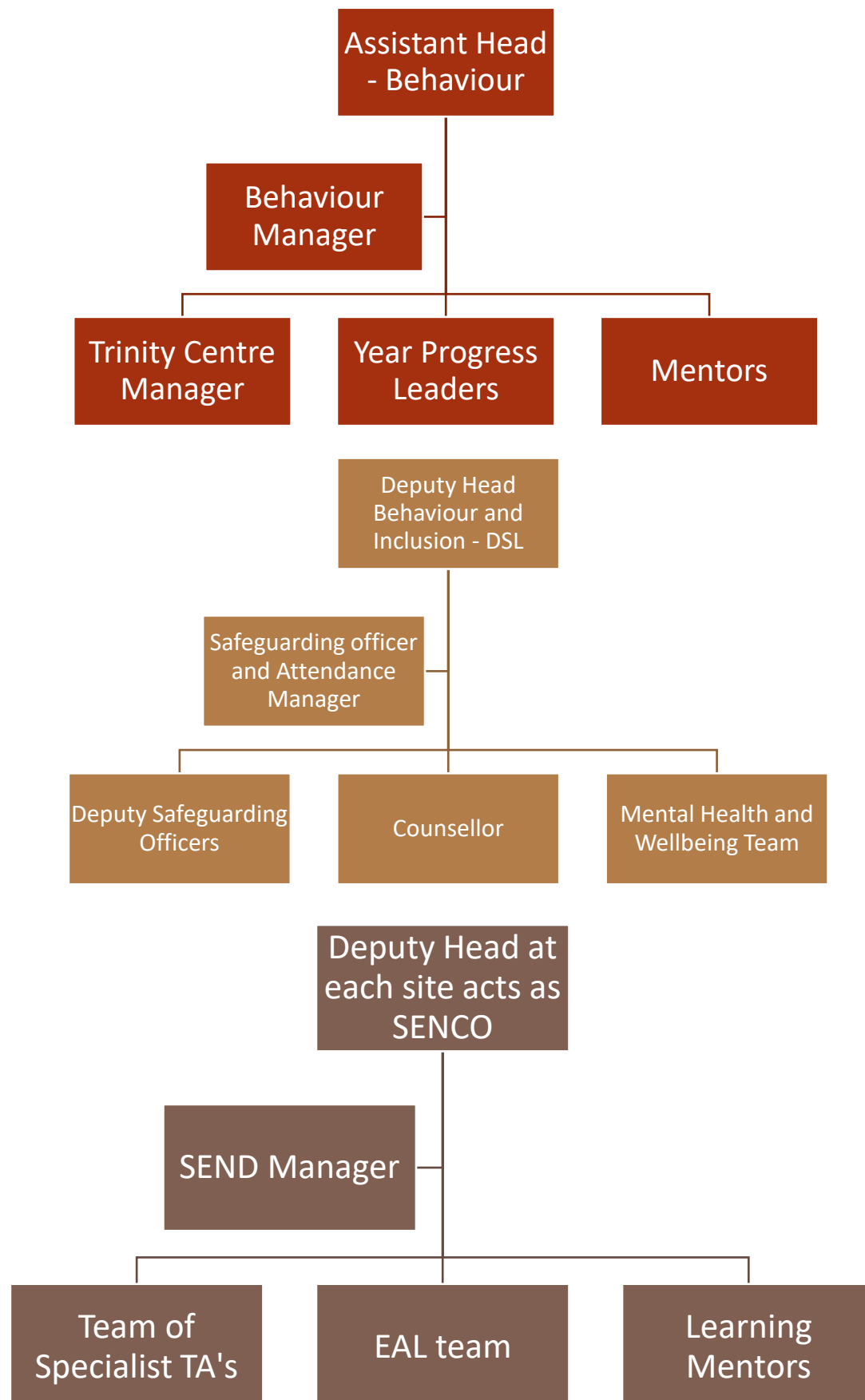
Please visit us to ask any questions and see our amazing school community.

