

#### **DEPUTY HEADTEACHER**

SCALE L20 – L24

Dear Candidate,

Thank you for your interest in the post of Deputy Headteacher at Oldfield School. We are ambitious for our students and committed to ensuring that Oldfield continues to be an outstanding school. The successful candidate will play a key role in our drive to maintain and raise standards while having the opportunity to develop their own career with the support of an experienced and successful headteacher.

This vacancy follows the appointment of our current deputy, Patrick Heuff, as headteacher of St George’s School in Munich. Current responsibilities for this role are outlined in the deputy headteacher job description but these may be subject to variation depending on the skills and experience of the successful candidate.

The key characteristics we require are the skills and experience to lead and manage change and to work as part of a larger team in driving school improvement. You should also show that you have the apptitude and potential to be a successful headteacher.

The enclosed application pack includes the following:

* the aims and values of the school
* background information about the school.
* the deputy headteacher job description and person specification
* current SLT roles and responsibilities and the management and leadership structures of the school.

The latest Ofsted Report (December 2012), the school prospectus and other information regarding the management and operation of the school can be found on the school website. The application documents can also be found on our website and applications by email are welcome. The closing date for this post is 9am Monday 23rd April 2018 and interviews will take place on Wednesday 2nd  May and Thursday 3rd May 2018.

Applications should be made by completing the application form which can be found on our website outlining within it why you think you have the experience and skills to be successful in this role.

We welcome applications regardless of age, disability, gender, ethnicity or religion. Our school is also committed to the protection and safety of its students. The successful applicant will be required to undertake an enhanced DBS check.

Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

I look forward to receiving your application

Stuart Weatherall

Chair of Governors

Aims and Values

To Inspire

To Learn

To Succeed

Our ethos has always been the same; to provide an exceptional education.

We provide an environment that challenges all students and fosters ambition.

Our students have respect for themselves, each other and their school and are well prepared to face the world as compassionate, confident, resilient young people.

**Nature of the school and location**

Oldfield School is a successful, high attaining 11-18 mixed comprehensive with 1100 students located in the historic city of Bath. The school campus is on the outskirts of the north-west of the city and we benefit from a large, semi-rural setting with excellent transport links for students and staff. The school has an attractive, open and dispersed site. A notable feature is the location of teaching rooms and our sixth form in Penn House: an 18th century Georgian manor house.

Our school has an excellent reputation locally and in the wider community for academic excellence and the quality of its pastoral care and support. The school has an ability profile which is above the national average, with a significant proportion of very able students. The most recent Ofsted inspection was in December 2012, when the school was judged to be ‘Outstanding’. We are fortunate to have a supportive parent body who are actively involved in the life of the school and who have high aspirations for their children.

Oldfield is a school where staff development is an essential feature. The teaching and support staff at the school are an excellent team who work well together to provide opportunities for students to achieve or exceed their potential. The needs of our students are paramount and this is recognised by all staff, who have a common view that only the best is good enough. We have a commitment to sharing good practice in developing leaders, teachers and support staff.

The school has a growing and successful sixth form. We offer a wide range of A Level courses and opportunities for our sixth form students and all faculties offer A Level courses. As a consequence, A Level classes are small, which provides a personalised learning experience for our students. We are committed to seeing our sixth form grow, improving facilities for our sixth formers and widening, even further, the curriculum provision that we offer.

**Curriculum**

The curriculum for Key Stage 3 follows the National Curriculum. Most students study two languages (Spanish and French) throughout Key Stage 3. A wide range of courses additional to the core subjects are offered at Key Stage 4. Students are encouraged to study humanities and languages and the great majority do so. There is setting in ability groups in Key Stage 3 and Key Stage 4 where appropriate. Almost all Key Stage 4 examination entries are GCSEs, Year 10 and 11 students typically study 9/10 GCSEs. Subjects are organized in six learning areas with the leaders of learning line-managed by SLT.

**Pastoral Care**

Students remain in the same tutor group throughout their school career. The Heads of Year are responsible for the pastoral care of around 200-224 students from Years 7 to 11. The pastoral leaders are supported and line managed by a member of SLT. We also have a House System to encourage a sense of community. The four houses are led by a Head of House and there are regular interhouse competitions and fund raising events.

**Resources and Accommodation**

The provision of high quality resources is a priority for the school. There are specialist teaching rooms for all subjects and most teachers have their own teaching room. ICT facilities are excellent with specialist ICT teaching rooms as well as comprehensive ICT facilities in many general teaching rooms. The school is very well maintained; ensuring that learning spaces of the highest possible standard is a priority.

Oldfield School is a fantastic place in which to work. Students are keen and helpful and staff are enthusiastic and dedicated to bringing about the highest quality learning outcomes for our students.

