

# Vyners School



**Deputy Headteacher Candidate Brochure**

**"Striving For Excellence"**





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## Key Facts and Statistics

Type of School:	Secondary
Age range:	11 to 18
Location:	Ickenham,Uxbridge, Middlesex
Co-educational or single Sex:	Co-ed
Number on roll:	1149
Average class size:	28
Progress 8	0.36
Absence days:	Average attendance for years 7 - 11 in 1617 was 96%
Date school established:	1959
Number of teaching staff:	77
Teacher turnover rate:	22%
% of Newly Qualified Teachers:	9%
% / Number of overseas pupils:	8%
% of children on free school meals:	3%
SEN % in the school:	9.50%
% English as an additional language:	15%
Main Feeder Schools:	Oak Farm Primary, Ryefield Primary, Glebe, Whiteheath, Breakspeare, The Hermitage



## Welcome Message

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at Vyners School, an exciting, dynamic and fulfilling place to work.

The Governors are looking to appoint a Deputy Headteacher to work alongside the newly appointed Headteacher to continue the school's rapid and sustained improvement and lead its transition from a six to eight form entry intake in 2019. Our ambition is to be an outstanding school, of national repute, building on the work already achieved by the outgoing Headteacher.

The successful candidate will be an innovative leader with energy, drive and a proven track record of success and transformation, working in a high performing school. He/she will have an expert knowledge about the process of learning, the ability to make a difference, the capability to become a Headteacher within five years and the interpersonal skills necessary to integrate and lead by example our committed community of staff, students, parents and governors.

Our GCSE results have improved rapidly over the past five years to a point where we are consistently ranked in the top 10% of all schools in the country for progress and attainment. A-Level results continue to be a strength of the school, giving our students access to top universities and higher level apprenticeships. Vyners enjoys a very good reputation as a place to grow and develop as a teacher and therefore we have been able to make excellent appointments from strong fields of applicants. We enjoy strong partnerships with the Institute of Education, Middlesex University and St Mary's, Twickenham, training significant numbers of NQTs and student teachers each year.

The formation of a Multi Academy Trust in February 2015, whilst not changing our vision and values, does present new opportunities and new challenges for us in the coming years. The Trust is likely to grow to 5 - 7 schools in the coming years, including a partner secondary school in September 2018 and a new secondary Free school earmarked for opening in 2021. We need a dynamic, forward thinking leader who will support the Headteacher in setting the direction of the school for the future.

The successful candidate will be joining a school community which is always striving to move forward and embrace change. The Governing Body and Directors are very supportive of the School and proud of its achievements and ethos, whilst providing the necessary challenge to secure excellence.

Further information regarding the role and the school can be found on our website. Visits to the school are encouraged before submitting your application and candidates are welcome to make an appointment to visit during the week commencing 12th March 2018. There will be an opportunity for a tour of the school with a member of our Sixth Form and a brief meeting with the Head of School or Executive Headteacher. Please contact [ghurry@academicis.co.uk](mailto:ghurry@academicis.co.uk)—01223 907 976 to arrange a visit.

I hope that you will consider joining Vyners School and are excited by the possibilities that this role brings. Included in the application pack you will find the following details:

- Job Description
- Person Specification
- Application Form
- Guidance on how to apply
- Further information about the school

If you are ambitious, creative and skilled in school leadership and want to play a pivotal role in a leadership structure that aspires to be the very best, then Vyners could be the school for you. The right person will find themselves working alongside the Headteacher and with a team of Governors, staff, students, parents and a local community who want all of these things as well.

We hope you may be interested in learning more and apply to become our next Deputy Headteacher from September 2018. We look forward to receiving your application and supporting letter by email to [ghurry@academicis.co.uk](mailto:ghurry@academicis.co.uk).

Yours sincerely

**W H Gardner**  
**Chair of Governing Body**





## About the School

Vyners is a well-established and heavily over-subscribed school with a reputation for high standards of behaviour and attainment. It was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in Mathematics and Computing was obtained from September 2003. The school converted to academy status on 1st November 2011, a move which allows us greater financial freedom and security, as well as giving us the opportunity to continue to push the boundaries of excellence. Since March 2015 the school has been the lead school in the Vyners Learning Trust which also includes a local primary school. A local secondary school is joining the Trust in September 2018.

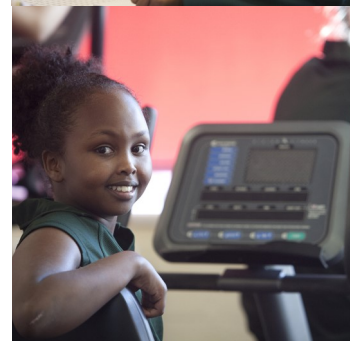
Despite being a relatively small site, the school has developed some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. We have invested over £1,000,000 improving the learning environment over the past four years and have exciting plans for the future. A new All Weather Pitch is under construction and a two storey teaching block will start to be built in the summer term.

