



Dronfield Henry Fanshawe School

Green Lane, Dronfield, S18 2FZ

Headteacher: Miss T. B. Roche, B.Sc (Sp Hons) NPQH PQSI NLE

Assistant Headteacher

Learning and Teaching

Recruitment Pack

April 2018



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Letter from Miss Roche

April 2018

Dear Colleague,

Assistant Headteacher – Learning and Teaching

I write to thank you for your interest in the post of Assistant Headteacher at our school and to provide further background regarding the post and the application process. I hope that the information provided will give a flavour of what we are aiming to achieve and enable you to determine whether we are the school for you at this stage of your professional development and you are the colleague for us. If you decide that this is the case, I will be delighted to receive an application from you. If not, then may I thank you for your interest in our school and wish you well in the future.

As a school we are committed to excellence in all aspects of our work with young people and, as such, we are seeking a colleague who will join an extremely strong leadership team working to bring our vision of excellence in learning and teaching to fruition. We are committed to education as a vehicle for the holistic development of young people and to delivering the outcomes required to ensure that we offer an exceptional experience to our students underpinned by the principles enshrined in “Every Child Matters”. We live out our philosophy on a daily basis and at DHFS every person matters. We are an ‘Investor in People’ and offer a comprehensive induction programme to all newly appointed staff along with tailored development programmes for colleagues at all levels within the school. We were first awarded CPD Mark in November 2012 with Grade A in every category and an outstanding judgement overall. Our commitment to quality professional development for all is a critical element of our philosophy.

Our vision is to offer an exceptional experience and so this post will require an exceptional individual who will lead on their area of responsibility but also work very closely with other SLT colleagues across the whole range of school leadership and, as such, this post will provide excellent preparation for future promotion. Indeed, this opportunity arises from the appointment of the current post-holder to the headship of a Derbyshire School. However, we view the role of Assistant Headteacher as being much broader than as a stepping stone to Headship and so invite applications from all suitably qualified colleagues irrespective of their future plans. Our prime concern is that we appoint a committed professional, with an exceptional and demonstrable record of leadership at a senior level who has the vision, energy and impact to take our school forward. Please note that we are currently awaiting a decision from the DfE regarding our recent application to become a Teaching School.

I hope that you will wish to submit an application and would be happy to provide any further information you may require. In addition, the school website contains much useful detail at www.dronfield.derbyshire.sch.uk Please do not hesitate to contact me for an informal discussion of the post or to arrange a visit to the school. **The closing date for applications is midnight, Monday 30th April 2018 and it is anticipated that interviews will take place during the week beginning 14th May 2018.** Completed Application Forms should be accompanied by a statement (no more than 3 sides A4) outlining your educational philosophy, experience and vision for the future strategic development of learning and teaching at our School.

With very best wishes,

Yours sincerely



T. B. Roche
Headteacher

Our Aims

Our central purpose is to ensure that all children at Dronfield Henry Fanshawe School achieve the highest standards of which they are capable. These standards will apply to all that children do, whether in the classroom, on the sports field, in concert or on stage or in the extensive range of other opportunities we offer to students at all stages of their education.

Central to that purpose is an ordered, safe, tolerant and caring community which recognises the diverse talents and abilities of each individual. Thus we aim to provide a secure and disciplined environment where staff and students can work together in pursuit of the common goal.

To achieve our aims we offer:

- proven standards of academic success
- outstanding educational resources
- commitment to care and discipline
- a vibrant and successful Sixth Form provision
- enrichment through extra-curricular opportunities.

We expect from our students:

- a commitment from all students to work to their highest standard
- self-reliance and a sense of responsibility
- respect and tolerance for others.

We commit ourselves to providing these opportunities in a secure, disciplined and supportive environment. We require a matching commitment from all our students: a commitment to work hard and achieve the maximum possible by taking advantage of what we offer; to become independent learners, capable of organising themselves; to take on responsibility; to respect and celebrate differences in others; and to behave towards other students and all adults with courtesy and consideration.

