



## Heathcote School and Science College

*Encourage, Challenge, Succeed*

Address: 96 Normanton Park,  
Chingford, London E4 6ES

Headteacher: Ms Emma Hillman

Website: [www.heathcoteschool.com](http://www.heathcoteschool.com)

### Application Pack

Role:

**Deputy Headteacher**





Section	Description
1.	Welcome letter from the Head Teacher and further information about the current Senior Team
2.	Ofsted report 2018
3.	School Improvement Plan 2017 - 2020
4.	Copy of the post advertisement
5.	Job Description
6.	Person Specification



## Job Role: Deputy Headteacher

Thank you for showing an interest in this post at Heathcote School. We appreciate that applying for a new position is labour intensive and, as well as us finding the right candidate, you need to decide if the school is the right fit for you. You will find information regarding the post in this pack, and more general information about the school on our website. You are encouraged to visit the school prior to interview, and you can also request a phone conversation with Emma Hillman, the Headteacher.

### The Post

We are looking for a candidate with the experience and/or understanding of how a truly good school operates at all levels with the ambition to consolidate this and drive further improvement. We are looking for an individual to complement our team, and exact responsibilities will be agreed on appointment. This post will be exciting and challenging and the candidate will need to hit the ground running in preparation for our next Section 5 inspection.

As Deputy Headteacher, you will be working closely with the Headteacher and two other Deputies on leading the strategic direction of the school. You will need to have an understanding of effective strategic leadership, and a commitment to ensuring the highest standards of teaching and learning and narrowing the gap for our pupils, especially ensuring that our many higher ability pupils are stretched and challenged through an exciting and thought-provoking curriculum. In particular, we expect an absolute commitment to our school ethos and the principles of inclusion and be able to work in a high challenge, low threat way enabling members of the school community to grow and develop. We have a team of enthusiastic and talented Assistant Heads and Middle Leaders who are committed to driving school improvement and need strong leadership to enable their ambitions.

Our School Improvement Plan is divided into four sections and the Senior Leadership team are responsible for the delivery of these outcomes. The exact nature of the post can be determined in discussion with the right candidate, but is likely to relate to improving outcomes for all pupils through the development of quality-first teaching and developing a tangible culture of learning (the romance and the rigour) for all pupils and staff. The candidate must be able to drive high quality data tracking and exemplary behaviour for learning.

The school needs to secure a good in the next Section 5 inspection (prior to July 2019) and so we need a candidate who has experience of securing rapid but sustainable change; there are no short term fixes to deep school improvement. We are highly ambitious and you should have experience of working in a good or outstanding school. Our school, staff and pupils have huge potential to be the best in all areas leading our school retaining its community status (which we are very proud of) and becoming the school of choice in our area.





A sound moral compass is imperative and a belief that every child has the potential to encourage, challenge and succeed and become self-aware and independent during their time at Heathcote. A strong track record of high quality teaching is also a given. We expect every teacher to be at least a consistently good practitioner, and our leadership team to have a strong track record in the classroom

## **The School**

The School retained its good Ofsted status in a section 8 inspection in January 2018 and we are driving an ambitious plan to ensure the school continues to retain this good by the next inspection. I arrived in September 2017 and am absolutely committed to reviewing all practice to ensure that the school is able to grow and develop and reach the outcomes that our pupils deserve. There is much to be done but staff are committed and driven to ensure the best for all.

Our school is expanding to eight form entry and has an incredibly successful sixth form. We are a diverse school with White British being our biggest group. Over a quarter of our pupils are eligible for Pupil Premium, and we have all socio-economic groups of the local area represented. We have equal numbers of boys and girls. We have amazing resources and a stunning school site close to the forest.

Our pupils are very friendly and polite and we need to ensure that the opportunities they get are second to none. We need to ensure they are as ambitious for their futures as we are for them and enable them to meet the demands of the 21<sup>st</sup> century both academically and socially. This is a hugely exciting time to join the school as we grow and develop to become the best.

If you are looking to join a school which is on a rapid trajectory of improvement, and also to develop your skills as a Senior Leader on a path to Headship, then this is an exciting opportunity for you.

