



Sheffield Inclusion Centre

Deputy Headteacher information pack

Dear Applicant

Thank you for your interest in the position of Deputy Headteacher at Sheffield Inclusion Centre. We are the primary and secondary pupil referral unit for the City of Sheffield and so our students have presented needs, challenges and behaviours in other educational settings that has led to, or put them at risk of, permanent exclusion.

When teachers are asked why they chose to enter the profession, the vast majority will reply that the main motivation was to make a difference to young people. Our students are as entitled to reach their potential as much as any other young person in any other school and so we believe that working in our pupil referral unit gives you that opportunity to make a genuine and life-long difference to those that need it the most (and, sometimes, want it the least).

We are looking for a Deputy Headteacher to lead across all phases of the Centre and we would welcome applicants from all educational sectors: primary, secondary, specialist or PRU/ alternative provisions. This position presents a genuine opportunity for a leader with a proven track record in a particular phase to expand their skills and experience across wider fields of education. If you are considering a move from mainstream education we offer a full professional development package to further develop skills, for example in enhanced behaviour management techniques through Team Teach.

It is a very exciting time to join Sheffield Inclusion Centre as we are working with all schools and the Local Authority to re-shape the inclusion agenda for the city. We aim to enhance the step-out and in-school support we offer schools and at the same time develop the in-Centre curriculum and support packages to better enable our students to re-engage with education successfully. This vision is being driven by a skilled and dedicated Management Committee and we view this appointment as critical in delivering a successful and sustainable future for the Centre and the young people we serve.

The successful candidate will entirely share our commitment and dedication to our young people. No matter what behaviours and challenges are faced day to day, the Deputy Headteacher will remain resilient and ambitious for every one of our students and will take every opportunity to celebrate success. The education and support we provide is personalised, dynamic and ever-changing so we are looking for a leader able to provide strategic and creative solutions balanced against the ability to methodically plan, monitor and review all developments. You will have excellent communication and interpersonal skills and be able to both lead and participate in effective teams.

We strongly recommend visiting the Centre before submitting an application so that you can see us at work and learn more about our ambitions for the future. We believe that our school is the most important in the City as it could be that last opportunity for a young person to realign expectations and gain a higher aspiration for life. We won't pretend that this is not challenging role but it is also one of the most rewarding and professionally fulfilling. We look forward to receiving and reading your application.



Andy Ireland
Headteacher



Gail Gibbons
Chair, Management Committee



Primary Pupil Referral Unit

Our key aims:

- reduce fixed term exclusions
- prevent permanent exclusions
- enable pupils with behavioural difficulties to succeed in their mainstream school
- provide quality education to pupils attending the Primary Inclusion Centre to support a positive and successful re-integration back in to mainstream school, or in to a new mainstream school or specialist provision

Our Services

- Whole school support
- Direct Primary Inclusion Centre staff to school staff support, e.g.
 - developing the skills of identified staff in behaviour management
 - drawing up policies such as behaviour policies
 - writing Positive Handling Plans and other support plans
 - making submission for Multi Professional Assessments
 - drawing up transition plans for pupils moving from Year 6 to Year 7
- Outreach support for identified pupils
- Short Term Placements at the centre for identified pupils (1,2,3 or 4 day placements)
- 5-day placements for pupils at high risk of permanent exclusion
- 5-day placements for pupils moving into Sheffield who have on their records a history of fixed-term or permanent exclusions from mainstream school
- A named member of staff for each pupil who will be responsible for overseeing the provision made by the Primary Inclusion Centre. They will attend all planning meetings and maintain regular contact with schools, agencies and parents/carers through meetings, phone calls and home visits
- Daily feedback to schools and parents/carers for pupils accessing the centre
- Plans and support to enable successful reintegration back in to mainstream school
- Transition plans for pupils moving to a new mainstream school or specialist provision
- A Fast Response Team – a telephone call will be made within 24 hours of an urgent referral being received. Dates and times for meetings in school (within 3 days) and with parents/carers (within 5 days) will be identified. An action plan will be put in place within 10 days of the referral being made

Spring Lane

The KS3/4 Centre is a Pupil Referral Unit for young people aged 11 - 16 who have been permanently excluded from mainstream school. The main aims of the centre are:

- To work in partnership with local mainstream secondary schools to prevent permanent exclusion
- To prepare students for and support them through reintegration (to either mainstream or special school) following permanent exclusion
- In the case of students in Key Stage 4 who cannot return to mainstream school, the successful transition of students from Year 11 to continued full-time education at Key Stage 5, work-based training or employment.

