

Roxbourne Primary School



Recruitment Pack Deputy Headteacher

April 2018

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ROXBOURNE PRIMARY SCHOOL

Torbay Road, Harrow, Middlesex HA2 9QF

Telephone: (020) 8422 9207

Email: office@roxbourne.harrow.sch.uk

Website: www.roxbourneprimaryschool.co.uk



Headteacher: Mr R Benserghin

Deputy Headteacher

Full Time - Permanent

Salary: *Highly competitive based on skills and experience (L12 – L19)*

This is an exciting stage in the school's development as we have just embarked on a journey to become one of the most improved schools in the country.

This post is an excellent opportunity to work alongside our forward-thinking headteacher who is leading our school on a transformational journey. We have been graded as 'good' in all areas by Ofsted (June 2016) and pupils are beginning to make rapid progress in our purposeful and happy environment. However, we are not complacent. In September 2017, we developed and launched a pioneering reading programme, implemented a specialist teacher model and we introduced 20% release time for all class teachers. There are still a number of innovative initiatives in the pipeline, including Weekly Incremental Coaching and a full writing and wider curriculum review!

We are looking for:

- an ambitious, committed and dynamic leader to join a highly effective Senior Leadership Team
- a leader who will strategically steer curriculum design, teaching, learning and staff development
- a person who models and demands high expectations in all areas of the school from pupils and staff alike
- a leader with varied experience (different phases and school types)
- somebody ready and willing to deputise for the headteacher when required

In return, we offer the opportunity to:

- work alongside an ambitious headteacher
- work closely with a senior team that will provide vision, direction and strong moral purpose
- engage with a Governing Body, staff, pupils and parents who are incredibly aligned, dedicated and passionate about our school community's potential to achieve remarkable things
- make a real contribution on the future of our school (particularly in curriculum design and delivery)
- a parent community with high aspirations and children with exemplary behaviour and attitudes to learning
- work in a well-resourced school on an impressive site, which includes; multiple playgrounds, a school field and dedicated classrooms for music, art and DT, food technology as well as a library, two computing suites and multiple small group rooms
- rapidly develop your own leadership skills and undertake national professional qualifications such as NPQH

This role has arisen following the promotion of our deputy headteacher to headteacher. The position is non-class based, although is likely to include some teaching commitment.

We would very much like to hear from you if you share our vision, values and enthusiasm!

The application pack and form are available from the school website:

www.roxbourneprimaryschool.co.uk/vacancies-1. Candidates are warmly invited to visit our school. To arrange a visit, for a confidential discussion or for any technical queries please contact the headteacher's PA on 0208 422 9207 or via email: admin@roxbourne.harrow.sch.uk

Closing Date: Wednesday 25th April 2018 at 09:00

Shortlisting: Wednesday 25th April 2018

Recruitment Day: Tuesday 1st May 2018

Start Date: September 2018 or earlier if available sooner.

Roxbourne is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete an enhanced DBS disclosure and provide references. CVs are not accepted.

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Headteacher: Mr R Benserghin

Monday 9th April 2018

Deputy Headteacher Vacancy

Dear Prospective Candidate,

Thank you for showing an interest in the role of Deputy Headteacher at Roxbourne Primary School.

This is a very exciting time to be joining the Roxbourne community. We are currently recruiting for a Deputy Headteacher and School Business Manager. These two appointments will complete the leadership structure adding depth and capacity to the Senior Leadership Team.

Since taking on the role of headteacher in September 2017, we have been redefining what is possible for our pupils. This is because Roxbourne is committed to giving every child the best possible start in life, irrespective of their starting point. With this in mind, I strongly believe that if we are to give every child the best possible start in life, then our curriculum design must be carefully constructed and delivered with precision.

Key Areas of Responsibility

The key areas of responsibility for the successful applicant will be:

- Curriculum Design
- Curriculum Delivery (teaching and learning)
- Staff Development / CPD

Curriculum Design and Delivery

Despite strong results in mathematics, we don't feel our children are reaching their full potential in reading and writing. We are committed to transforming this area of development into a strength of the school. Therefore, we are looking for a dynamic leader who has the expertise to develop a curriculum which ensures mastery of reading, writing and mathematics but still provides a broad and balanced curriculum with unrivalled access to enrichment opportunities.