We look forward to receiving your application.

Emma Hillman  
Headteacher

Current SLT Structure September 2017

Emma Hillman – Headteacher			
Strategic responsibility for building at all levels an ambitious culture of high challenge and low threat enabling us to be the first school of choice for children, parents and staff			
<ul style="list-style-type: none"> <li>Vision, values and culture</li> <li>SEF/SIP/Target setting</li> <li>Quality Assurance</li> <li>Staffing, recruitment and retention</li> <li>Safeguarding (with BPL)</li> <li>SCR (with SFX)</li> <li>Whistleblowing</li> <li>Staff and HR issues</li> <li>Budget (with SFO)</li> <li>Future status of school</li> <li>E learning platforms</li> <li>Educational Visits (with SBY)</li> </ul>	<ul style="list-style-type: none"> <li>Policies/procedures</li> <li>Governance</li> <li>Marketing (iagc website)</li> <li>Appraisal</li> <li>Strategic Leadership</li> <li>SEN</li> <li>Union liaison</li> <li>Literacy/Numeracy (temporarily)</li> <li>FAP</li> </ul>	Line management of: BPL, J&Z, SFX, MDS	
Deputy Headteacher Behaviour, Safety and Achievement Ensuring 'safety first' ethos and values and exemplary standards of behaviour and attendance that are exemplary within the school and community Giving all pupils equal opportunities to make maximum progress – we will not be a COASTING school	Deputy Headteacher Learning, Teaching and Development Strategic responsibility for ensuring the best possible learning and, leadership of learning, across the school		
<ul style="list-style-type: none"> <li>Progress and outcomes</li> <li>B&amp;L (with MAS)</li> <li>Safeguarding</li> <li>Behaviour for Learning</li> <li>E safety</li> <li>Admissions</li> <li>Alternative Provision</li> </ul>	<ul style="list-style-type: none"> <li>Quality of learning and teaching (with RGR, ADN)</li> <li>Whole School Pedagogy</li> <li>Marking and Feedback</li> <li>Staff development and training including coaching (with RGR, ADN)</li> <li>WF Challenge</li> <li>School teaching partnerships (with ADN)</li> <li>Teacher development and induction (with ADN)</li> <li>Leadership at all levels</li> <li>Numeracy</li> </ul>	Line management of: RGR, AMY, SBY, English, Maths	
Line management of: NHS, MAS, Science, MFL	Line management of: RGR, AMY, SBY, English, Maths		
Assistant Head	Assistant Head	Assistant Head	Assistant Head
Strategic & Operational responsibility for:	Strategic & Operational responsibility for:	Strategic & Operational responsibility for:	Strategic & Operational responsibility for:
<ul style="list-style-type: none"> <li>Attendance and Punctuality</li> <li>Active Learning/Drop Down Days</li> <li>Assemblies</li> <li>JLT/Student Leadership</li> <li>PSHCE/RSE</li> <li>SMSC</li> <li>Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 education</li> <li>UCAS</li> <li>Post 16 learning aims</li> <li>Alumni</li> <li>Open Evening</li> <li>Transition (Y&amp;11/12 and Y&amp;13 and beyond)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Timetable (with MEL)</li> <li>Cover</li> <li>Educational visits (with EHN)</li> <li>Homework</li> <li>Careers/WRL</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Timetable (with MEL)</li> <li>Cover</li> <li>Educational visits (with EHN)</li> <li>Homework</li> <li>Careers/WRL</li> </ul>
Line Management of: Learning Managers, DT, RE	Line Management of: Social Sciences, Department of Enterprise, Head of Year 12/13	Line Management of: Music, Art, Drama, Librarians, Cover Supervisors	Line Management of: Music, Art, Drama, Librarians, Cover Supervisors
Assistant Head	Assistant Head	Assistant Head	Assistant Head

