



CARRINGTON JUNIOR SCHOOL

Deputy Headteacher
Candidate information
February-March 2018



The Opportunity at Carrington Junior School

We are now looking to appoint an inspirational and dynamic Deputy Headteacher to work in partnership with our new headteacher to provide strategic leadership ensuring excellent outcomes and achievement for all our pupils.

We envisage the new Deputy Headteacher starting at the start of the summer term or the new school year in September 2018. Our new Deputy will also lead on curriculum, assessment and behaviour and be an excellent practitioner in the classroom providing inspirational support for teaching and learning throughout the school.

The salary will be in the range **£43,500-£47,967**, dependent on experience and qualifications, but more may be available for an exceptional candidate.

The Application and Assessment Process

Please submit your application using the attached Buckinghamshire application form. We ask that you limit your supporting information section to two A4 pages. CVs will not be accepted.

The closing date for completed applications is Tuesday 27th February at 12 noon.

The interview and assessment process will be held on Wednesday 7th March, 2018.

Further details of the timetable and expectations of candidates at interview will be communicated as part of the invitation to interview following the **shortlisting process on 28th February, 2018**

Visits from applicants prior to the formal interview process are very welcome.

Please contact the school office to make an appointment on office@carringtonjs.co.uk or call 01628 521457 and ask to speak to Sonia Piggott.

An Invitation from the Chair

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Carrington Junior School. We hope that the information included in this pack will give you an insight into our school and the career progression and fulfilment the post may hold for you.

Because we have a new head in post and are in the process of building a new senior management team this post presents an exceptional opportunity for you to make a big difference to the life of the school, through delivery of the high aspirations we have for our learning community and shaping its future development.

You will achieve this by bringing your skills, energy, passion and enthusiasm to shape a new senior management team, by making a major impact through rapid school improvement and by building the future for the school and its community.

The school has gone through a great deal of changes of leadership since 2015, and now requires an excellent practitioner who is inspirational and motivating who can be central to moving the school forward. The school was rated 'Good' by OFSTED in July 2014 and following changes in leadership is now focused on rapid improvement.

Carrington Junior is a thriving village school with an excellent reputation. It is currently oversubscribed as parents of children from neighbouring villages choose the school for its caring family atmosphere. The school is located next to the Infant school and the two schools work closely together. The school also has a Specialist ARP Unit for 8 ASD children.

The school has an active and focused Governing Board that will ensure the strengths and values of the school are maintained and developed in an ever-changing educational landscape. It is envisaged that the school will select an academy partner over the next two years to secure this.

We are immensely proud that our school emphasises traditional values of respect, honesty and hard work. These values, combined with high expectations, innovation and creativity, mean that Carrington Junior is a school which encourages and helps pupils not only to succeed now but also at the next stage of their education and to develop fully as people by making the most of their abilities and interests.

Further information about Carrington Junior School and details on the application process can be found in this pack. Additional information can also be found on our school website www.carringtonjs.co.uk.

You are most welcome to arrange to visit the school to see for yourself. The application pack gives the contact details to arrange this. If you would also like an informal discussion with the headteacher please email Anna Majcher head@carringtonjs.co.uk

If you think you are the person who will thrive and can take advantage of this challenge we look forward to hearing from you

Yours sincerely



Chair of Governors: Carrington Junior School

The Local Context and Carrington Junior School

The South Buckinghamshire Area

South Buckinghamshire is one of the most economically vibrant places in the UK and is a rapidly growing County.

Overall, school performance in Buckinghamshire is improving and is above the national average, and the majority of children do well. The gap between the attainment of children from disadvantaged backgrounds and their peers is wider in Buckinghamshire than most other parts of the Country.



Flackwell Heath

Set on the southern edge of the Chilterns with excellent road and rail connections to London, Heathrow, and the national motorway network. The area is a vibrant and growing community.

Central London can be reached by train within 30 minutes and by car in about 45 minutes. Access to the M40 motorway is about 5 minutes, M4 and M25 in 15 minutes and M1 and M3 in 30 minutes. This makes travel to most areas of the South East, Midlands and South West quick, and all the London airports are very accessible. Crossrail will further enhance transport links for the area.

Unlike many areas surrounding London, the Flackwell Heath Community it is not just a 'commuter belt' and there are many established Flackwell Heath families and a strong community feel to the village. Many of the School's parents grew up in the local area and were themselves pupils at the school. One of our current Governors is ex pupil of the school and other governors have children who attended the school.

The community itself continues to develop and there are plans for new housing between the current village boundaries and Handy Cross (M40 Junction 4) in High Wycombe and in the neighbouring village of Bourne End.

Carrington Junior School

Carrington Junior is a school with a focus on mutual respect and support. It is a family friendly school where everyone is valued, takes care of each other and does the very best they can.