We really do hope you will consider joining our extended family.



Behaviour and Inclusion Team at the Secondary Phase

At Trinity we have a dedicated Behaviour and Inclusion team that is led by this position.



The Interview Process

The best way to find out about the school is to visit our website and come for a guided tour of the site. We are driven to improve the life chances of all our pupils – we are living life in all its fullness.

If you are interested in a tour contact Uloma, our office manager, who will organise this for you.

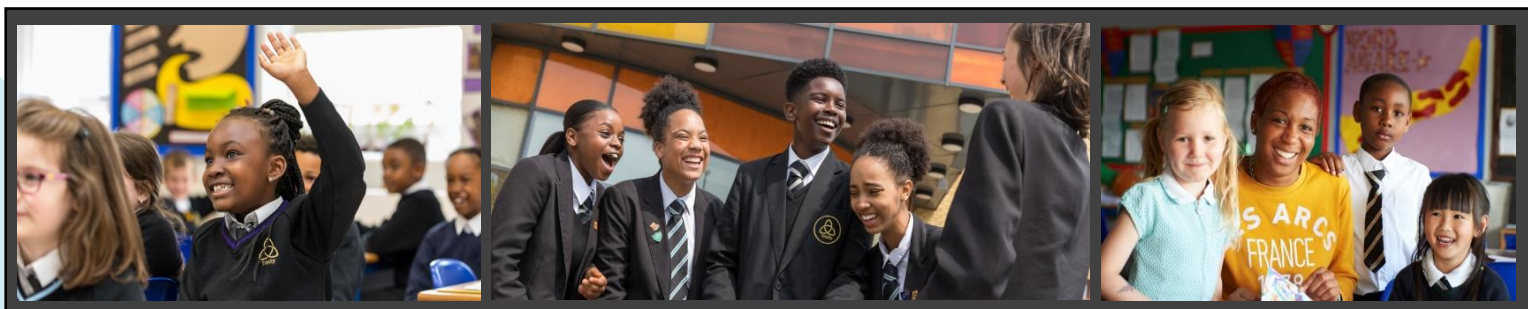
- The deadline for applications will be at noon on 28th February 2023
- Please email our Admin and HR Manager or post your application to her attention to ensure it arrives before this deadline.
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position. Use the person specification to support your statement.
- Study the job description and person specification and describe any experience and skills you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.
- Our governors are keen to ensure our staff team are representative of our schools diverse community and therefore welcome applicants from people from the BAME community.

The selection panel will shortlist from the application forms on 1st March 2023. Candidates will be informed soon after.

The Interview will be on Monday 6th March 2023

Each task will be scored and those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome and some feedback will be given at this time.

Interviews are a two way process, please ask as many questions and make sure you feel like this is the school for you.





Job Description

Title: Deputy Headteacher Behaviour and Inclusion
Grade: L18-L22
Reports to Executive Headteacher

“With you is Wisdom, she who knows your works, and was present when you made the world. Send her forth from the holy heavens; from the throne of your glory send her. That she may work at our side and that we may learn what is pleasing to you. For she knows and understands all things, she will guide us wisely in our actions and guard us with her glory”

Wisdom 9: 9-11

As a church school it is our vocation, moral obligation and delight to provide an excellent education for every student of all faiths and none.

As leaders we will:

- embody the Trinity Vision: Live Life in all its Fullness
- demonstrate the Trinity distinctive characteristics
- ensure that the three pillars: Learning, Loving and Living underpin all our work
- be reflective, mindful people demonstrating the character we wish to foster in pupils
- lead learning by being outstanding models of learners and teachers by following and embedding the Trinity Standards
- foster the school’s inclusive ethos by nurturing everyone regardless of race, gender, sexual orientation, religion or ability
- share direct accountability for making the school outstanding in every area
- discover and develop the skills and talents of all members of the community
- play an active part in the life of the school and the wider community leading and supporting staff and pupils and representing the school at public events
- Undertake any other duties that may reasonably be required by the Executive Headteacher.