Current SLT Structure September 2017

<p>Strategic &amp; Operational responsibility for:</p> <ul style="list-style-type: none"> <li>Narrowing the Gap including Pupil premium</li> <li>Exams and Assessment</li> <li>Reporting to Parents</li> <li>Intervention and Enrichment</li> <li><del>Pixl</del> (with BPL)</li> <li>Parental links</li> <li>Well-being</li> <li>Calendar</li> <li>Newsletter</li> </ul>		<p>Strategic &amp; Operational responsibility for:</p> <ul style="list-style-type: none"> <li>Vision, Values and Ethos of Year 7</li> <li>Transition (Yr6/7 and Yr7/8)</li> <li>Recruitment of pupils</li> <li>Primary school links</li> <li>Open evening</li> <li>Teaching and Learning (with JBZ and ADN)</li> <li>Behaviour – Year 7 (with BPL)</li> </ul>
<p>Line management of: History, Geography, Data Manager</p>		<p>Line management of: PE, Head of Year 7</p>
<p>Data Manager</p>	<p>School Business Manager</p>	
<p>Strategic &amp; Operational responsibility for:</p> <ul style="list-style-type: none"> <li>Using data systems to raise standards</li> <li>Oversight and management of school systems</li> <li>Reporting and analysing on data as requested</li> <li>Training staff as required</li> <li>Census</li> <li>Production of reports</li> <li>Timetable (with SBV)</li> </ul>	<p>Strategic &amp; Operational responsibility for:</p> <ul style="list-style-type: none"> <li>Health and safety</li> <li>Budget (with EHN)</li> <li>Catering</li> <li>Day to Day routines and bulletin</li> <li>SCR (with EHN)</li> <li>Administration/Support staff including appraisal</li> <li>ICT</li> <li>Premises</li> </ul>	
<p>Line Management of: Exams Officer</p>	<p>Line management of: Head's PA (PBN), Cover &amp; HR (LRN), SSSO, (MHS), Finance Manager (MHE), Catering (DTR, DTL), ICT – <del>Jaskas</del>.</p>	

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2 February 2018

Miss Emma Hillman

Headteacher

Heathcote School and Science College

Normanton Park

Chingford

London

E4 6ES

Dear Miss Hillman

### **Short inspection of Heathcote School and Science College**

Following my visit to the school on 9 January 2018 with Lisa Gorman and Diana Osagie, Ofsted Inspectors, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since Heathcote School and Science College was judged to be good in January 2014.

Based on the evidence gathered during this short inspection, I have identified some priorities for improvement which I advise the school to address. In light of these findings, the school's next inspection will be a full section 5 inspection. **There is no change to the school's current overall effectiveness grade of good as a result of this inspection.**

Since your appointment in September 2017, you have accurately evaluated the school. You have been instrumental in identifying the areas for further development. You recognised that, while the outcomes in GCSE English and mathematics examinations have shown an improvement, the most able pupils did not make as much overall progress when compared to national figures. You have identified inconsistencies within both senior and middle leadership in holding others to account. You have prioritised the need to improve pupils' attendance and have begun to make progress in this area.

You are currently working on a sharper use of evidence-based analysis to drive improvement. This includes a focus on teachers' feedback to pupils, who then implement the advice. This has had a limited effect so far on pupils' literacy. You have begun to move these areas forward through your continuous focus on a 'high challenge, low threat culture'. However, you told me that improving the school is made more challenging because of the current lack of capacity of some of your leaders and because of historical issues with the curriculum.

Staff are very supportive of your new vision for the school, which is enabling them to focus their work. Governors have used their expertise to finalise the school's

budget. However, they have not displayed a similar level of rigour and challenge concerning pupils' progress.



On the day of the inspection, pupils were polite and willing to talk with inspectors. Pupils reported that they know how to keep themselves safe and that they 'feel safe and cared for'. Pupils stated that the 'Road Safety Week', requested by them, had resulted in them feeling safer on their way to and from school. They spoke positively about being part of the school community and about the support they receive from their teachers. Pupils cited the 'excellent relationships' and 'teachers pushing you to do better' as examples of their positive experiences. Sixth-form students spoke positively about their achievements, the effective careers advice they receive and the volunteering opportunities enabling them to help others. The majority of parents and carers who responded to Ofsted's online survey, Parent View, said they would recommend the school to other parents.

