

**Committed to Inclusion. Passionate about Learning.**

**Uphall Primary School**

**Uphall Road,**

**Ilford,**

**Essex**

**IG1 2JD**

**0208 478 2993**

**Deputy Headteacher**

**Information for Applicants**



**Uphall Primary and Redbridge is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Such posts will require a DBS Disclosure check and references will be taken up prior to interview.**

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**Deputy Head Teacher**

**Leadership scale: L19 - L23 £64,070 – £70,776**

**Permanent and full time**

**Uphall Primary School, Uphall Road, Ilford, Essex. IG1 2JD**

**Tel: 0208 478 2993**

 **Chair of Governors: Hilary Kundu**

**Head Teacher: Ms Sherlyn Ramsay**

**Required for 1 September 2018**

**Committed to Inclusion. Passionate about Learning.**

Uphall Primary is a very large, five-form entry, primary school with a nursery. There are currently 1085 pupils on roll. The children are aged between 3 and 11 years. Uphall is an inclusive school, serving a multicultural and diverse community**.**

Could you work in collaboration with the Head Teacher and 2 other Deputies to provide excellent leadership to UphallPrimary? The specific brief will be dependent upon the individual strengths and competencies of the applicant.

**ARE YOU PASSIONATE ABOUT ALL CHILDREN ENJOYING THEIR EDUCATION WHILST GAINING OUTSTANDING RESULTS?**

The Headteacher and Board of Governors are seeking an excellent practitioner who believes, like us, that every child deserves the best learning experience and can a meet national expectations or better. This is an excellent opportunity for someone who has a proven track record of strategic school improvement across the primary range, including career deputies or ex-headteachers**.**

**Candidates should be able to demonstrate:**

* Consistently excellent classroom practice resulting in high levels of pupil enjoyment and progress.
* Dedication to leading and promoting high quality teaching and learning.
* An ability to identify school priorities and strategically plan for improvements
* The ability to coach, mentor and support colleagues, embedding excellent practice

**We offer:**

* Great, learning focused, responsive pupils.
* A hardworking supportive leadership team.
* Parents who are willing to work in partnership with the school to raise standards.
* A compassionate and inclusive school serving a diverse community.

**Closing Date: Wednesday 21st March 2018 at 12pm**

**Interviews: Tuesday 27th March 2018**

**Pre-visits are encouraged and can be arranged by contacting Mrs Holleran-Gay on 0208 478 2993.**

**Applications should be returned to** **chollerangay@uphallprimary.co.uk** **or the school postal address**

**Job Description: Deputy Head Teacher**

**March 2018**

**Leadership pay range: L19-23**

**Introduction and context**

The role is permanent and full-time.

This role is suitable for career deputies or ex-heads as well as those with a strong leadership track record

The main focus of the work is on the leadership of the school.

The role includes working closely with 2 other deputies.

The areas of responsibility will vary according to the needs of the school and therefore a high competency is required in all

Deputy Headteacher appraisal objectives will be focused on the impact of work in the key focus area: LEADERSHIP OF THE SCHOOL.

The job description should be read in conjunction with the National Standards of Excellence for Headteachers (2015) which define high standards within a self-improving school system. These standards are not duties and responsibilities but intended as guidance to underpin best practice.

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| 1. | CORE PURPOSE  |
|  1.1  | LEADERSHIP OF THE SCHOOL  |
| •  | To assist the Headteacher (HT) in providing professional leadership and management for the whole school  |
| •  | To undertake the professional duties of a HT in the event of her absence from the school  |
| •  | To ensure pupils’ safeguarding, child protection and welfare  |
| •  | To provide professional and inspirational leadership for the school, ensuring that it is managed and organised to meet its statutory requirements, aims and targets  |
| •  | To work within the school leadership group (SLG) providing high quality, optimum standards and high achievement in all areas.  |
| •  | To have responsibility for named areas of the School Improvement Plan (SIP) – possibly varying from year to year, dependent upon the school’s needs  |
| •  | To carry out the professional duties of a teacher meeting the Teachers’ Standards.   |
| 2. | DUTIES AND RESPONSIBILITIES  |

2.1 LEADERSHIP OF THE SCHOOL

2.1.1 **General – school-focused**

2.1.1.1 Act in accordance with legislation and local and national guidance affecting the conduct of the school particularly in relation to child safeguarding, health and safety and security matters, data and financial management, confidentiality, equalities and employment rights.