Trinity has a 3-year plan to become Outstanding – the appointed person will be driven in raising standards and expectations for all. We expect all of our pupils to be fully prepared and highly aspirational of their journey beyond our school. We want all of our community, including staff and pupils, to live life to the full.



Vision

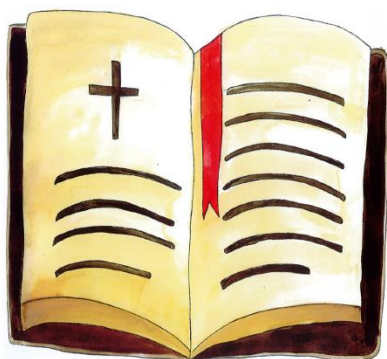
The Trinity community will live “life in all its fullness” by:

- Establishing a unique and *personalised* learning journey through Trinity and beyond
- Continuing to nurture our warm and caring family environment to support all to *flourish*
- Inspiring all to achieve and celebrate ongoing and future *successes*.

	Learning	Loving	Living
Ethos – Trinity’s set of guiding beliefs about the social behaviour and relationships of all our community	We have high expectations of ourselves and one another in every area of school life – we aspire to excel and we never give up. The Christian Story is central and informs our learning. We are committed to restorative justice and discipline that is exercised with love; where all have the opportunity to learn through mistakes.	We belong to a loving family which includes, pupils, staff, parents and governors – of all faiths and none; which extends to our local churches and our community. We recognise and celebrate our equal worth, and seek to be inclusive of all.	We are living good lives, as Jesus commanded us to love our neighbour, we seek to serve those in need within our community. We are committed to pursuing social justice preventing discrimination and improving outcomes for all. We are all encouraged to exercise leadership, and to take responsibility for ourselves and one another.
Distinctive characteristics we are instilling across our community	<p>Open minded. We develop natural curiosity. We acquire the skills necessary to conduct enquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.</p> <p>Knowledgeable. We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p>Insightful. We exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.</p>	<p>Caring. We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p>Principled. We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.</p> <p>Resilient. We understand the importance of physical, spiritual and emotional balance to achieve personal well-being for ourselves and others.</p>	<p>Reflective. We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.</p> <p>Courageous. We inspire the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities.</p> <p>Independent. We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.</p>

Trinity Characteristics

Knowledge



To have knowledge, you first have reverence for the lord. Foolish people have no respect for wisdom and refuse to learn.

Proverbs 1:7



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Caring



Look out for one another's interest, not just for your own.

Philippians 2:4



LEARNING - LOVING - LIVING

Courage



Be strong and courageous for the lord is with you wherever you go.

Joshua 1:9



LEARNING - LOVING - LIVING

Independent



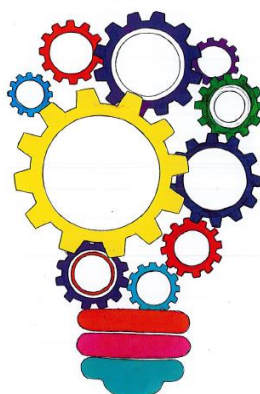
'...Where the spirit of the lord is present, there is freedom'

2 Corinthians 3:17



LEARNING - LOVING - LIVING

Insightful



I have good sense and advice. I have insight and power

Proverbs 8:14



LEARNING - LOVING - LIVING

Open Minded



The Story of Zacchaeus - 'Listen, sir! I will give half my belongings to the poor'

Luke 19:1-14



LEARNING - LOVING - LIVING

Principled



Your word is a lamp to guide me and a light for my path.

Psalms 119:105



LEARNING - LOVING - LIVING

Reflective



'I will think about all that you have done: I will meditate on all your mighty acts.'

Psalms 77:12



LEARNING - LOVING - LIVING

Resilience



Keep your mind on Jesus... Then you won't get discouraged and give up.