Our aim is to give each child the opportunity to discover their own strengths and talents in order to enjoy their school journey and prepare for the future.

We want our children to develop a love of learning and also to become confident and independent learners so they are well equipped for their next stages of education and adulthood beyond.

Carrington Junior School consists of 14 governors who are fully engaged in supporting the leadership of the school to succeed. The Governing Body works closely with the Leadership Team to provide support and challenge whilst driving improvements across the school. Governors regularly visit the school and each class has a link governor. Governors are also allocated to support particular classes and roles such as the SEND Governor and maths and literacy co-ordinators. This ensures governors get to know the school well and support staff across the school

The Board has encouraged close collaborative working with Carrington Infant school and other local schools.

The Governing Body has ambitious plans to develop the school to meet the needs of our growing community. It has explored potential MAT Partners and anticipates that the school will liaise with the neighbouring infant school and become an academy over the next 2 years.

School Council

The School Council meets regularly and is made up of two elected representatives from each class. The pupils enjoy and are empowered by their involvement in decision making and cover key topics such as 'what helps and hinders learning', anti-bullying week and decisions about their school's outdoor environment, to name just a few.

The Council collaborates and communicates with school staff, the PTA and governing body as appropriate, and are valued members of the school team.

Parental and Community Partnerships

At Carrington we recognise that good relationships with parents and carers and the wider community are a vital part of our role and our ability to help children feel safe and supported and so learn and achieve.

Carrington has an active Parent and Teachers Association (PTA) who co-ordinate events and activities to raise money for the school; the PTA's fundraising has helped to fund a new reading scheme in the recent past.



Two-way communication with parents/carers takes place regularly, both formally and informally, with positive feedback celebrated and individual questions or concerns addressed immediately, with general issues reported on in the school newsletter.

There is also a Parent Forum which have termly meetings

Termly parent evenings are also very well attended.

The PTA is very active and raises funds for the school which benefit the children.

Children, parents and the community work together to raise funds for both local and overseas charities.

"I have seen an incredibly passionate change programme that has made me very happy about my choice of school and the increase in school standards."

"I like the friendly and caring attitude to the children and appreciate interaction with pupils and parents."

"Fantastic amount of activities at lunch and after school."

"The school is always ready to listen and understand."



Carrington Junior School

Deputy Headteacher

Job Description

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant teacher and Headteacher standards and the school's Articles of Government.

JOB TITLE: Deputy Headteacher

ACCOUNTABLE TO: The Headteacher

The applicant will be required to safeguard and promote the welfare of children and young people.

MAIN PURPOSE:

The Deputy Headteacher will:

- Undertake the normal responsibilities of a class teacher.
- Have responsibility for data, assessment and pupil attainment.
- Have an overview of the curriculum
- Be a member of the senior management team.
- Act as deputy DSL with the Headteacher
- Assist the Headteacher in managing the school.
- Support and represent the Headteacher at meetings as and when required.
- Undertake the professional duties of the Headteacher during his/her absence
- Undertake such duties as are delegated by the Headteacher.
- Work to support the Governing Body under the direction of the Headteacher.
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Development Plan, SEF aims and objectives of the school by:
 - Establishing the policies through which they shall be achieved
 - Managing staff and resources to that end
 - Monitoring progress towards their achievement.

MAIN TASKS:

The role of the successful applicant will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement the Senior Leadership Team overall.

1. Class teacher responsibilities

- 1.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers
- 1.3 To be responsible for a specific class or age group of children to be decided on appointment on a part-time basis (up to but not more than 0.6).

2 The internal organisation, management and control of the school

2.1 To have specific responsibilities (eg for aspects of school management or the curriculum) to be agreed upon appointment.

2.2 To contribute to:

- Maintaining and developing the ethos, values and overall purposes of the school
- Formulating the aims and objectives of the school and policies for their implementation
- A development plan which will translate whole school aims and policies into actions
- Monitoring and evaluating the overall performance of the school
- Implementing the Authority's and the governing body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs.
- The efficient organisation, management and supervision of school routines and whole school timetabling
- An effective safeguarding culture across the school and to act as deputy DSL.

3 Curriculum Development

3.1 To lead and manage whole school curriculum development by::

- The development, organisation and implementation of the school's curriculum.
- School policies on curriculum, teaching and learning, assessment, recording and reporting.
- Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for pupils across the school.
- Ensuring that teaching and learning is informed by research and evidence based best practice.
- Ensuring that IT and personalised learning are used to support pupil learning outcomes where this is advantageous.
- Ensuring that information on pupil progress is obtained, collated and used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school.
- Ensure effective reporting of progress, attainment and impact of teaching on pupils is collated and reported to the Governing Board.
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.
- The promotion of extra-curricular activities in accordance with the educational aims of the school.