We take our responsibilities with regard to equalities and diversity very seriously, paying due regard to equalities legislation as per the Equality Act 2010. We celebrate the diverse nature of our community. The school places the promotion of equality of opportunity at the heart of all of its work and seeks to ensure that its aspirations are understood and acted upon consistently at all levels.

Dronfield Henry Fanshawe School Strategic Statement

Dronfield Henry Fanshawe School has agreed upon a strategic vision which will shape the future development of the school. This will enable us to draw up a three-year strategic plan designed to achieve the vision by 2021. The vision is outlined below:

Strategic Vision 2018 – 2021

Dronfield Henry Fanshawe School will provide a high quality educational experience by striving to demonstrate exemplary practice, ensuring all students achieve qualifications which support access to meaningful progression routes and acquire the necessary knowledge, skills and aptitudes for education, employment and adult life, within a caring and supportive environment.

This exemplary practice will be characterised by:

- The development of students into happy, safe, healthy, confident, articulate and independent learners who are able to access successfully appropriately varied, rich and coherent learning pathways
- Standards of progress and achievement across the school which ensure that all students make expected progress and many exceed national expectations
- Teaching which is good and much that is outstanding in all lessons
- A care and guidance system, which supports learning and progress and encourages high aspirations among all students
- A whole school approach to the celebration of diversity and equality leading to zero-tolerance of negative attitudes towards others on the basis of gender, religion, ethnicity, sexuality or any other characteristic
- Coherent strategic planning and self-evaluation to support further school improvement
- Curriculum design that is stimulating, challenging and relevant for students of all abilities and which enables students to achieve above appropriate national indicators at the end of each key stage
- Students who are active in their local community, prepared for their role as future citizens and are fully aware of the opportunities of the global environment
- Widely distributed leadership which provides clear direction, appropriate challenge and effective support for school improvement
- A professional learning culture, which encourages all staff – both teaching and support – to seek continuous improvement and share best practice
- An outward-looking approach to working with parents and the wider community and in developing partnerships which benefit all learners.

September 2017



DRONFIELD HENRY FANSHAWE SCHOOL

Green Lane, Dronfield, Derbyshire S18 2FZ

Tel: 01246 412372

Email: admin@dronfield.derbyshire.sch.uk

Website: www.dronfield.derbyshire.sch.uk

11-18 Comprehensive School NOR 1789

Headteacher: T.B. ROCHE B.Sc (Sp Hons) NPQH PQSI NLE



Required for September 2018

Assistant Headteacher

Learning and Teaching

Leadership 14-18

Dronfield Henry Fanshawe School is a successful, oversubscribed school with 1789 students on roll including 286 in the Sixth Form. It is situated close to the centres of Sheffield and Chesterfield on the edge of the Peak District National Park. The Governors wish to appoint a colleague with exceptional leadership qualities to this key role in the future development of our school.

We are seeking to appoint a person who:

- has an exceptional track record in Educational Leadership with proven success and demonstrable impact
- is able to think strategically, analytically and creatively with due regard for accountability
- demonstrates commitment to continuous improvement in the development of people and systems in order to raise the achievement and progress of staff and students
- has the personal authority, communication and organisational skills to lead and manage effectively and with impact
- has the vision, imagination and commitment to add to the strengths of our Strategic Leadership Team, to meet the highest professional standards and be a role model for our school.

DHFS is a school that stands out. Our aim is for "Success with Care" and we achieve that as a result of our philosophy of "Commitment Not Compliance". We are a learning community dedicated to providing an exceptional education for our students as a result of the exceptional skill and dedication of our staff. At DHFS, every person matters.

Please contact us to discuss the post or to arrange to visit the school and meet the Headteacher.

Application packs are available from Stephanie Dunne (sdunne@dronfield.derbyshire.sch.uk) at the above address or from the school website. Please apply with a covering letter directly to the school, for the attention of the Headteacher.