The Academy's performance at GCSE and A-Level is outstanding – Over the last three years we have been ranked in the top 10% of all schools nationally at GCSE and A-Level for academic progress. In 2017 85% of students gained a Standard Pass in both the English and Maths new GCSE exams.

Vyners School values its longstanding role in the local community. We are proud that as many as three generations of a single family have attended the school in its fifty-seven year history. At Vyners, we successfully combine a 21<sup>st</sup> Century education with traditional high expectations of uniform, behaviour and standards. We pride ourselves on the positive relationships that exist in the school and the sense of being part of a happy community.

### Location

The School is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the Green Belt. Although only thirty minutes or so from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The School itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.





## Values and Ethos

### COMMUNITY

Our traditional house system unites students from different year groups in sporting, musical and dramatic endeavours as well as extensive fund-raising activities. Visitors to the school and those that have been part of Vyners for a number of years are all in agreement that it is a unique, friendly and supportive environment.

- **I value others and understand that our individuality makes our community stronger.**
- **I share in and celebrate everyone's success.**

### ASPIRATION

Our school motto is 'Striving for Excellence' and everyone in our community is encouraged to challenge themselves to be the best that they can be. We encourage students to have big goals, stretching themselves beyond their comfort zone on a daily basis in lessons and during enrichment activities.

- **I am proud of who I am and what I have achieved today.**
- **I actively participate in lessons and school activities.**

### RESPECT

As a school we have traditional values and high expectations of behaviour, uniform, good manners and attendance. These are the non-negotiable foundations of our school, modelled by all students and staff.

- **I do as I'm asked, the first time I'm asked**
- **I am always in the right place at the right time, doing the right thing**
- **I understand that school is a formal environment; I dress and behave accordingly**
- **I attend regularly and arrive on time with the correct equipment**
- **I am proud of our school, helping to look after it and create a positive learning environment**

### ENDEAVOUR

Learning by its very nature is hard and we want to encourage students who are resilient, not afraid to take calculated risks and make mistakes. We want them to stretch themselves as we know that the most valuable learning takes place outside their comfort zone. There is no such thing as 'I can't do it', only 'I can't do it **yet**'. This Growth Mindset is nurtured by staff and praised where it is demonstrated.

- **I can, if I think I can, and I strive to do my best even when learning is difficult.**





## Job Description

<b>Closing Date</b>	12 noon Monday 19th March 2018
<b>Shortlisting Date</b>	22nd March 2018
<b>Interviews</b>	Tuesday 17th and Wednesday 18th April 2018
<b>Salary</b>	L19 - L23 Outer London
<b>Responsible to</b>	The Directors of The Vyners Learning Trust

### Job Purpose

To be a member of the Senior Leadership Team and to play a full part in the management of the school. Areas of involvement will include strategic direction and results attainment by ensuring outstanding teaching and learning alongside exemplary behaviour and professional people management.

### Key Performance Areas

In a time of rapid change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances change and new needs arise.

The Deputy Headteacher will carry out professional duties in accordance with, and subject to, the National Conditions of Employment for Deputy Headteachers and Education and Employment legislation. The job holder will also be required to carry out duties in accordance with the School Teachers' Pay and Conditions document.

In addition, there are the following specific accountabilities and responsibilities:

#### 1. Strategic Leadership / Operational Management of aspects of the School Improvement Plan / Whole School areas of responsibility

- Building capacity amongst staff to deliver and sustain the highest quality outcomes.
- Leading others in making an impact on the education progress of all students.
- Being accountable for leading projects, meeting deadlines and engaging staff as appropriate, delegating, providing resources and delivering the highest quality outcomes.
- Management of funding or budgets related to areas of responsibility
- Continuing effective work of all staff for whom the post holder is responsible
- Reporting to the Headteacher and governors regularly, attending full governor meetings and various committees as directed
- Acting as the key driver of development and change in a range of areas
- Deputising for the Headteacher in his/her absence



## **2. Senior Leadership Team – contribution and collaboration**

- Leading, with other members of the SLT, the behaviour management of the school.
- Contributing at a high level to policy discussions and decisions on curriculum, assessment, pastoral management, staffing and other matters.
- Modelling the ethos and vision of the school
- Leading whole school assemblies
- Making a significant contribution to school self-evaluation
- Deputising for other members of the SLT within the school and wider community, and assisting other members of the SLT as appropriate
- Undertaking new tasks and personal development within the leadership role as preparation for headship
- Ensuring creativity, innovation and other transformational activities to raise standards in all areas
- Together with the Headteacher, plan and organise the working of the SLT

## **3. Leading, Management and Development of staff**

- Leading, developing and enhancing the teaching practice of others.
- Ensuring that all students have equality of opportunities and can work to their optimum and fullest potential.
- Coaching, developing and supporting leadership and management skills
- Monitoring and reviewing the work of a specific year team and curriculum areas and, in collaboration with middle leaders developing system, procedures and specific actions in response to identified needs.
- Ensuring that the self-review of line management areas is consistent, systematic and sustained.
- To recruit and retain the highest calibre of staff as measured by academic excellence, teaching ability and commitment to the ethos and values of the school
- To continue to support the programme of professional development to ensure that all staff remain at the forefront of current knowledge and best practice in relation to leading learning and teaching