2.1.1.2 Deputise for the HT.

2.1.1.3 Be available to meet with various stakeholders when requested.

2.1.1.4 Ensure that the day-to-day organisation of the school follows agreed collective policy and runs smoothly, identifying any areas of weakness for improvement.

2.1.1.5 Implement the aims of the school, consulting and liaising with staff, to ensure that agreed policies are carried out.

2.1.1.6 Emphasise the benefits of a multi-ethnic school, strongly opposing any form of racism or prejudice and promoting equality of opportunity in terms of gender, ethnicity, religion, class and disability.

2.1.1.7 Set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes and excellent teamwork.

2.1.2 **Strategic direction**

2.1.2.1 Work with the HT, Governors and staff to define and implement the school’s

 Strategic direction

2.1.2.2 Work with all stakeholders to create a shared vision and strategic plan which is responsive to the school’s community and inspires everyone to achieve well.

2.1.2.3 Work with staff to translate the vision into agreed objectives and operational plans to drive forward school improvement.

2.1.2.4 Demonstrate the vision, values and principles of the school in everyday work

 and practice

2.1.2.5 Motivate all staff to create a shared culture, positive ethos and high ambition so that they are engaged and professionally fulfilled.

2.1.2.6 Lead and manage change effectively and efficiently, ensuring that the school represents value for money.

2.1.2.7 Ensure the school is prepared for external review.

2.1.2.8 Ensure that the school’s performance targets are realistic and achievable but also challenging.

2.1.2.9 Assist the Governing body in developing the school’s strategic plan by contributing actively to the SIP and ensuring that whole school and personal objectives are achieved.

2.1.2.10 Work within the SLG to ensure that staff, parents and pupils are regularly consulted about school policy and practice.

**2.1.3 Leadership and management**

2.1.3.1 Lead by example, providing inspirational and purposeful leadership for all stakeholders.

2.1.3.2 Demonstrate excellent leadership skills; for example, in terms of delegation, prioritising, influencing, decision-making and holding to account.

2.1.3.3 Ensure that school policies and practices take account of national, local and school data including research evidence, inspection outcomes and the findings of the school’s own self-evaluation.

2.1.3.4 Ensure that the physical environment is of the highest quality, makes a strong contribution to pupils’ learning and is fit for purpose in terms of its safety, security and organisation.

2.1.3.5 Maintain a close daily contact with the SLG, the school leadership team (SLT) and staff to facilitate good communication.

2.1.3.6 Take a shared role (with the SLG) in school self-evaluation.

2.1.3.7 Work within the SLG to gain a joint overview and leadership of the curriculum, assessment and the development of pupils’ skills.

2.1.3.8 Support the leadership and management of recruitment processes, working

 With the headteacher

2.1.3.9 Assist the HT in ensuring that staff are deployed appropriately and effectively, following school policy including arrangements for PPA, cover and leadership time.

2.1.3.10 Assist the HT in dealing with the specific stages of any difficult staffing issues such as teamwork, competence or discipline providing a coaching or mentoring approach which sets clear expectations for staff.

2.1.3.11 Support middle and senior leaders in the completion and evaluation of action

 plan

2.1.3.12 Draw up timetables and rotas in order to achieve optimum staff deployment

 and use of resources

2.1.3.13 Contribute to the professional development of staff through coaching and mentoring, demonstrating effective practice, good advice and feedback.

2.1.3.14 Lead staff meetings and CPD as necessary, assisting senior and middle leaders to ensure positive impact.

**2.1.4 Teaching and learning**

2.1.4.1 Create a culture which focuses on securing and sustaining outstanding teaching and learning.

2.1.4.2 Ensure that barriers to learning are overcome for vulnerable groups of children and track and monitor their progress regularly.

2.1.4.3 Lead the monitoring and evaluation of pupils’ academic standards and progress with the HT.

2.1.4.4 Lead the monitoring and evaluation of pupils’ personal, social and spiritual growth and development with the HT.

2.1.4.5 Implement strategies which secure high standards of pupils’ behaviour and attendance.

2.1.4.6 Ensure personal knowledge of the strengths and weaknesses in teaching and learning and take appropriate and rapid action if concerns are raised.

2.1.4.7 Undertake teaching responsibilities as necessary but being prepared to use some of the remaining time to coach and mentor staff or to support the school at crucial times.

2.1.4.8 Demonstrate teaching and leadership skills which lead to pupils making good and outstanding progress in relation to their prior attainment, so that they do as well or better than similar pupils nationally.