4 Pupil care and provision for vulnerable children

4.1 To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance.
- The effective induction of pupils.
- The determination of appropriate pupil groupings.
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour.
- The promotion of British values as currently defined by DFE.
- The development among pupils of self-discipline.
- The handling of individual disciplinary cases

5 The management of Staff

5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school.

5.2 To mentor and support NQTs and organise students on placement.

5.3 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures and line management responsibilities as described above.

5.4 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school.

5.5 To contribute to staff development policies in relation to:

- The induction of new and newly qualified teachers and other staff
- The provision of professional advice and support and the identification of training needs
- Students under training/work experience

5.6 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.

5.7 To maintain good relationships with individuals, groups and staff unions and associations

5.8 Ensure all staff receive required training in all aspects of Safeguarding

6 The Management of Resources

6.1 To contribute to the formulation of the school's policies and procedures concerning resource management.

6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.

6.3 To promote an attractive environment which stimulates learning and enhances the appearance of the school.

6.4 To contribute to arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety and safeguarding

6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority

7 Relationships

- 7.1 To advise and assist the governing body as required in the exercising of its functions including attending meetings and writing reports.
- 7.2 To assist liaison and co-operation with Authority officers and support services.
- 7.3 To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.5 To assist liaison with other professional bodies, agencies and services.
- 7.6 To develop and maintain positive links and relationships with the community, local organisations and employers:
 - To promote a positive image of the school.
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

The applicant will be required to safeguard and promote the welfare of children and young people.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Headteachers

**Carrington Junior School
Deputy Headteacher Person Specification**

The applicant will be required to safeguard and promote the welfare of children and young people.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Qualifications, Experience and Professional Development

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
• Qualified Teacher Status	E	A
• Degree	E	A
• Professional Development in preparation for Headship/Deputy Headship	D	A
Leadership and management experience: <ul style="list-style-type: none"> • Experience as a Deputy or Assistant Headteacher or equivalent • Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level. • Demonstrated the ability to work strategically and successfully at a senior leadership level. • Working successfully with other education partners and providers. • Supporting inclusion including Pupil Premium and more able 	D E E D E	A A/I A/I A/I A/I/R
<ul style="list-style-type: none"> • Teaching Experience • Demonstrated outstanding, sustained, and successful experience as a teacher in a primary context. • Substantial experience of teaching pupils at Key Stage 2. • Experience of teaching in more than one school. 	E E D	A A A

[B] Professional Experience, Knowledge and Understanding

In relation to the role being applied for applicants should be able to demonstrate appropriate experience, knowledge or understanding of...

Shaping the Future <ul style="list-style-type: none"> • Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision. • Experience of developing and sustaining a learning culture that has which has high expectations and standards of achievement. • Developing a curriculum for maximum enjoyment of learning which encompasses British values and is relevant for our particular community • Supporting the school towards its transition to joining a MAT 	E E E	A/I/R A/I/R A/R
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Leading Teaching and Learning <ul style="list-style-type: none"> • Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance. • Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement, personal development and well-being. • Understanding of the key research and evidence base which underpins best practice and experience of using this to inform implementation of improved pupil outcomes. 	E	A/I
	E	A/I
	E	A/I

Developing Self and Working with Others <ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development. • Knows how to promote an open, fair and equitable culture. • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. 	E	I
	E	I
	E	I

Managing the organization <ul style="list-style-type: none"> • Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. • Understands how to establish and sustain effective organisational structures, systems, policy and practice. • Knowledge of and commitment to the implementation of the safeguarding agenda. 	E	A/I
	E	I
	E	I

Securing Accountability		
<ul style="list-style-type: none"> Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self evaluation and performance management and have experience of these. 	E	I
<ul style="list-style-type: none"> Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. 	E	I
<ul style="list-style-type: none"> Experience of holding individuals, teams and whole school to account for pupil learning outcomes. 	E	A/I

Strengthening Community		
<ul style="list-style-type: none"> Understands the importance of listening to, reflecting and acting on community feedback. 	E	I
<ul style="list-style-type: none"> Experience of strategies that encourage parents and carers to support their children's learning. 	D	A/I
<ul style="list-style-type: none"> Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils. 	D	A/I

[C] Personal Skills and Attributes

The ability to...

Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	E	I
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I
Demonstrate personal and professional integrity, including modelling values and vision	E	I
Prioritise, plan and organise themselves and others	E	I
Think analytically and creatively and demonstrate initiative in solving problems	E	I
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	I
Demonstrate a capacity for sustained hard work with energy and vigour	E	I
Demonstrate resilience and optimism	E	I
Demonstrate effective use of IT skills to support management and teaching and learning	E	I

[D] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than two A4 pages and a maximum of 2000 words. C.V's will not be considered.