To achieve our aims, we offer young people the opportunity to achieve, to raise their self-esteem, confidence and social skills and to see the value in learning. Through a consistent approach and a clear rewards/sanctions system, we work with young people to develop strategies to enable them to manage their own behaviours. Through self-regulation, young people can then enjoy success in settings outside of the centre.

We offer a range of qualifications and experiences designed to meet the learning needs and social development of the young people. We have small class sizes and a personalised curriculum, including vocational placements.



Information about the process

Please use the personal statement to demonstrate how you meet the person specification, with evidence provided wherever possible of positive impact. Candidates will be shortlisted on how well they demonstrate the knowledge, skills and attributes set out in the person specification.

The deadline for receipt of applications is 5.00pm on Friday 26th January 2018. Completed forms (and any prior queries) should be submitted to scott@gloverrecruitment.co.uk. If you would prefer to send your application by post, please address it to Glover Recruitment Consultancy, 64 Valley Road, Sheffield, S8 9FY. School visits are encouraged and should be arranged directly with the school.

All candidates will be informed of the shortlisting outcome by email before 8.00pm on Monday 29th January.

Shortlisted candidates will be asked to attend Spring Lane on Thursday 8th February for in-school activities. An assessment centre, followed by interviews, will take place on Friday 9th February. Full details will be provided to shortlisted candidates on Monday 29th January.

The assessment centre will consist of a series of job-related exercises designed to give candidates the opportunity to demonstrate the key attitudes, skills and knowledge required for the post. Shortlisted candidates will be fully briefed at the beginning of the process and supported throughout the day.

Deputy Headteacher Sheffield Inclusion Centre

Spring Lane
Sheffield
S2 2JQ

enquiries@inclusion.sheffield.sch.uk
www.inclusion.sheffield.sch.uk

L16-L20 (£57,077 - £62,863)

For Easter 2018

The Sheffield Inclusion Centre is a pupil referral unit serving excluded children and young people from key stages one to four. We provide a dynamic and supportive learning environment within which our students can develop and grow. Our aim is to maximise achievement by re-engaging our pupils in learning and raising their aspirations through a personalised, broad and balanced curriculum.

We are looking to recruit an ambitious, resilient and strategic Deputy Headteacher to support our Head as we reshape the service to better suit the needs of the city's children and young people. Our next Deputy will lead across key stages one to four.

Outward-looking and innovative, you will embrace change and have the interpersonal skills to take staff with you as we embark on the next stage of our journey. You will share our pride in the work we do at the Inclusion Centre whilst having high aspirations and a track record of contributing to whole school improvement, whether that's in a primary, secondary, special school or alternative setting.

In addition, you will:

- Enable our pupils to make accelerated progress towards national expectations
- Show dedication and patience in working with pupils with behavioural, emotional and social difficulties
- Be able to work alongside the Headteacher in implementing change strategies whilst working collaboratively with our partners in the Local Authority and Sheffield schools
- Share the ambition of staff and governors that all our students should achieve their full potential.

In turn, we can offer our commitment to your professional development and the opportunity to make a very real difference to the lives of our children. This is a challenging role, but for the right candidate it will be tremendously rewarding.

Interested candidates should call Andy Ireland, Headteacher, on 0114 253 1988 for an informal discussion about the role.

Candidates are encouraged to visit the school. To arrange a visit, you should contact Debra Blackburn on 0114 283 5867, or by emailing Debra.Blackburn@inclusion.sheffield.sch.uk.

Completed application forms, and any queries about the recruitment process, should be addressed to Scott Glover at scott@gloverrecruitment.co.uk or by phoning 07766 773682.

The Sheffield Inclusion Centre is committed to safeguarding and promoting the welfare of children and young people and expects all our staff and volunteers to share this commitment. We require the successful applicant to undertake an enhanced criminal records check via the Disclosure & Barring Service. Please take the time to read the safeguarding policy on our website www.inclusion.sheffield.sch.uk.

