



**Deputy Headteacher—Teaching & Learning /  
Curriculum**

**Leadership Scale = L18-22 (£59,857 to  
£66,017)**

**Full-time permanent post required from  
September 2018**

Applications to be received by 12 midnight,  
- Monday 23rd April 2018

*‘Working together to achieve success’*

[www.josephrowntreeschool.co.uk](http://www.josephrowntreeschool.co.uk)

[joseph.rowntree@york.gov.uk](mailto:joseph.rowntree@york.gov.uk)



The  
**Joseph Rowntree  
School**

the right school to grow in



*‘Working together to achieve  
success’*

Dear Prospective Applicant

**Welcome to The Joseph Rowntree School.** Please read the information about the school contained in this letter prior to completing your application.

## **GENERAL INFORMATION**

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,268 students including 179 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2017 we achieved the best ever set of GCSE results in terms of progress measures for our students. Students achieved very highly in the new more rigorous English and Maths GCSEs and it is worth noting that one student achieved 3 Grade 9s, only one of 2,000 in the country to do so. We also achieved a positive Progress 8 score which is a real reflection of the hard work of students, staff and parents to achieve these outcomes for our learners. We were also delighted with the large number of students gaining A and A\* grades, with over 20% of all grades being 8/9/A/A\*. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form in the top 25% of the country. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. There are new challenges ahead; this year our current Year 11 will take the new GCSEs in a range of subjects whilst Year 10 will begin the new specification in all their subjects.

## **ORIGINS**

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

## **GROUND AND BUILDINGS**

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

## **THE EDUCATIONAL CONTEXT**

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

## **OUR STUDENTS**

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 8% of students receive free school meals and there are 112 on the SEN register, 87 on SEN support - 28 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

## **OUR STAFF**

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

## **ORGANISATION**

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working. Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, two Associate Assistant Heads and a School Business Manager.

## **CURRICULUM**

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

## **IN CONCLUSION**

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

## **APPLICATION INFORMATION**

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- [tb@josephrowntree.york.sch.uk](mailto:tb@josephrowntree.york.sch.uk).

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at [www.josephrowntree.co.uk](http://www.josephrowntree.co.uk)

Thank you for the interest you have shown in The Joseph Rowntree School.

**Richard Crane**

**Headteacher**

# IMPORTANT INFORMATION

## Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

## Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

## Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

## Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

## Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

## Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

## Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

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**Induction and Continuous Professional Development**

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

**Dress Code**

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

**School Policies**

All school policies are available on our website or upon written request.

# THE JOSEPH ROWNTREE SCHOOL

## DEPUTY HEADTEACHER PERSON SPECIFICATION

*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)
<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Degree</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Meets the requirements re: the National Professional Qualification for Headship</li> </ul>	D	A
<ul style="list-style-type: none"> <li>Professional Development in preparation for Headship/Deputy Headship</li> </ul>	E	A
<b>Leadership and management experience:</b> <ul style="list-style-type: none"> <li>Experience as a Deputy or Assistant Headteacher or equivalent</li> <li>Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level.</li> <li>Demonstrated the ability to work strategically and successfully at a senior leadership level.</li> <li>Working successfully with other education partners and providers.</li> </ul>	D  E  E  D	A  A/I/R  A/I/R  A/I/R
<b>Teaching Experience</b> <ul style="list-style-type: none"> <li>Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context.</li> <li>Substantial experience of teaching students at Key Stage 3 &amp; 4.</li> </ul>	E  E	A/R  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...*

<b>Shaping the Future</b> <ul style="list-style-type: none"> <li>Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.</li> <li>Experience of developing and sustaining a learning culture that has the Inclusion at its core, including high expectations and standards of achievement.</li> </ul>	E  E	A/I/R  A/I/R
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<b>Leading Teaching and Learning</b> <ul style="list-style-type: none"> <li>Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance.</li> <li>Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being.</li> </ul>	E	A/I/R
	E	A/I/R

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

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

<b>Securing Accountability</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Experience of holding individuals, teams and whole school to account for student learning outcomes.</li> </ul>	E	I/R
	E	I/R
	E	A/I/R

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

**[C] Personal Skills and Attributes**

*The ability to...*

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

**[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.***

**[E] Confidential References and Reports**

Strong recommendation from all referees, including current employer	<b>E</b>
Satisfactory health and attendance record	<b>E</b>

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

**THE JOSEPH ROWNTREE 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

**MAIN PURPOSE:**

**The Deputy Headteacher will:**

- Undertake the normal responsibilities of the class teacher.
- Be a member of the Senior Leadership Team.
- 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.
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan, 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.

**2. The internal organisation, management and control of the school**

**2.1 Leading Teaching and Learning**

- Leading the development of teaching and learning and all related issues in the Joseph Rowntree School.
- Leading the professional development of staff.
- Monitoring and evaluating the Quality of Teaching.
- To oversee the development of Literacy and Numeracy across the curriculum.
- Promoting a community focused on Learning and Raising Achievement.
- Promoting the highest possible expectations in terms of Teaching and Learning.
- Promoting continuous improvement through collaboration within the institution and with other centres which adopt best practice.

- The line management of delegated areas / designated staff.
- To oversee ITT, NQT and Teach First induction and training.
- Advising the Headteacher on recruitment, performance management and development of staff.
- Communicating the vision for the Joseph Rowntree School, its strategic planning and implementation.
- To work with the Senior Team and middle leaders on school self evaluation which feeds into school improvement.

### **3. Curriculum Development**

#### **3.1 To lead on:**

- The development, organisation and implementation of the school's curriculum
- School policies on curriculum, teaching and learning styles, 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 individuals
- Ensuring that information on student progress is used to improve teaching and learning to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school
- Ensuring that the individual student'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. Student care**

#### **4.1 To contribute to:**

- The development, organisation and implementation of the school's policy for the personal and social development of students including pastoral care and guidance
- The effective induction of students
- The determination of appropriate student groupings
- The promotion among students of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour
- The development among students 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 contribute to good management practice by ensuring positive staff participation, effective communication and procedures

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

5.4 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

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

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

## **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.
- 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 making 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.

<p style="text-align: center;"><b><i>The applicant will be required to safeguard and promote the welfare of children and young people.</i></b></p>
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*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.*

# THE JOSEPH ROWNTREE SCHOOL



## SCHOOL VISION AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.