Closing date for applications: Midnight, Monday 30th April 2018

Interviews to be held: Week Commencing 14th May 2018

Due to this post having access to children and young adults, candidates will be required to undertake a Criminal Record Check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.



Job Description

Post title	Assistant Headteacher – Learning and Teaching
Salary and range:	Leadership Spine L14-18
Line manager/s:	The Headteacher, Curriculum Leader for assigned teaching
Supervisory responsibility:	Director of Teacher Development, Assigned Curriculum, House and Year Group Areas

This Job Description should be read in conjunction with the National Standards of Excellence for Headteachers as set out below.

Core Purpose

The Assistant Headteacher will work with the Headteacher to secure the national standards both across the school and externally with regard to any outward facing work involving schools that DHFS is either supporting or involved with in partnership working. In relation to this post, where the standards reference “Headteacher” this will also include “Assistant Headteacher”.

Main Role

To lead on all aspects of Learning and Teaching to:

- ensure the highest quality of learning and teaching across the school
- secure the highest levels of professional practice by facilitating appropriate personal and professional development of teachers and allied professionals
- promote and lead the Associate Programme across the school
- line manage the school’s arrangements for the training of teachers
- further develop the research capacity of the school including taking the lead with external partners such as those of the South Yorkshire Partnership, Teaching School Alliances, Research Schools
- add capacity to the wider system by developing and promoting the work of SLEs and PP Reviewers
- continue our focus on the workforce wellbeing agenda
- develop students still further as independent learners
- secure the engagement of parents and carers in their children’s learning
- facilitate the further evolution of our QA arrangements including appraisal
- service the requirements of the Governing Body and its committees
- identify the differing needs and aspirations of individual students and ensure that effective policies and practice are implemented to allow individuals to fully maximise their performance in line with appropriate legislation relating to equalities and disabilities
- work with other members of SLT to use all relevant information in order to ensure an appropriate curriculum provision for all including in the form of a personalised and supportive learning package where deemed to be necessary
- coordinate arrangements to support the Headteacher with the analysis and use of data in the process of school self-evaluation and to work with staff so that data contributes effectively to strategic school improvement, assisting with pedagogy and realising student potential.

To undertake the full range of duties and responsibilities as required by the Headteacher as set out in:

1. The School Teachers Pay and Conditions of Service
2. The appropriate standards for Headteachers
3. Any other duties commensurate to the post title and grade which the Headteacher may deem appropriate.

National Standards of Excellence for Headteachers (2015)

Purpose

The *National Standards of Excellence for Headteachers* (2014) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession.

The context for headteachers changes constantly. In most contexts, a headteacher has led one school; in some settings headteachers are responsible for leading more than one school. Job titles are various - including principal, executive, associate and co-headteacher – as are the governance arrangements to which headteachers are accountable.

These standards are intended as *guidance* to underpin best practice, whatever the particular job description of the headteacher. They are to be interpreted in the context of each individual headteacher and school, and designed to be relevant to all headteachers, irrespective of length of service in post.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- inform the appraisal of headteachers
- support the recruitment and appointment of headteachers
- provide a framework for training middle and senior leaders, aspiring to headship.

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and students' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of students. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

The Teachers' Standards (2011, as amended), including the Personal and Professional Code of Conduct which applies to all teachers, provide a foundation upon which the standards for headteachers are built.

The Four Domains

The *National Standards of Excellence for Headteachers* are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Students and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

Domain One

Excellent headteachers: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
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.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all.

Domain Two

Excellent headteachers: students and staff

Headteachers:

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
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.
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.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Domain Three

Excellent headteachers: systems and process

Headteachers:

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.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
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.
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 student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
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.

Domain Four

Excellent headteachers: the self-improving school system

Headteachers:

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 students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
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. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
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.

In addition to the above, the post-holder will be expected to meet the requirements of the generic job description for teaching staff and the Professional Standards for Teachers (2012).