Deadline for applications: 5.00pm Friday 26th January 2018
Assessment centre and interviews: Thursday 8th & Friday 9th February 2018

Deputy Headteacher job description

Salary range:	Group 3 ISR: L16-20 (£57,077 - £62,863)
Role of the Deputy Headteacher:	<p>A deputy headteacher, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in:</p> <ul style="list-style-type: none"> • formulating the aims and objectives of the school; • establishing the policies through which they are to be achieved; • managing staff and resources to that end; • monitoring progress towards their achievement; • and undertake any professional duties of the headteacher reasonably delegated by the headteacher <p>If the headteacher is absent from the school, a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body.</p> <p><i>(Paragraph 49, School Teachers' Pay and Conditions Document)</i></p>
Responsible to:	The Headteacher, the Management Committee and the Executive Director, Children Young People & Families, Sheffield City Council
Responsible for:	The teaching and support staff of the school and its children and young people.
The Deputy Headteacher will be expected to work with the Headteacher to:	<ul style="list-style-type: none"> • Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher. • Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 2015. • Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document. • Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

Job Description

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four 'Excellence As Standard' domains. The Management Committee has identified these as the specific characteristics that are vital for the post to ensure the school is led effectively.

This job description will be subject to annual review as part of the performance management cycle.

Domain One Qualities & Knowledge	Domain Two Pupils & Staff	Domain Three Systems & Processes	Domain Four The Self-Improving School System
<i>Deputy Headteachers:</i> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	<i>Deputy Headteachers:</i> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	<i>Deputy Headteachers:</i> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	<i>Deputy Headteachers:</i> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.	3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.	4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Job Description continued

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.	6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The Management Committee is committed to safeguarding and promoting the welfare of children and young people. The Deputy Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).



Person Specification

The 'National Standards of Excellence for Headteachers' can be used to underpin and shape role descriptions and person specifications for leadership posts. A Deputy Headteacher will require specific professional knowledge, skills, attributes, experience, training and qualifications in order to carry out effectively the main functions of the role as set out in the job description. In your personal statement, you should demonstrate how well your knowledge, skills and experience meet the requirements of the person specification. The shortlisting decision will be based on how well your application demonstrates that you meet the person specification.

Qualifications and experience

Candidates should have:

1	Qualified Teacher Status (QTS)
2	Experience across the appropriate age range(s)
3	Evidence of recent leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	Supported whole school strategic improvement to improve pupil outcomes
5	Evidence of recent, appropriate leadership development

Personal qualities

Candidates should:

1	Demonstrate a passion for teaching and learning
2	Communicate effectively and develop positive relationships with all stakeholders in the PRU community
3	Demonstrate excellent interpersonal skills
4	Be decisive, consistent and focused on solutions
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable
6	Be able to motivate and inspire others
7	Listen carefully and consider the views of others

Skills

Candidates should be able to:

1	Support a vision for the school and secure commitment to it from others
2	Demonstrate their involvement in the interpretation and analysis of data to accurately inform school improvement and to monitor pupil progress
3	Support systematic and rigorous whole school monitoring and evaluation
4	Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes
5	Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes
6	Support the development of teaching and learning in school
7	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines

Professional knowledge and understanding

Candidates should:

1	Be committed to securing equality of opportunity for pupils in school
2	Have an understanding of curriculum and assessment developments and how they support pupil's learning
3	Have a secure knowledge of what constitutes highly effective and its impact on the outcomes for all pupils
4	Maintain high standards of pupil behaviour and attitudes to learning
5	Have experience of supporting vulnerable pupils in school
6	Take a lead in the supporting staff in their professional development

Safeguarding

Candidates should have:

1	Knowledge of national and local safeguarding guidance
2	Experience of safeguarding and promoting the welfare of children and young people
3	A commitment to co-operate and work with relevant agencies to protect children and young people
4	Knowledge of best practice and procedures for safeguarding children and young people





**glover recruitment
consultancy**

Queries about the application and recruitment process should be addressed to scott@gloverrecruitment.co.uk or by phoning 07766773682.