Since September 2017, we have already made significant progress on this front. We have launched a new phonics approach and we have transformed the way we teach reading in Y1 – Y6. We are also piloting two programmes of study in particular year groups; Wordsmith (Y3 and Y5) and Mathematics Mastery (Y1). You will be joining us as we evaluate these pilots and begin to define the principles of our future curriculum.

Staff Development

I am committed to ensuring all staff, regardless of their role, are invested in. This will ensure that all staff are supported, developed and challenged so that they can be as effective as possible.

Since September, we have introduced a series of improvements dedicated to improving staff development. We have piloted support staff CPD, our NQTs have been part of weekly Incremental Coaching, all teachers receive 20% release time, middle leaders have fortnightly 1:1s with a senior leader and we are preparing to enroll a group of leaders to start the NPQML and NPQSL.

Our new Deputy Headteacher will refine our current staff development offer and continue to develop this area so that we can grow a culture and capacity for excellent leadership, where all members of staff are highly effective and we nurture a culture of excellence and ambition.

As you have probably ascertained, we have already initiated a large number of improvements this academic year, and are particularly interested in somebody who can build on this strong start, embedding the recent changes and bring new ideas to a community who are incredibly dedicated to our school's potential to achieve remarkable things. We are not complacent and believe our children can achieve so much more. No stone will be left unturned. There is much to be done yet staff are committed and driven to ensure we guarantee lifelong success for our pupils.

This role is one of a senior leader and as such, the successful applicant should be ready to take on responsibility and be developed in all aspects of school leadership. You will be joining a high functioning senior team, who in a short space of time, have supported me to lead a full transformation of our school. If you are looking to join a school which is on a rapid trajectory of improvement, then this is an exciting opportunity for you!

To arrange a visit and / or informal discussion with me, please contact Penny Willmott, my PA via telephone (0208 422 9207) or email (admin@roxbourne.harrow.sch.uk).

We look forward to receiving your application. Good luck!