Hebrews 12:3



LEARNING - LOVING - LIVING

Learning - Loving - Living

Purpose of Job:

The Deputy Head Behaviour and Inclusion will play a major role under the direction of the Executive Headteacher in leading and inspiring excellence throughout Trinity. You will help lead on formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement. You will be part of the Executive Leadership Team who make the strategic decisions for all aspects of Trinity Church of England School.

The Deputy Headteacher Behaviour and Inclusion will share the overall leadership of the Secondary site and have joint responsibility for the effective and safe running of the Secondary phase on a day-to-day basis. This includes safeguarding, risk assessment, attendance, behaviour, admissions, transition, duties and the quality of education.

Key Responsibilities

1. Core Purpose and Accountability

- a. To play a major role under the direction of the Executive Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their successful implementation.
- b. Undertake the professional duties of the Deputy Head Behaviour and Inclusion reasonably delegated to you by the Executive Headteacher
- c. Undertake the professional duties of the Executive Headteacher, in the event of his absence from the school and on both Primary and Secondary sites as required
- d. In partnership with the Executive Headteacher and the Senior Leadership Team, provide professional leadership and management of safeguarding, behaviour management, SEN, Inclusion, transition and admissions throughout the Secondary phase of the school.
- e. To set the standards of the quality of education and quality assure the day to day practice along with the SLT.
- f. To help create and to provide professional leadership and management of a Secondary Phase School Improvement Plan
- g. To undertake annual Performance Management, setting and agreeing targets linked to School Improvement Plan priorities with the Executive Headteacher.
- h. Working alongside the Secondary SLT to ensure the safe, efficient and effective day to day running of Trinity Secondary Site to secure the highest standards and greatest progress.

2. Generic/Teachers

- a. You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Executive Headteacher. A copy of the teachers standards and those for headteachers can be found in the staff handbook – please refer to these.
- b. To facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- c. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- d. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- e. All staff will take an active role in the school self-evaluation process. As Deputy Head Behaviour and Inclusion (Secondary) you will be expected to lead a team through the school self-evaluation process and to produce a Self-Evaluation Document for the Secondary phase of the school.
- f. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, self-evaluation and peer review.

3. Key Areas as highlighted by the Headteacher Standards

3.1. Strategic direction/Shaping the future

Support the Executive Headteacher in:

- a. Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- b. Demonstrating the vision and values of the school in everyday work and practice motivating and working with others to create a shared culture and positive climate
- c. Assist the Executive Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of Secondary provision
- d. Create costed subject development plans which contribute positively to the achievement of the School Improvement Plan and which actively involves all staff in its design and execution
- e. Develop and implement policies and practices for the subject/area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies
- f. Promote high expectations for attainment
- g. Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
- h. Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning
- i. Work with outside agencies and stakeholders to inform future action

3.2. Leading Learning and Teaching, developing and enhancing the teaching practice of others:

- a. Work with the Executive Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes – To develop and maintain the Trinity Standards.
- b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on pupils learning
- c. Develop whole staff, phase teams and individuals to enhance performance
- d. Undertake coaching and mentoring
- e. Plan, organise and deliver staff meetings, where necessary bringing in outside speakers
- f. Keep abreast of the latest developments in the area and disseminate effectively to other members of staff
- g. Plan, delegate and evaluate work carried out by team(s) and individuals
- h. Create, maintain and enhance effective relationships
- i. Recruit and select teaching and support staff
- j. Work across the through school to make sure practices at the Primary and Secondary Phase are coordinated to secure the success of the whole school.

