



The Howard School

Candidate Briefing Pack

Deputy Headteacher

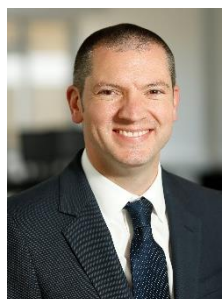




Paul Morris
Chief Executive
The Howard Academy Trust

The Howard Academy Trust aims to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are an innovative and creative Trust, responding to the ever-changing needs of our students and the demands from higher education and employers. We recognise and emphasise the importance of aspiration, energy and ambition.



Thank you for your interest in the post of Deputy Headteacher (Student and Outcomes) at The Howard School which has arisen due to promotion to Headship of the current post holder. I am determined to recruit a talented individual who shares our vision of providing a first-class education to all our students. You will show the drive, tenacity and ability to realise this ambition, and demonstrate a commitment to your own education and to yours and others' professional development. This role is one where you must provide clear leadership, challenge and support to others and you must have the capacity to do this in a way that is professional, based on evidence and motivates your colleagues.

Our local and national reputation as a school where results challenge the stereotypical view of underachievement in young men continues to grow, as does the perception that we hold to traditional values in standards of behaviour and uniform. We are a pioneering and creative school, responding to the ever-changing needs of our students and the demands from higher education and employers. To further this, we have made a number of innovative changes in our drive towards excellence, including reorganising our week to facilitate increased staff development time.

I am determined to ensure The Howard is the best school in Medway and beyond in which to teach, work and develop. Our success has been built on the commitment, professionalism and aspirations of our staff. It is a place where people want to work as there are opportunities for progression. I hope my resolve to take the school to the next level is evident and, while I recognise that this is by no means easy, this is the very least we should be doing for our community. The successful candidate will be someone who is genuinely up for the challenge. In return, we can promise an investment in you and your future, offering a competitive remuneration package, providing first class professional development and career opportunities.

Included is an application pack with a Job Description and Person Specification for the Deputy Headteacher post. Please ensure that all relevant sections of the application form are completed and that the supporting statement outlines your skills and experience and how they will assist you if successful in obtaining this position.

I appreciate your interest in the school, and would very much welcome meeting you informally before you make an application. Please contact my PA, Teresa McNamara, at the school to book an appointment. I look forward to receiving your application.

Terry Millar
Headteacher

Striving for progress, excellence and positive change

We aim to create a close knit family of Good and Outstanding schools through partnership, challenge, accountability and support within a cooperative framework.

We are committed to enhancing the life chances of young people by improving their educational achievement.

Schools within the Trust will retain their unique and individual character.

We strive for excellence and aim to bring about transformational change where necessary in schools.

We are truly inclusive and aim to establish the highest expectations for young people and all those who work with them.

As a Trust we have four fundamental tenets:

- We strive to create a culture of dignity, respect and trust in all our schools
- There is no ceiling to achievement for young people
- All staff have the right to exceptional professional development
- Our moral purpose is to make a positive difference to the lives of young people.

Our Family of Schools



Deanwood Primary School
210 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Temple Mill Primary School
210 Pupils on Roll
Sponsored by The Howard Academy Trust
Located in Strood, Kent



**THE
HOWARD
SCHOOL**

The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Thames View Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Miers Court Primary School
420 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Working for The Howard Academy Trust



The Howard Academy Trust value employees that work for our organisation. The following benefits are available to employees within our academies.