Yours sincerely,

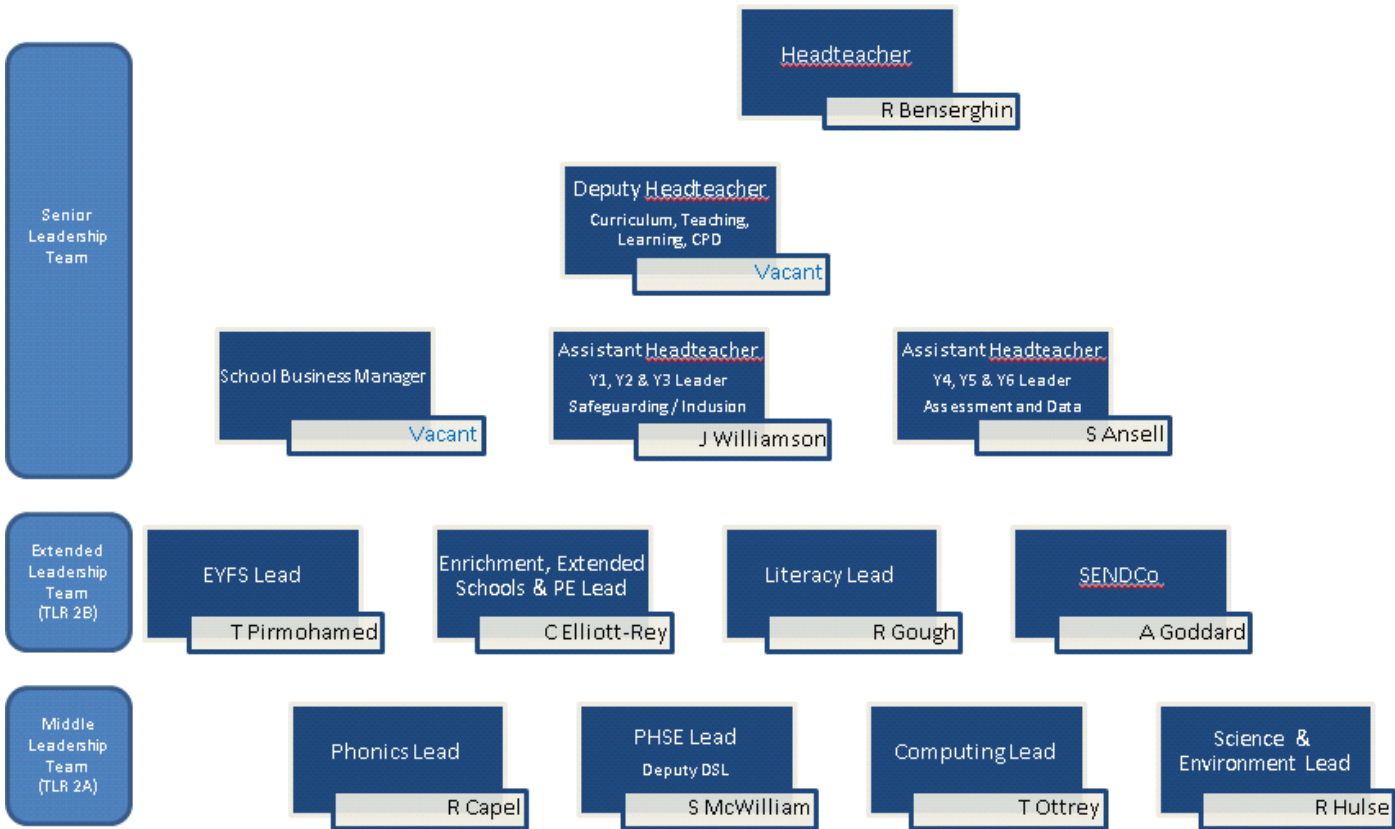
Mr R Benserghin
Headteacher

Information about our Headteacher

Mr Benserghin joined Roxbourne in January 2017. He has been an Assistant Headteacher, Deputy Headteacher and Head of Infant School. He joined us from an outstanding school, which has consistently ranked in the top 10 schools in the country, where he was Head of the Infant School. In the short time that he has been with us, Mr Benserghin has formed a strong leadership team, delivering on a range of school improvement aspects, and since September 2017, when he was appointed as Headteacher, has led a full transformation of the school.