2.1.4.9 Contribute to data analysis and evaluation.

2.1.4.10 Keep abreast of current developments in education generally and leadership and management in particular.

2.1.4.11 Assist in producing a harmonious working ethos, taking a full and active part in establishing good order and discipline and positive attitudes amongst pupils.

2.1.4.12 Assist the SLG with the supervision of pupils at lunchtime, being also entitled to a reasonable break in the school day.

**2.1.5 Working with communities**

2.1.5.1 Create and maintain effective partnerships with parents/carers and local governors to support and improve pupils’ achievement and personal development.

2.1.5.2 Seek opportunities to bring community or business role models into the school to enhance and enrich the curriculum and widen pupils’ aspirations.

2.1.5.3 Build a school community and culture which takes account of equality, diversity and inclusion, enabling pupils to see their own lives reflected in the curriculum as well as giving them broader, new experiences.

2.1.5.4 Maintain strong professional relationships with all stakeholders to ensure high level consultation, engagement and the opportunity to contribute to school practice.

2.3 **PERSONAL AND PROFESSIONAL GROWTH**

2.3.1Personal commitment

2.3.1.1 Demonstrate high level interpersonal skills in order to develop successful,

 motivated teams

2.3.1.2 Demonstrate high level leadership skills including the ability to hold others to

 account

2.3.1.3 Be well-organised and achieve deadlines, submitting reports promptly and demonstrating the importance of an effective work life balance.

2.3.1.4 Demonstrate the ability to critically reflect and self-evaluate.

2.3.1.5 Be an excellent role model in terms of professional conduct.

2.3.1.6 Demonstrate personal resilience and perseverance in the face of challenging

 circumstances

**2.3.2 Professional development**

2.3.2.1 Participate in professional development opportunities which support the role

 of a school leader

2.3.2.2 Keep abreast of educational developments and best practice in leadership

and management in order to implement appropriate innovation.

**2.4 OTHER**

2.4.1 Undertake such duties at the discretion of the HT as may reasonably be required

 by the changing needs of the school.

2.4.2 Maintain a positive view of change.

2.4.3 Specific responsibilities, focusing on raising standards, will be set out on appointment.

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| 3  | ACCOUNTABILITY AND REPORTING  |

* Accountable for all elements outlined in the job description
* Reporting to the HT
* Line managed by the HT
* Appraisal outcomes to be reported to Governing Body
* Subject to performance-related pay in line with the London Borough of Redbridge’s Pay Policy

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| 4  | LINE MANAGEMENT RESPONSIBILITY  |

* Direct line management responsibility (including appraisal) of staff – tbc on appointment

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| 5  | SPECIAL CONDITIONS OF EMPLOYMENT  |

**5.1 Rehabilitation of Offenders Act 1974**

* This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
* Appointment is subject to an enhanced DBS (Disclosure and Barring Service) disclosure and any relevant convictions, cautions and reprimands being considered.
* The jobholder must disclose any convictions, cautions or reprimands which have been acquired after DBS clearance has taken place. If this does not occur, the jobholder may be managed in accordance BCC’s Disciplinary Procedure.
* Further information about the Disclosure and Barring Service is available from www.homeoffice.gov.uk/dbs.

5.2 **Health and safety**

• The jobholder is required to exercise duty of care by taking responsibility for her/his own health and safety and that of others, who may be affected by their acts or omissions (failure to act).

5.3 **Equality and Inclusion**

• The Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment.

5.4 **Safeguarding**

* The jobholder is expected to observe her/his obligations in accordance with the Safeguarding Policy and to report any concerns that they might have regarding any child’s welfare to the appropriate person.

5.5 **Staff Code of Conduct**

* The post holder is expected to observe the staff code of conduct and be a role model for others.

5.6 **Security of information**

• The jobholder is expected to observe all legislation and professional guidance in relation to data protection and confidentiality.

5.7 **Right to work**

* The jobholder must have permission to live and work in the UK.