Financial

- Salary
- Pension
- Sick Pay

Family Friendly

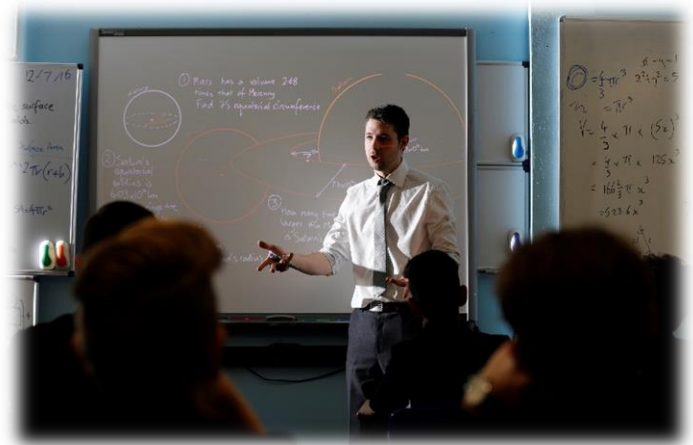
- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Childcare Vouchers - Purchase of Childcare Vouchers provided by Edenred
- Free Confidential Counselling Service

Professional Development

- Access to Middle and Senior Leadership Courses
- Role specific training courses for Associate Staff



History of The Howard School



The Howard School was established in 1975 by amalgamating Rainham Boys Secondary School and Gillingham Boys Grammar School to form a bi-lateral school. A bi-lateral school is one where admission to the grammar school section can be by 11 plus selection and admission to the high school section is non-selective.

The school was named after Dorothy Howard who played a major part in the local community.

Since opening there have been six Headteachers:

- John Hicks: 1975 to 1987
- Alan Jarrett: 1987 to 1997
- Maurice Barry: 1997 to 2001
- David Smith: 2002 to 2007
- The Honourable Paul Morris: 2007 to 2015
- Terry Millar: 2016 to date

The Howard School became a Grant Maintained School in 1994 when we left the control of Kent County Council. Following a change of Central Government, we became a Foundation School in 1998. Although a Foundation School we worked very closely with the local authority. The school became a Specialist Sports College with ICT as the second strand in 2007. In October 2014, the school became an Academy and the core of The Howard Academy Trust.

We are a high achieving successful 11 to 18 school. Since 2008, The Howard School has been and remains one of the highest achieving non-selective schools in Medway, Kent and the South-East of England. We believe The Howard School is one of the highest achieving boys' non-selective schools in the country.



Deputy Headteacher

Job Description

Job Title:	Deputy Headteacher
Department:	Leadership
Responsible to:	Headteacher
Remuneration:	Leadership Scale L20-L24

General description of the post

The Deputy Headteacher (Students and Outcomes) role has strategic responsibility for the pastoral care of pupils, the appropriateness of extra-curricular activity in providing an education for character and being a champion for pupils, ensuring they are able to demonstrate a 'thirst for knowledge'. The postholder will work as part of our leadership team evaluating the impact of teachers, departments, interventions and the curriculum.

In order for the students at The Howard School to make the necessary progress to reach excellent levels of attainment, the quality of pastoral care and interventions judged via a range of evidence must be at least good and the overall judgment for outcomes must be moving towards outstanding. Achieving this is the core purpose of this role.

School Improvement Plan Priorities

Teaching Staff within the school are expected to make a valuable contribution to the School Improvement Plan priorities for the current academic year:

- Enhance the quality of our teaching
- Increase the level of challenge and support for our students
- Improve the amount of progress all groups of students make.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Personal and professional conduct

The classroom teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:

- democracy, the rule of law, individual liberty and mutual respect, and
- tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Responsibilities:

Key Accountabilities

- To be committed to securing first class pastoral care for our pupils which can be measured by the progress they make in school - personally, socially and academically;
- To take overall responsibility for all aspects of the school's student focused services and in doing so ensure that all groups of children within the school meet or exceed age related expectations of them;
- To lead and manage all aspects of the pastoral development of students and in doing so enhance their life chances and destination choices;
- As part of the Leadership Group, to establish and maintain a culture that promotes and celebrates academic and wider achievement. To measure the impact of this through feedback from pupils and their parents on a regular basis;
- To contribute to the relevant areas of the annual plan and provide quality assurance on its direction and impact.