3.3. Securing Accountability

- a. Work with the Executive Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community
- b. Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- c. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- d. Reflect on personal contribution to school achievements and take account of feedback from others
- e. Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets
- f. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies
- g. Provide guidance on a choice of teaching and learning methods/strategies along with the Trinity Standards
- h. Evaluate the quality of teaching and standards of achievement, setting targets for improvement

3.4. Resource Management

Budget and resource management processes are set by the Executive Headteacher working with the Finance and Resource Assistant Headteacher. Once set the Deputy Head Behaviour and Inclusion must account for the budget set and demonstrate value for money. The Deputy Head Behaviour and Inclusion must evaluate the Secondary budget allocation to ensure the budget is spent in line with the School priorities and best value principles.

3.5. Developing Self and Working with Others

- a. To build a professional learning community which enables others to achieve
- b. Support staff within your team and within the whole school, in achieving high standards through effective continuing professional development
- c. Be committed to your own professional development

- d. Implement successful performance management processes with their allocated team of staff
- e. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- f. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- g. Acknowledge the responsibilities and celebrate the achievements of individuals and teams Develop and maintain a culture of high expectations for self and others
- h. Regularly review own practice, set personal targets and take responsibility for own professional development

3.6. Strengthening Community

- a. Work with the Executive Headteacher to engage with the internal and external school community to secure equity and entitlement
- b. Work with the Executive Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools
- c. Work with the Executive Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children

4. Specific Duties for the Deputy Head Behaviour and Inclusion

- a. To be responsible for behaviour policy & practice across the Secondary Phase. This includes the anti-bullying strategy. You will need to work collaboratively with the primary phase to ensure the policy is fully aligned.
- b. To be accountable for the safeguarding of pupils at the Secondary site. You will be the Secondary Phase DSL, working with the Executive Headteacher. This includes oversight of 'Our Concern' across the through school.
- c. To be accountable for the progress of pupils within year 7 through to 9 and take joint responsibility for the outcomes at KS4.
- d. To oversee the Pupil Premium / Academically Able Strategy at Trinity – so that all pupils, despite their backgrounds, can achieve to the highest standard.
- e. To oversee and account for 'catch-up' funding
- f. To over see all types of intervention across the secondary phase to ensure it delivers on value for money and is enabling for pupils across the school – meeting our high expectations.
- g. To be responsible for and accountable of admissions to the Secondary Phase and the transition process from primary and off to Sixth form.
- h. To be responsible and accountable for the attendance of pupils at the secondary phase – ensuring the attendance, punctuality and PA rates are better than both the LA and National statistics.
- i. To provide professional leadership and management of the SEND and Inclusion processes of the Secondary Phase
- j. To be the Secondary SENDCO, working alongside the primary deputy to lead SEN across the through school.
- k. To oversee the school's mental health and well being process across the Secondary Phase. This includes the staff welfare working party.
- l. The school gained the IQM (Inclusion Quality Mark) in 2020. You need to maintain the IQM and our partnerships keeping us at the forefront of all Inclusion Practices within the South East.
- m. The school is working on the RACE quality charter. To over see the process and maintain the standards required to keep this equity mark.
- n. To take an active role in the School's Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children
- o. To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Executive Headteacher who will give support throughout)

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for The Deputy Head Behaviour and Inclusion's work programme will be negotiated and agreed at the beginning of each performance management cycle.

TRINITY SCHOOL - PERSON SPECIFICATION

Title: Deputy Head Behaviour and Inclusion

Grade: L18-L22

Reports to: Executive Headteacher

The successful candidate will have proven leadership qualities, vision, energy and a commitment to continue raising standards. Candidates will need to demonstrate: financial and staff management, successful experience of teaching in all abilities and the ability to build constructive partnerships with parents, governors, and the local community.