2017/18 Leadership Structure



2017/18 Summary of Strategic Priorities

Roxbourne Primary School 2017-18 Summary of School Improvement Plan - Strategic Priorities					
	1 Effectiveness of Leadership and Management	2 Quality of Teaching, Learning and Assessment	3 Personal Development, Behaviour and Welfare	4 Outcomes for Pupils	5 Early Years Provision
1	1.1 Excellent Leadership To grow a culture of, and capacity for, excellent leadership where all leaders develop the staff they lead, preparing them for future leadership opportunities and nurturing a culture of excellence and ambition.	2.1 Incremental Coaching To develop a coaching model which enables all of our NQTs to be more effective teachers, every week and to grow this model across the school so that our learning culture enables us to be brave, reflective practitioners.	3.1 Safeguarding To ensure all aspects of safeguarding are effective and that the new DSL is able supported by other Level 3 trained staff.	4.1 EYFS Outcomes (Nursery and Reception) To significantly increase GLD figures, in spite of very low starting points when children enter Nursery or Reception, so that the children of Roxbourne have the best possible start to life.	
2	Recruitment To successfully recruit two senior leaders to the position of headteacher and SBM, who will add rigour to the current senior team, so that the school will be judged outstanding in all areas within 2-3 years.	Quality of Teaching To rapidly improve the quality of teaching so that it is consistently good with elements of outstanding.	Attendance and Punctuality To increase attendance to over 97% and to ensure that no pupils are persistently late or absent.	4.2 Assessment Structure To build a meaningful assessment structure which provides up to date information, is transparent and accurate and can be shared effectively with leaders, teachers, pupils and parents to ensure children know how to make better progress and interventions are precisely targeted.	5.2 EYFS Leadership To ensure Nursery and Reception provision rapidly improves through strong leadership, organisation, planning, resourcing and delivery.
3	Finance To effectively manage the budget in order to reduce the planned deficit and so that by 2018/19, the school begins to record a surplus.	Phonics To fully review our phonics approach and implement the necessary changes so that the overwhelming majority of children pass the Y1 Phonics Screener.	Vision and Values To embed our vision and values in the culture of the school, through assemblies, certificates and other mechanisms.	Phonics Outcomes (Year 1) To significantly increase the number of children passing the Phonics Screener.	EYFS Pedagogy To define our pedagogical approach to Early Years and in going so, ensure all decisions made are in line with the principles we have set for teaching and learning.
4	Monitoring and Evaluation Cycle To carefully finalise and implement a monitoring and evaluation cycle that collects accurate data which continually improves all aspects of the school.	Reading To further develop the Guided Reading approach and carefully experiment a new whole class teaching approach so that the achievement gap between the children of Roxbourne and their peers nationally closes dramatically.	Enrichment To significantly increase the number of pupils who are actively engaged in extended learning opportunities which enable them to discover and pursue passions, skills and interests beyond the core academic curriculum, preparing them to be successful at school and beyond.	End of KS2 Outcomes (Year 6) To significantly increase the number of children who make the expected expectation in Reading, Writing and Maths combined.	EYFS Cornerstones Curriculum To expand the Cornerstones Curriculum to cover EYFS, embedding the engage, develop, innovate and express.
5	Governance To ensure Governors and staff, particularly Link Governors and TLR post-holders form strong and transparent partnerships so that the school and / or their subject areas develop vision and strategy as part of the SIP and monitoring and evaluation cycle.	Writing To carefully trial and monitor the introduction of WordSmith in Years 3 and 5, improving the quality of teaching, the learning experience and pupil outcomes in literacy.	Pupil Leadership To develop the role of different pupil groups to increase pupil participation, voice, responsibility and leadership through House Captains, Sports Leaders and School Councillors.	Pupil Progress Meetings Pupil progress meetings take place more frequently to ensure timely support for all groups of pupils (Disadvantaged, SEND, Boys, EAL etc.) to help them make rapid and substantial progress.	EYFS SPTO Continue to develop the use of ongoing, online assessment which drives future provision and engages parents through an online interface.
6	Staff Induction Ensure new staff and staff new to their roles are well inducted.	Cornerstones To significantly improve the implementation of the Cornerstones Curriculum so that it meets the needs of all pupils.	PHSE / British Values To further embed the GoGivers Programme in lessons and assemblies, enabling comprehensive coverage of the curriculum and so that children become active citizens and positive contributors to the local, national and international community.	Monitoring Combined Figures To monitor combined figures for Reading, Writing and Maths so that we can make accurate predictions and adjust current provision to reflect the aspirational targets we set for ourselves.	30 Nursery Provision To successfully launch 30 Hour Nursery Provision ensuring adequate staffing, timetables, curriculum and resources are allocated.
7	Timetabling To review timetabling and curriculum weighting so that it reflects the priorities of the school.	Specialist Teaching To successfully implement the specialist teacher model in Art / DT, Music, PE, Computing and RE, creating cross-curricular links and developing these subjects into beacons of good practice.	E-Safety To increase the profile of e-safety so that staff, pupils and parents are fully aware and practice the principles of keeping safe online.		
8	New Support Staff Structure To review how support staff are deployed so that: > there is an additional adult in every classroom, every morning (during core subject teaching) > in the afternoons, they are able to provide pastoral care and interventions through 1-1 and small group support	Marking and Feedback To consult, decide and implement a new marking policy, ensuring pupils are given sufficient time to act on teachers' feedback, in line with the schools' approach.	Pupil Mobility / Pupil Induction To develop and implement an induction programme for new arrivals which provides a curriculum provides pathways from any level at entry to high achievement at exit.		
9	Marketing To carefully implement a marketing strategy which will improve the reputation of the school in the local community.	Mathematics To conduct significant research, including engaging with outside partners and international studies to define our long term approach to the teaching of mathematics (launching in Sep 2018).	Wraparound Care To increase the wraparound care offer, to include a Breakfast Club, After-School Care and Holiday Clubs.		
10	Appraisals To create a developmental appraisal system, involving all staff, which celebrates, challenges and promotes strong practice and provides timely support to those who need it.	Parental Engagement To provide parents with regular information on how well their child is doing in reading, writing, mathematics and other subjects, so that they are able to fully support their child's learning.	Welfare Logs To review how we record accidents, first aid, behaviour and racist incidents to allow for effective monitoring (of patterns and trends).		
11	Staff well-being To improve staff well-being through significant commitments such as additional release time and effective communication so that staff are happy, in control and fully supportive of the goals leaders aim to achieve.	Homework To review and refine homework expectations, so that there is consistency and progression across the school.			