Strategic Development

- To support the Headteacher in developing and communicating a clear strategic vision to develop the school successfully and to lead to improvement;
- To take responsibility for those elements of the school's self-evaluation and improvement plan that pertain to the brief for this role;
- To share in identifying whole school aims and objectives which have coherence and relevance to the needs of students and to the aims and objectives of the School;
- To work with colleagues to ensure the creation and implementation of the School Development Plan;
- To share in the effective and efficient management of the school on a daily basis and to maintain a high profile presence for staff and students in the school and promote its ethos;
- To be a model of high professional standards in all aspects of school life and to lead by example;
- Contribute to the preparation of all school documentation, including the school handbook, Governors' reports, and similar including review of the staff and student handbooks annually;
- To deputise for the Headteacher as required;
- To use data and benchmarks to monitor progress in every child's learning.

Students

- In collaboration with the Leadership Group, to take joint responsibility for the quality of teaching and provide appropriate challenge and interventions where this is less than good;
- Ensure that performance data is used effectively to monitor, track and improve academic standards;
- Develop and implement effective systems that permit data to be collected and tracked, securing the highest standards of behaviour and attendance across the School through measurable interventions;

- Ensure the effective implementation of the School rewards and sanctions policy, and to ensure this policy is continuously evaluated and developed for maximum impact;
- To take the lead on all matters related to Inclusion and have responsibility for the impact of interventions for pupils with additional educational needs through line management of the Inclusion team;
- Ensure an effective programme of PSHCE, assemblies and tutor periods which contributes measurably to our determination to provide an education for character;
- Ensure the role and work of the Student Voice across all phases of the School is developed and provides an effective mechanism for students to take part in the leadership of the school;
- Ensure effective, seamless transition strategies across all Key Stages.

Staff

- Provide direction in the leadership of staff and their management, ensuring effective working relationships are maintained;
- To line manage as directed and to ensure that all the Middle Leaders within the school are of high quality and are able to provide the leadership and management necessary to meet subject and overall school targets for attainment and progress;
- Maximise the contribution of staff to improve quality and standards across the School;
- Manage the effective deployment of tutors to classes and oversee and develop the Form Tutor role across the school;
- Meet with the Inclusion Team and report regularly to the Headteacher and to LG generally on all pupil matters;
- To be a model of high professional standards in all aspects of School life and to lead by example;
- To provide a positive role model for all staff and students and to demonstrate a shared commitment to the vision of the school and Trust.

Quality Assurance

- To line manage areas designated by the Headteacher and to maintain an overview of the line management of all curriculum areas to ensure consistently high quality curriculum leadership across the school;
- To establish common standards of practice across the school and develop the effectiveness of student focused services and interventions;
- To be able to use a range of evidence/data to support, monitor, evaluate and improve performance;
- Produce reports as required within the school self-evaluation systems.

Accountability

- Attend and report to Governors' meetings as required by the Headteacher;
- To take responsibility for own professional development in discussion with the Headteacher;
- To liaise regularly with parents to create a cooperative and effective relationship which promotes learning and supports teaching at all Key Stages;
- Ensure that parents and students are well informed about student attainment and progress and that a high quality reporting system is in place;
- Planning and coordination of school events as required, including performances, parents' evenings / consultations, community, charity events etc.;
- Encourage and develop good relations between the school and the local community;
- Work collaboratively with the other schools within the Trust as well as other schools locally, nationally and internationally where possible.

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

General Responsibilities and Objectives

- To ensure Equality of Opportunity in all areas of the school;
- To promote the school's ethos;
- Assist in the oversight and management of the day to day organisation of the School;
- Chair staff meetings and briefings as required across the School;
- To have an allocation of classes to teach;
- To promote the school's commitment to continued professional development of all staff;
- To undertake any duties as may reasonably be required by the Headteacher.

Conditions of Employment:

The post is graded at Leadership Scale.

The working week is 32.5 hours per week.

The holder of this post is expected to be flexible about these hours as and when necessary.