	Essential	Desirable
Qualifications		
1. Qualified teacher status	✓	
2. Demonstrable records of continuous professional development (CPD)	✓	
3. NPQML / NPQSL / NPQH or other leadership qualifications e.g. MA / MBA		✓
Experience, knowledge and skills		
4. Evidence of being an outstanding secondary classroom practitioner within a multicultural school	✓	
5. Successful senior leadership experience at Deputy Headteacher / Assistant Headteacher level, in a secondary school	✓	
6. Experience, knowledge and skills to develop a high performing culture in all aspects of school activity, including academic outcomes, the quality of pastoral care for everyone and professional skills amongst staff	✓	
7. Experience of managing change successfully, encouraging innovation and empowering others to deliver the vision.	✓	
8. An understanding of educational issues and challenges	✓	
9. Understand the Section 48 SIAMS framework and process and can demonstrate the ability to evaluate the effectiveness of the school's distinctive Christian vision in enabling pupils and adults to flourish		✓
10. Demonstrate the skills to use Information Communication Technology (ICT) effectively as a tool for management and educational purposes.		✓
Personal qualities		
11. Be resilient, hardworking, extremely self-motivated and action orientated.	✓	
12. Be Equity driven, acknowledging that we do not all start from the same place and consequently adjust imbalances.	✓	
13. Be able to uphold and promote the Church of England character, ethos and worship of the School.	✓	
14. Be a practicing Christian of any denomination who understands the importance of their active Christian faith and how this relates to upholding and promoting the Church of England character, ethos and worship of the School.		✓
15. Be inspirational and model outstanding leadership behaviours which build a high performing culture.	✓	
16. Be proactive and able to deliver results at a whole school level, whilst also setting ambitious targets to engender and embed a high performance culture.	✓	
17. Make informed and effective decisions, even when these involve tough choices or considered risks, communicating these as clear directions.	✓	
18. Able to delegate effectively and hold others to account for delivering high performance.	✓	

19. Display commitment to the protection and safeguarding of children and young people, and has an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	✓	
20. Able to show respect for individual differences, as well as being culturally aware and sensitive.	✓	
21. Actively listen, empathise with and take account of differing views, respond constructively and respect other opinions, whilst also being able to defend own views coherently and calmly.		✓
22. Communicate clearly and effectively, in speech and in writing, to a variety of audiences including pupils, parents, governors and the wide community.	✓	
23. Establish effective links with the wider (school and church) community celebrating the diversity of our student body, the role of parents, carers and families, and our Anglican community		✓
Operational Management		
24. Proven ability to devise, implement and monitor effective measures for improving the performance of the school and the attainment of students based on rigorous self-evaluation, inspection reports and all relevant data.	✓	
25. Possess the skills to routinely challenge staff and pupils so that they can reach their full potential and achieve the highest standards of educational excellence.	✓	
26. To build strong partnerships with staff, pupils, parents/ carers and the wider community.	✓	
27. To establish and maintain clear and effective systems and structures to support the efficient operational management of the School.	✓	
28. To use the performance management framework effectively, to monitor and evaluate staff performance to ensure individuals progress in relation to the teaching and learning standards.	✓	
29. In a climate of change and uncertainty, able to lead and manage the staff, curriculum delivery, administration and resources of the School effectively to ensure every individual is able to achieve their full potential.	✓	
30. Work closely with other members of the senior leadership team to embrace their support and challenge, for the benefit of the School and pupils.	✓	

Trinity is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service check.



TRINITY CHURCH OF ENGLAND VISION AND STANDARDS



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Trinity Strategic Overview 2022-23

Our vision The Trinity community will live "life in all its fullness" by: <ul style="list-style-type: none"> ✓ Establishing a unique and personalised learning journey through Trinity and beyond ✓ Continuing to nurture our warm and caring family environment to support all to flourish ✓ Inspiring all to achieve and celebrate ongoing and future successes. 				
Ethos		Learning	Loving	Living
Distinctive characteristics: Terrific Trinitarians		Open minded. Knowledgeable. Insightful.	Caring. Principled. Resilient.	Reflective. Courageous. Independent.
The priority work streams have been identified through a thorough Self Evaluation Process. Surveys for Pupils, Parents and Staff; review of data; ongoing evidence bank of QA cycle; external reviews of practice across the school				
Priority work streams 2022-23	Quality of Education	Know more (Curriculum)	Remember more (T&L / Revision Revolution)	Do more (Trinity Standards / Impact / Challenge)
	Personal Development	Parent Curriculum	Home Learning	Enrichment
	Behaviour expectations	Positive behaviour (engagement)		Contextual safeguarding
	Leadership	Exceptional Education Everyday		Accountability (Ownership / responsibility)
Evaluation process		System measures Regular School Improvement Plan reviews; Staff Appraisal Process; Central data tracking system to provide feedback on progress throughout the year (see assessment cycle); Quality Assurance of Teaching, Learning and Assessment (learning walks, lesson observations, book looks); Governors reports and meetings.		Accountability measures Staff Appraisal Targets set for each staff member. Governors will hold the school to account through the scheduled meeting cycle.