Job Description

Deputy Headteacher

Salary:	L12 – L19
Hours:	Full-time
Contract type:	Permanent
Reporting to:	The Headteacher and the Governing Body
Start date:	September 2018 (or earlier if available sooner).

All staff at Roxbourne Primary School are expected to support school policies, practices and procedures as agreed by the Governing Body.

This job description is based on the National Standards of Excellence for Headteachers, and the requirements in the School Teachers' Pay and Conditions Document.

Main purpose

The deputy headteacher, under the direction of the headteacher, will play a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources
- Monitoring progress towards the achievement of the school's aims and objectives
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board
- The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Duties and responsibilities

The deputy headteacher, under the direction of the headteacher, will strategically lead:

- Curriculum Design
- Curriculum Delivery / Teaching and Learning
- Staff Development / CPD

Qualities and knowledge

Under the direction of the headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

Pupils and staff

Under the direction of the headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge

- Support staff during their PPA and Additional Release Time to ensure their plans, flipcharts, lesson resources and assessment procedures are robust
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Support and develop the curriculum leaders in the extended and middle leadership team so that they are highly effective in their leadership of their respective areas of responsibility.

Systems and processes

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Attend governing body meetings and work with the governing body as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The self-improving school system

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals collaborating with strong local schools, cluster schools and schools further afield in developing a robust curriculum
- Systematically lead a full curriculum review, to ensure it meets the needs of all pupils
- Ensure every curriculum area has a clear policy, which includes a clear rationale, core principles, delivery and assessment expectations
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Along with other senior staff, take responsibility for:

- Safeguarding
- Inclusion
- Data and Assessment
- Key phases
- Pupil culture and behaviour
- Recruitment
- Supervise key parts of the school day as required

The deputy headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

Person Specification

Qualifications	Essential	Desirable
Degree	✓	
QTS - Qualified Teacher Status	✓	
Postgraduate study		✓
Professional development in preparation for a leadership role (for example, NPQSL)		✓
Right to work in the UK	✓	
Experience	Essential	Desirable
Successful leadership and management experience in a school	✓	
Teaching experience	✓	
Teaching experience across a range of phases (EYFS, KS1 or KS2) and school types (maintained schools, VA schools, academies or free schools)		✓
Involvement in school self-evaluation and development planning	✓	
Line management experience	✓	
Experience of leading staff development	✓	
Experience of leading whole school / LEA wide / academy trust wide staff development		✓
Experience of leading curriculum design and delivery / teaching and learning		✓
Skills and Knowledge	Essential	Desirable
Data analysis skills, and the ability to use data to set targets and identify weaknesses	✓	
Understanding of high-quality teaching, and the ability to model this for others and support others to improve	✓	
Understanding of school finances and financial management		✓
Effective communication and interpersonal skills	✓	
Ability to communicate a vision and inspire others	✓	
Ability to build effective working relationships	✓	
Fluent in the majority of Microsoft packages, including Microsoft Office	✓	
Knowledge of Read Write Inc, Mathematics Mastery, Reading Reconsidered, Teach Like A Champion, Incremental Coaching and / or Leverage Leadership		✓
Personal Qualities	Essential	Desirable
A commitment to promoting the ethos and values of the school	✓	
Relentless drive to do whatever it takes to ensure all children succeed	✓	
Awareness of own strengths and limits	✓	
Ability to work under pressure and prioritise effectively	✓	
Commitment to maintaining confidentiality at all times	✓	
Commitment to safeguarding and equality	✓	
Good humour	✓	

This post is subject to an enhanced Disclosure and Barring Services check.