**Job Description and Person Specification**

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| **Position:** | Deputy Headteacher: Achievement |
| **Responsible To:** | Headteacher |
| **Grade:** | L20 to L24 |
| **Disclosure Level:** | Enhanced DBS |

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| **Job Description**  **Core purpose of the post:**   * Undertaking responsibilities as a member of the senior leadership team (SLT) of the school. * To deputise for the headteacher in their absence. * Raising achievement lead. * Curriculum oversight and development. * Strategic leadership of data and its use to target intervention to support the raising of student achievement, setting KS3 and KS4 targets and reporting to parents. * Responsible for the construction of the timetable; KS4 options * To play a central role in SLT.   **Responsibilities as a Member of the Senior Leadership Team**  To promote the vision and aims of Oldfield School.  To provide leadership and management to secure:   * improvement in achievement and attainment for all students; * raising of aspirations and standards of learning and teaching; * high quality provision of all services; * effective strategic direction, leadership and management at all levels; * effective deployment of resources; * a safe and healthy environment for members of the school community; * outstanding levels of compliant behaviour and behaviour for learning.   To directly assist the headteacher with:   * determining, planning and implementing the direction of whole school issues; * meeting student and staff needs on a day-to-day basis; * the supervision and control of student behaviour (compliance and behaviour for learning) around school at all times; * being a presence around school; a role model to all.   Generic expectations of all members of the senior leadership team:   * act with professional integrity at all times; * dress in formal and smart business attire; * notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work; * identify and improve those areas relevant to your role which are identified in the SEF and SIP; * maintain school policies and procedures relevant to your area and update whenever required; * be present where required at meetings, performances and other functions / events; * where requested to do so, attend BET and governing body meetings to inform members of issues related to your role; * undertake a proactive part in:   + those activities that are part of the self-evaluation of the school;   + being a presence around school;   + appraisal, performance and line management systems;   + student voice. * set an example in undertaking a regular commitment to duties and the assembly rota; * work as part of a team, submitting draft proposals and documents for further development by the senior leadership team, and accepting and supporting final senior leadership team decisions; * with regard to leadership team meetings;   + all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the headteacher;   + all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the headteacher. A consistent message should be given to staff and students at all times;   + when requested to do so by the headteacher prepare and present reports on progress / issues related to areas of accountability and responsibility;   + traverse the conflicting expectations of transparency and confidentiality. * at all times work as one team with the staff. Avoid the ‘them and us’ ethos; * annually complete two day’s SLT planning in holiday time (dates set by headteacher); * undertake specific tasks reasonably delegated by the headteacher from time to time. |