Trinity Curriculum:

Intent

To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to “**live life in all its fullness**”.

Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- **key knowledge and vocabulary** to be delivered and;
- **character developing experiences** to be offered

at specific milestones from reception through to Year 11

Implementation

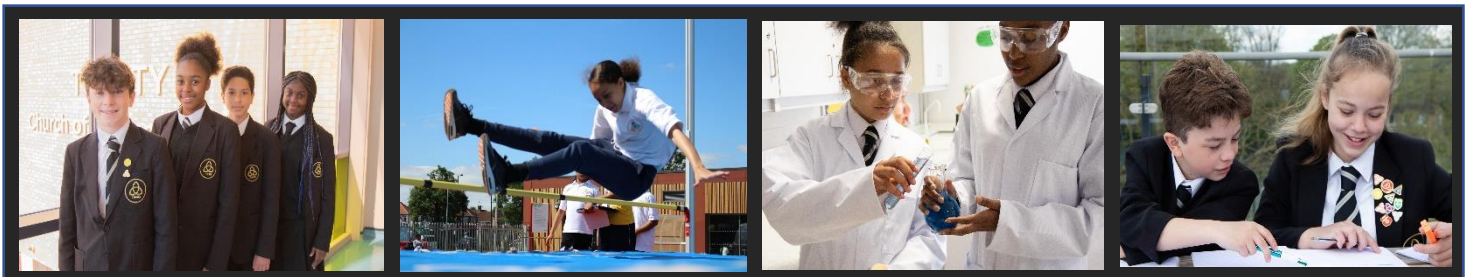
Through seven key principles that make up the Trinity Standard for Teaching and Learning.



Impact

For our pupils to:

- achieve academic success;
- be prepared for the next step of their journey through Trinity and beyond;
- gain cultural and social capital;
- be able to procedurally engage with a rich web of knowledge;
- become courageous advocates who fight social injustices.





Trinity Standards

Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

1.High Expectations and Behaviour for Learning

- 1.1 Challenge is consistently high (see Challenge section)
- 1.2 Pace of session maintains pupil motivation and is responsive to pupil need
- 1.3 Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
- 1.4 Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
- 1.5 Pupils respond appropriately and swiftly to transitions within sessions and are well routinised – expectations have been put in place and demanded at each stage of the session
- 1.6 Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
- 1.7 Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
- 1.8 Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
- 1.9 Rewards / praise given throughout session to motivate and reinforce high expectations
- 1.10 Trinity Behaviour policy is adhered to by teachers and pupils
- 1.11 Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'

2.Challenge

- 2.1 Top down teaching – one lesson purpose for all – appropriately scaffolded
- 2.2 Pupil engagement is high – thinking is required for all
- 2.3 Cognitive load is balanced – tasks are not over sugar coated / too experiential
- 2.4 High quality procedural tasks set – learning/knowledge is applied to other contexts
- 2.5 Next steps/learning/extensions are clear, understood and available to all pupils