## **4. Other School Responsibilities**

- Undertaking specific, significant roles in the leadership and management of the school.
- Developing, organise and hold colleagues accountable in their roles at all levels.
- Ensuring that the management of the school through these designated roles is efficient and effective
- Developing and promoting policies and procedures that ensure the school's distinctive ethos is reflected in all learning activities
- Promoting the School's ethos and culture to the broader community and beyond
- Assuming the appropriate level of responsibility for safeguarding and promoting the welfare of children
- Compliance with the School's Health and Safety policy
- Other duties that might reasonably be required of a Deputy Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description. This job description will be reviewed on a regular basis.



## Person Specification

<b>DEPUTY HEADTEACHER</b>		
<b>Person Specification</b>		
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• First Degree 2:2 or above</li> </ul>	<ul style="list-style-type: none"> <li>• Currently completing Postgraduate level qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• At least 3 years recent experience at a senior leadership level or significant impact in current role if less.</li> <li>• Substantial, successful teaching experience in 11 – 18 environment</li> <li>• A record of sustained progress in raising standards in teaching and learning</li> <li>• Understanding of current educational issues, role of Governors and parents in school development</li> <li>• Contributions to whole school continuous professional development</li> <li>• Experience and understanding of management of support teams including finance and HR.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience in at least two of the three key stages; KS3, KS4 and post-16</li> <li>• Experience of teaching in more than one secondary school</li> <li>• Successful experience of leading one or more subject areas/pastoral teams</li> <li>• Proven record of innovation and leading change successfully</li> <li>• Experience of working with PiXL strategies</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management and curriculum/teaching and learning</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> <li>• Evidence of working with outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other schools/organisations/agencies</li> <li>• Experience of leading/co-ordinating professional development opportunities beyond your own school</li> </ul>
<b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of secondary education</li> <li>• Evidence of having successfully translated vision into reality at departmental school level</li> <li>• Be a strong presence, with high visibility in the school environment.</li> <li>• Ability to inspire and motivate staff/ students, parents, Directors and Governors</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Possess a clear vision for raising standards</li> <li>• Understanding of the latest local and national education developments, new Ofsted regulations and Academy regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering school to school support</li> <li>• Contributing to the wider school system</li> <li>• Experience of school expansion or capital build projects</li> </ul>





<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the NC.</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management</li> <li>• A record of sustained progress in raising standards in teaching and learning.</li> </ul>
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> <li>• Successful involvement in staff recruitment and appointment/induction</li> <li>• Understanding of safer recruitment and child protection procedures and the ability to ensure their implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with Directors and Governors to enable them to fulfil whole-school responsibilities</li> <li>• Understanding of effective budget planning and resource deployment</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, students, parents, Directors, Governors</li> <li>• Experience of effective whole-school self-evaluation and improvement strategies</li> <li>• Ability to provide clear, accurate information and advice to staff, Directors and Governors</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to Directors and Governors</li> <li>• Leading sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> </ul>



<b>Skills, qualities and abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• High expectations of students' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with young people</li> <li>• Good communication and interpersonal skills</li> <li>• Confidence, stamina and resilience</li> <li>• Be passionate, professional and caring</li> </ul>	
<b>References</b>	<ul style="list-style-type: none"> <li>• Positive recommendation in professional references</li> <li>• Good health and attendance record</li> </ul>	<ul style="list-style-type: none"> <li>• Professional reference without reservation</li> </ul>

# The Vyners Way

**core purpose** • To focus on the main thing and the main thing is learning

## values

- Community
- Aspiration
- Respect
- Endeavour

## dream

- To look, feel and behave like the best school in the country so that our students get a better deal at Vyners than they would at any other school

## spirit

- Excellence everywhere
- Anything is possible

## beliefs

- Students come first
- Unreasonable ambition
- Grow talent: recruit, identify, develop, empower
- Attention to detail
- Equity of opportunity
- Do what is right, not just what is easy
- Everybody contributes to our success

## character

- Professional
- Passionate
- Solution focused
- Collaborative
- Resilient
- Innovative and creative
- Demonstrates integrity

## greatest imaginable challenge

- To be in the top 5% of all schools for progress and top 100 non-selective schools for attainment





**If you would like further information, or to arrange a school visit,  
please contact Kate Wright at Academicis on:**

Switchboard: 01223 907970  
DDI: 01223 907 976 | M: 07771 330 123  
E: [ghurry@academicis.co.uk](mailto:ghurry@academicis.co.uk)

**All applications are to be sent to  
Gina Hurry no later than  
12 noon on Monday 19th March 2018**

We reserve the right to research applicants on social media platforms and the internet, and the Board of Governors may take this information into consideration during the recruitment process.

*Vyners School is committed to Equal Opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to satisfactory employment checks, references and an enhanced Disclosure and Barring Service check.*