This job description reflects the core activities of the role and as the school and the post-holder develop there will inevitably be changes in the emphasis of duties. It is expected that the post-holder recognise this and adopt a flexible approach to work and be willing to participate in training.

If changes to the job become significant, the job description should be reviewed formally by the post-holder and line manager and will be reviewed annually as part of the appraisal process. This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher and following consultation with you.

The Howard School Person Specification

Post: Deputy Headteacher

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Criteria	E S S E N T I A L	D E S I R A B L E	HOW IDENTIFIED AND ASSESSED
			AP Application AS Assessment I Interview P Presentation R References
Education/qualification and training			
Degree	x		AP
Teaching qualification	x		AP
A Higher qualification in education and/or management		x	AP
Experience/Knowledge/skills/Shaping the Future			
Leadership experience in more than one school		x	AP
Significant experience at senior level	x		AP
Proven track record of raising educational standards	x		AP
Curriculum and/or pastoral experience at senior management level	x		AP
An understanding of the benefits of working within a Trust and clear and demonstrable desire to work collaboratively	x		AP
A proven record of implementing change and the management of change	x		AP
Experience of successfully leading change and inspiring others	x		AP
Leading Teaching and Teaching			
Ability to lead and inspire high quality teaching and learning	x		AP
Ability to inspire, demonstrate and support the highest of expectations for all	x		AP
Capacity to recognise and build on the experience of monitoring and evaluation practices	x		AP

Developing Self and Working with Others			
Skill to set appropriate and challenging targets	x		AP
Capability to make and take decisions and delegate appropriately	x		AP
Commitment to the encouragement, empowerment and training of staff	x		AP
Commitment to own self development	x		AP
Experience of involvement in the provision of whole school training in a school	x		AP
Evidence of leading on a whole school initiative, demonstrating a strategic approach	x		AP
Personal characteristics/other requirements			
Passionate about education	x		AP
An effective communicator	x		AP
Interpersonal awareness and concern for impact	x		AP
Resilient and energetic	x		AP
Firm and fair	x		AP
Dynamic and motivational	x		AP
A sense of proportion	x		AP
Lead by example with high professional standards	x		AP
Securing Accountability - Essential			
<ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Capacity to sustain the ongoing improvement of results 			
Strengthening Community - Essential			
<ul style="list-style-type: none"> • Ability to continue to develop the school's response to its changing community • Commitment to promoting community links and cohesion • Ability to recognise and build on the school's excellent multi-agency links 			
General responsibilities and objectives - Essential			
<ul style="list-style-type: none"> • To ensure Equality of Opportunity in all areas of the school; • To promote the school's ethos; • To promote the school's commitment to continued professional development of all staff; • To undertake any duties as may reasonably be required by the Headteacher. 			
Managing the Organisation - Essential			
<ul style="list-style-type: none"> • Capacity to build on and manage high performance teams 			

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| <ul style="list-style-type: none">• Ability to use strong and effective management systems underpinned by clear communication• Ability to produce and implement appropriate improvement plans and policies• Commitment to the benefits of collaborative working within a Trust• Knowledge of financial management |
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Safeguarding Children - Essential

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| <ul style="list-style-type: none">• Commitment to safeguarding and promoting the welfare of children and young people |
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Application Process

Application Process

We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we reserve the right to alter our interview dates and close this vacancy early should we receive an overwhelming response.

Applicants should apply via our online application process on the following link:

<http://www.thehowardschool.co.uk/322/vacancies>

Important Information for Applicants

Prior meeting: Please contact Teresa McNamara, Headteacher PA on 01634 388765 to book an appointment.

Closing Date: 15 April 2018 @ midnight

Interviews: Thursday 19 April and Monday 23 April

Person Specification

This specification sets out the criteria which will be used to shortlist candidates for interview and during the interview process.

We hope you find the information in this pack useful. Should you have any further queries, please do not hesitate to contact Sharon Teachen, HR Manager, on 01634 265771 or email hr@thatrust.org.uk.