3.Modelling

- 3.1 Makes use of direct instruction – 'just tell them' when introducing new concepts – experiential learning to take place *after* new learning is introduced
- 3.2 Provides pre-prepared models pitched at or above national expectations
- 3.3 Live Modelling is clearly broken up into small, well defined steps – ensuring cognitive load is balanced
- 3.4 Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
- 3.5 Makes use of concrete – pictorial - abstract strategies/models to embed understanding
- 3.6 Models 'thinking aloud' whilst demonstrating – to further embed metacognitive strategies
- 3.7 Models making mistakes to avoid future misconceptions
- 3.8 Provides prompts/scaffolds and explicitly models how to use them
- 3.9 Uses pupils' learning to provide high quality models (use of visualizers)

- 3.10 Provides opportunities for pupils to model to class
- 3.11 Nearly all new learning / tasks / written responses are modelled to pupils before task begins

4.Questioning

- 4.1 Questions used at all stages of session – spread across as many pupils as possible
- 4.2 Declarative questions used to recall, review and apply (predominantly closed responses)
- 4.3 Procedural questions used to apply, analyse, evaluate and create (predominantly more open-ended questions)
- 4.4 Targeted/pre-prepared questions used specific to pupils and/or objectives
- 4.5 Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
- 4.6 ‘Serve – return – raise the challenge’ format used to up-level responses
- 4.7 A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils’ responses)
- 4.8 Questions are ‘anchored’ – enough time given / repeated to ensure pupils have time to think

5.Practice

- 5.1 Guided practice is used (‘we’ section from gradual release model) and interwoven with questioning and modelling
- 5.2 Scaffolds/prompts made available to guide practice for pupils
- 5.3 Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies
- 5.4 Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
- 5.5 Opportunities for independent practice to aid ‘over learning’ for later automatic recall
- 5.6 Opportunities for independent practice through procedural tasks to embed new learning
- 5.7 Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing

- 6.1 Sessions begin with review of previous learning/knowledge/vocabulary taken from knowledge organisers / KAOs
- 6.2 Review of learning often ‘top and tails’ session
- 6.3 During session links are constantly being made between prior and current learning – often elicited from pupils themselves
- 6.4 Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
- 6.5 Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback

- 7.1 Whole class feedback/feedforward given
- 7.2 Live verbal feedback given and acted upon during session
- 7.3 Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
- 7.4 Opportunities for peer assessment to agreed/predefined objectives/success criteria
- 7.5 Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
- 7.6 Feedback clearly results in progress over time in books and data

- 7.7 Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil's learning
- 7.8 Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
- 7.9 Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
- 7.10 Feedback from previous learning links sessions together over time



Please visit: www.trinitylewisham.org.uk for more information



Trinity

LEARNING • LOVING • LIVING

Advert

Trinity Church of England School, Lewisham

Executive Headteacher: David Lucas BSc (Hons) MA NPQH
Secondary Phase: Taunton Road, Lee, London, SE12 8PD
Primary Phase: Leahurst Road, London SE13 5HZ

Trinity is a successful 4-16 co-educational Church of England school with a passion for learning. Our performance is within the top 20% across the country.

Secondary Deputy Headteacher (Inclusion) Inner London L18 - L22

Required for September 2023

Trinity has a vacancy for a dynamic and inspirational Deputy Head to join our flourishing family. Trinity is a fantastic place to work with motivated and well-behaved pupils, a committed and experienced governing body, dedicated staff and supportive parents. Children of all abilities thrive.

We are Outstanding from our SIAMs inspection and Ofsted rated Good with Outstanding features.

If you think you can contribute to the future success of Trinity and wish to join our thriving community please review our application pack and apply for the position. If you have any questions or wish to visit the school please contact our Admin and HR Manager (Uloma) on 0208 852 3191 / email u.ezirim@trinity.lewisham.sch.uk or visit our website for more information:

www.trinitylewisham.org.uk.

Closing date: 12 noon on 28th February 2023

Shortlisting: 1st March 2023

Interview: 6th March 2023

Our governors are keen to ensure our staff is representative of our schools diverse community and would therefore welcome applicants from people from the BAME community.

Trinity is committed to safeguarding and promoting the welfare of children and young people

Mr David Lucas - Executive Headteacher

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