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| **Duties and responsibilities attached to this post are as follows:**  **Leadership & Management**   1. Support the headteacher in providing a clear direction for the development of the school; 2. Deputise for the headteacher and share leadership at the most senior level; 3. To line manage the leaders of learning of English , mathematics and science so as to ensure the effective delivery of the curriculum, in line with school policies, and securing high quality teaching, learning and assessment throughout and across these learning areas; 4. To chair the leaders of learning meeting as this group are key implementers of school policy and have considerable influence on the quality of teaching and learning. The deputy headteacher, as chair, has a pivotal role in pulling together the views of the team of curriculum leaders and inspiring them to move forward in a coherent way. 5. To line manage the heads of year 10 and 11 and be the SLT point of contact for achievement behaviour and pastoral issues in these year groups. 6. Make significant contributions to meetings of the senior leadership team, and extended leadership team; 7. Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively; 8. Be a highly visible presence around the school and model expectations of staff and students;   **Raising Achievement Lead: Data, Targets, Reports & Interventions**  A key focus of this post is to ensure interventions are in place as required to ensure the best outcomes for students and that the school makes the best use of data; by setting challenging targets, tracking student progress and reporting to parents.   1. Having oversight of the standards and progress for Years 7 – 13; 2. Lead on the management of the whole school MIS; 3. Lead strategically, across all key stages, the systematic tracking and monitoring of student achievement; 4. Through work with the leaders of learning and heads of year to raise standards of achievement and attainment at all key stages; 5. Work closely with assistant headteachers to ensure that data is used effectively to inform and improve standards and the quality of teaching across the school; 6. Provide timely data and data analysis to leaders of learning/subject leaders, heads of year, SLT and governors; 7. Lead the strategic use of data by leaders of learning/subject leaders, heads of house, SLT to track, monitor and support groups and individual students; 8. Analyse assessment data and liaise with leaders of learning/subject leaders, heads of house, SLT with regard to student progress and in particular under achievement. 9. Implement tracking systems, monitoring and evaluating their effectiveness and impact in raising attainment; 10. Lead on all aspects of assessment and report writing throughout the school; 11. Analyse all internal and external assessments and progress data; 12. Lead on target setting for whole school and subject areas with leaders of learning and the headteacher; 13. Support teaching staff to develop their use of data to track progress and evaluate interventions so to achieve challenging targets for all students; 14. Monitor and evaluate academic standards, achievement and progress across the whole school; 15. Ensure consistency, transparency and effectiveness in the use of data across the school.   **Curriculum**   1. Assist the headteacher with the strategic development of the curriculum through work with SLT and faculty/subject leaders, reviewing current provision and ensuring statutory responsibilities are met and national initiatives (Literacy, Numeracy, SMSC & British Values) are appropriately incorporated into provision; 2. To ensure faculties and departments deliver a co-ordinated, coherent curriculum entitlement for all students; 3. To work with the head of 6th form to develop the post 16 academic provision; 4. To be responsible for the development and review of school policies relating to the curriculum; 5. To act as the professional lead for the governors’ curriculum sub-committee and provide advice and guidance as required; 6. Ensure effective strategies are in place to evaluate the effectiveness of the curriculum.   **Timetable and Options**   1. To be responsible for the construction of the school’s timetable to reflect the school’s aims and priorities; 2. To plan and implement the GCSE options programme including the organisation and delivery of the KS4 options booklet and evening.   **Data Protection**   1. To ensure that the school complies with GDPR.   **Effective Deployment of Staff and Resources**   1. To participate in the recruitment and deployment of teaching and support staff; 2. To complete safer recruitment in education training; 3. To deploy staff effectively through the production of the school timetable; 4. To deploy accommodation effectively to meet teaching and learning needs, including those for individual pupils and ensure accommodation promotes high quality teaching and learning; 5. To participate in arrangements made in accordance with the regulations for the annual appraisal of staff.   **Teaching commitment**   1. As an outstanding teacher, teach consistently good and outstanding lessons; 2. To teach up to 12 hours per fortnight (24%).   **General**   1. To actively support the vision, ethos and policies of the school; 2. To promote and safeguard the welfare of children you come into contact with; 3. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.   **Special Notes and Conditions**  The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff. |
| *This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.*  *Oldfield School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.* |
| **Person Specification**  *The following person specification outlines the key skills and experience required for this position.*  *The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.*  *The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.*  **Essential / Desirable (D)**  **Qualifications**   * Good honours degree * Qualified Teacher Status * Evidence of wider, recent and relevant professional development related to whole school leadership issues * Masters (D) * Evidence of continuing professional development including working towards or attainment of Leadership Pathways, NPQH or NPQSL (D)   **Experience**   * Successful leadership and management of the delivery of leading edge, high quality education * Experience of successful leadership and change management * Leading significant and sustainable improvement (e.g. across a whole school area) * Outstanding teaching practice * Securing high achievement of students * Proven leadership, management and teaching skills * High level of engagement in own professional development * Relevant experience of senior leadership level in secondary education * Working in a range of educational settings (D)   **Strategic development:**   * Strategic planning processes * Strategies for communication both within and beyond the school * Leading change * Strategies for raising achievement and achieving excellence * Principles of effective teaching and assessment for learning * Strategies for ensuring inclusion, diversity and access * Strategies for developing effective teachers * The relationship between managing performance, CPD and sustained school improvement * The principles and practice of monitoring, evaluation and review * The work of other agencies and opportunities for collaboration * The current initiatives in education especially in terms of raising standards and achievement * The current whole school performance measures and how the curriculum choice can impact on them   **Skills and attributes:**   * Think strategically, build and communicate a coherent vision * Inspire, challenge, motivate and empower others to carry the vision forward * Model the values and vision of the school * Demonstrate the principles and practice of effective teaching and learning * Develop middle leaders in how to use data to track student attainment * Access, analyse and interpret data * Develop relevant strategies for performance improvement * Acknowledge excellence and challenge poor performance across the school * Develop, empower and sustain individuals and teams * Lead, coordinate, delegate and empower * Collaborate and network with others within and beyond the school * Establish and sustain appropriate structures and systems * Manage the school efficiently and effectively on a day-to-day basis * Delegate management tasks and monitor their implementation * Prioritise, plan and organise themselves and others * Think creatively to anticipate and solve problems * Collect and use a rich set of data to understand the strengths and weaknesses of the school * Identify and promote school improvement in creative and innovative ways * Excellent interpersonal skills * Maintain a positive and supportive culture within Oldfield School * Use the school’s MIS to construct the timetable, or undertake sufficient training to complete this task (D)   **Committed to:**   * A collaborative school vision of excellence and equity that sets high standards for every student * The setting and achieving of ambitious, challenging goals and targets * Evaluating practice and embedding a process of continuous improvement * Inclusion and the ability and right of all to be the best they can be * The raising standards for all in the pursuit of excellence * The continuing learning of all members of the school community * Evidence of a commitment to your own professional development * Distributed leadership and management * The sustaining of personal motivation and that of all staff * The developing and sustaining of a safe, secure and healthy school environment * Collaborating with others in order to strengthen the school’s organisational capacity and contribute to the development of capacity in other schools * Individual, team and whole-school accountability for student performance * Effective team work within the school and with external partners * Involvement of parents and the community in supporting the learning of children and in defining and realising the school’s vision * Being a high profile presence in and around the school * Supporting the full life of the school * Professional dress and appearance   **Personal Qualities**   * High levels of motivation and energy; ambitious and upbeat * Calm under pressure with a good sense of humour * Flexible and collaborative with a positive attitude * Ability to work under pressure whilst maintaining an appropriate work/life balance * Be passionate about teaching and learning * Be passionate about high standards, achievement and excellence for all * Enthusiasm for student’s welfare and their success and happiness * Be an outstanding teacher |

**Senior Leader Team Roles and Responsibilities 2017-2018**