Safeguarding

The post-holder will be a member of the DHFS Safeguarding Team and will support work to ensure the health, safety, wellbeing and care of all students and adults in school.

Other

The Assistant Head should be aware that:

- This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually and may be subject to modification or amendment at any time after consultation with the postholder
- The duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change as above.

Signature of post holder:

Date: / /

Signature of headteacher:

Date: / /



Person Specification – Assistant Headteacher

	Attributes, Experience and Skills
Qualifications and CPD	<ul style="list-style-type: none"> • Graduate and Qualified Teacher Status • Evidence of continued professional development at leadership level • Commitment to ongoing research into teaching and learning and school improvement
Knowledge and Experience	<ul style="list-style-type: none"> • A deep understanding of learning and teaching at whole school level • A sound working knowledge of pedagogical development • At least 3 years' experience at a senior level • Successful senior leadership experience in more than one school (desirable) • Understanding of key educational issues/change, combined with the ability to lead and co-ordinate their effective implementation • Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement • A record of sustained progress in learning, with improved outcomes for students • Successful line management of key areas of responsibility and holding others to account • Experience of developing quality assurance programmes and evidence of successful outcomes • Experience of effectively working with others including parents, carers, governors and external agencies • Working knowledge of school systems including timetabling, data tracking for students, development, planning and implementation
Professional and Leadership Skills	<ul style="list-style-type: none"> • Highly successful classroom practitioner, including evidence of high level student achievement and consistent outstanding teaching over time • An excellent team player – to lead by example and provide support and challenge to others • The ability to think and act strategically at whole school level • Clear vision for raising standards • Highly tuned ability to analyse and use information to drive school improvement • Skilled at working with people with the ability to inspire and motivate others – both staff and students • The ability to challenge, influence and motivate others • Excellent problem solving skills • Outstanding presentation and communication skills – including in written communications • An ability to complete tasks to a high standard with attention to detail • Readiness to identify and respond to new challenges with good judgement and perseverance • A well-developed sense of school advocacy
Personal Qualities	<ul style="list-style-type: none"> • Strong commitment to the values and ethos of the school • A positive, professional role model for staff and students, with high expectations of themselves and others

	<ul style="list-style-type: none"> • Dedication to school improvement – with energy, drive and a sense of purpose • An effective self-manager and independent worker, who can prioritise and adapt as required with the capacity to work well under pressure • Decisive, fair, consistent and focused on solutions • Reliable, honest and trustworthy, demonstrating the highest professional standards • Integrity in relation to their own and the school's practice • Enthusiastic and hard-working • Able to demonstrate resilience and perseverance • Reflective and self-evaluative – individually and within the context of a team • Flexible and adaptable to suit the school's needs • Creative and innovative • A good listener and communicator • Able to maintain focus and perspective at all times and overall • A passion for helping young people develop, learn and achieve their best – whatever their starting point
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Child Protection and Safeguarding Policy

The school is committed to Safeguarding and Promoting the Welfare of all of its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

The School's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the School.

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

The School pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the School who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service checks.

Explanatory Notes

Applications will only be accepted from candidates completing the School's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service checks.

- Candidates should be aware that all posts in Dronfield Henry Fanshawe School involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for all school based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

How to Apply

Please contact us to discuss the post or to arrange to visit the school and meet the Headteacher. Application packs are available from Stephanie Dunne (sdunne@dronfield.derbyshire.sch.uk) at the above address or from the school website. Please apply directly to the school, for the attention of the Headteacher.

Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date:

Midnight, Monday 30th April 2018

Interviews:

Week commencing 14th May 2018

Applying:

Completed application forms may be returned in electronic format to:-

admin@dronfield.derbyshire.sch.uk or

sdunne@dronfield.derbyshire.sch.uk

If you would prefer to submit a paper application form, please return to:

Headteacher

Dronfield Henry Fanshawe School

Green Lane

Dronfield

S18 2FZ