Personal Specification for the post of Deputy

Head Teacher

1 Written application 2 Documentary evidence 3 Interview process 4 References

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|  **EDUCATION AND PROFESSIONAL QUALIFICATIONS**  | Essential/Desirable  | Assessment focus  |
| 1  | 2  | 3  | 4  |
| Qualified teacher status / Senior Leader qualifications  | Essential  |   |   |   |   |
| First or 2nd degree or equivalent  | Essential  |   |   |   |   |
| Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning  | Essential  |   |   |   |   |
| Ready to study for the NPQH for a first-time Head teacher or senior leader  | Essential  |   |   |   |   |

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| **EXPERIENCE AND KNOWLEDGE**  |  |
| Successful experience of leading one or more subject areas  | Essential  |   |   |   |   |
| Teaching experience in at least 2 key stages in the primary phase  | Essential  |   |   |   |   |
| Successful experience in a leadership and management role  | Essential  |   |   |   |   |
| At least 7 years successful teaching experience in the primary age range  | Essential  |   |   |   |   |
| Experience of working with and developing links with the community  | Essential  |   |   |   |   |
| Experience in Deputy Head teacher role  | Desirable  |   |   |   |   |
| Experience of whole school evaluation and development planning  | Essential  |   |   |   |   |
| Experience and ability to contribute to staff development across the primary range  | Essential  |   |   |   |   |
| Effectively use data, assessment and target setting to raise standards  | Essential  |   |   |   |   |
| Experience of teaching in more than one school  | Desirable  |   |   |   |   |
| Experience of working with the Governing body  | Desirable  |   |   |   |   |

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| **SKILLS**  |  |
| High quality teaching skills  | Essential  |   |   |   |   |
| Delegation and monitor effectively and support colleagues in undertaking responsibilities  | Essential  |   |   |   |   |
| Aid the Head teacher to initiate and monitor change and support with the school’s appraisal system  | Essential  |   |   |   |   |
| Effective ICT skills  | Essential  |   |   |   |   |
| Ability to articulate and share a vision of primary education within the context of the school’s values and aims  | Essential  |   |   |   |   |
| Strong commitment to school improvement and raising achievement for all  | Essential  |   |   |   |   |
| High expectations of pupils’ learning and attainment  | Essential  |   |   |   |   |
| Ability to analyse data, develop strategic plans, set targets and monitor / evaluate progress towards these  | Essential  |   |   |   |   |
| Ability to inspire and motivate staff, pupils, parents and stakeholders to achieve the aims of the school  | Essential  |   |   |   |   |
| Working within and towards the National Standards for Head teachers  | Essential  |   |   |   |   |
| Ability to identify own learning needs and to support others in doing the same  | Essential  |   |   |   |   |
| Ability to demonstrate effective impact of positive behaviour management strategies to ensure achievement for all  | Essential  |   |   |   |   |
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| **PROFESSIONAL AND PERSONAL ATTRIBUTES**  |  |
| Outstanding leader with commitment to collaboration and partnership working  | Essential  |   |   |   |   |
| Leadership style which encourages, inspires, motivates and empowers others  | Essential  |   |   |   |   |
| Commitment to excellence in all aspects of work  | Essential  |   |   |   |   |
| Self-aware, reflective, adaptable and emotionally intelligent  | Essential  |   |   |   |   |
| Strategic thinker – policy into practice  | Essential  |   |   |   |   |
| Commitment to best practice in safeguarding and health and safety  | Essential  |   |   |   |   |
| Strong presence and visibility as a leader, demonstrating optimism, perseverance and resilience  | Essential  |   |   |   |   |
| Commitment to equalities and inclusion in policy and practice  | Essential  |   |   |   |   |
| High quality communication skills – clearly and effectively to a range of audiences. Able to negotiate and consult  | Essential  |   |   |   |   |
| Decision making skills – able to investigate, resolve and make difficult decisions  | Essential  |   |   |   |   |
| Ability to build and maintain good relationships  | Essential  |   |   |   |   |
| Commitment to ensuring that all our pupils are safeguarded  | Essential  |   |   |   |   |

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| **TEACHING AND LEARNING**  |  |
| Up to date knowledge and understanding of the current national education agenda and curriculum  | Essential  |   |   |   |   |
| Understanding of how children learn and effectively apply their learning  | Essential  |   |   |   |   |
| Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils  | Essential  |   |   |   |   |
| A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning  | Essential  |   |   |   |   |
| Effective monitoring and evaluation of teaching and learning  | Essential  |   |   |   |   |
| Experience of developing teaching and learning through coaching and/or mentoring  | Essential  |   |   |   |   |
| Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management  | Essential  |   |   |   |   |
| Understanding of successful teaching and learning across the entire curriculum across all key stages  | Essential  |   |   |   |   |
| Successful experience in creating an effective learning environment  | Essential  |   |   |   |   |
| Ability to make accurate assessment of pupils’ learning and to support others to do the same  | Essential  |   |   |   |   |
| High expectations of pupils’ learning and attainment  | Essential  |   |   |   |   |
| Strong commitment to school improvement and raising achievement for all  | Essential  |   |   |   |   |