### **Safeguarding is effective.**

Staff receive annual safeguarding training and, as a result, they are able to spot the dangers and signs of child sexual exploitation and drug misuse. Your staff effectively track and monitor the work of outside agencies who work alongside you, such as '722 drug advice' and drugs counsellors. The introduction of bi-weekly referral meetings for vulnerable pupils ensures that these pupils receive the support they need and that the impact of the support is evaluated and next steps agreed. These practices have improved attendance and reduced exclusions. However, not all of the school's tracking systems are currently linked, which reduces the impact of the team around the pupil.

Governors have a sound knowledge and understanding of their role in ensuring that pupils are kept safe. The link safeguarding governor visits the school regularly to ensure that recruitment records are up to date and to confirm that the school's policies and procedures are being followed. You ensure that the chair of governors is always fully briefed on any safeguarding issues at your weekly meetings.

### **Inspection findings**

- At the start of the inspection, we agreed to focus on four areas. The first of these was to see how effective school leaders are in improving pupils' achievement across the curriculum. This was because, in 2017, pupils did not make the same progress as all pupils did nationally across a range of subjects.
- You quickly implemented new line-management arrangements to help middle leaders focus on monitoring and improving the work of their departments. You introduced 'raising-standards meetings' with curriculum leaders to ensure that current predictions of pupils' progress are accurate. Your middle leaders have updated their departmental feedback policies and issued 'know your class sheets' to support increased pupil achievement.



- The impact of these strategies has yet to be fully realised. Our visits to classrooms showed that further work is needed to secure consistently high quality of teaching and learning across all subjects.
- The second area of focus for the inspection was the progress of high-prior attaining pupils. This was because the 2017 examination results and progress scores were markedly lower than national figures for these pupils.
- You and your leaders have provided teachers with 'know your class' sheets. These are intended to support teachers' planning so that they can meet the needs of different groups of pupils. However, from our joint observations, we agreed that some classroom activities did not challenge the most able pupils to achieve their potential. While discussing the predictions for current pupils, we also agreed that expectations are sometimes not sufficiently high enough.
- You are conducting a curriculum review to ensure that pupils can study a range of subjects that support their future aspirations and increase their progress. We agreed that, although your team show a determination to improve pupils' progress, this is yet to happen.
- The third area of focus was the progress of pupils who have special educational needs (SEN) and/or disabilities. This was because, in 2017, their progress results were noticeably lower than national figures.
- Inspectors noted that the progress of pupils who receive SEN support in Years 7 to 10 shows an improvement. The special educational needs coordinator is working with three departments on specific strategies to support increased rates of progress. The learning support assistants have developed their subject-specific knowledge to further improve the support they provide in their linked subject areas. We agreed that a greater focus should be placed on helping pupils who receive SEN support to make rapid progress in their academic studies.
- The fourth area of focus was pupils' attendance. For the last three years, attendance rates have been below national averages and the proportion of persistently absent pupils has been high. You have a clear understanding of the strategies required to continue to improve attendance.
- From September, you have improved the systems for monitoring, tracking and following up absence. This has improved attendance figures since the start of this academic year, although they still remain below the national averages. The proportions of persistent absentees have reduced slightly, although the figures are still high for some vulnerable groups. We agreed that, although it may take longer for this work to show its full impact, the work carried out so far is making a positive difference.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils make good or better progress across a range of subjects
- high-quality teaching is secured across all subject areas

- pupils' attendance continues to improve so that it meets national expectations
- governors apply a greater degree of challenge to school leaders regarding pupils' progress.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Waltham Forest. This letter will be published on the Ofsted website.

Yours sincerely

Hayley Follett

**Ofsted Inspector**

### **Information about the inspection**

The inspectors carried out the following activities during the inspection:

- meetings with you, governors, senior and middle leaders
- a telephone conversation with the director of learning from the local authority
- joint visits to classrooms with you and other senior leaders
- a scrutiny of pupils' work with you and other senior leaders
- discussions with pupils
- observations of pupils' behaviour around the school and during breaktimes and Lunchtime
- analysis of 66 parental responses to Ofsted's questionnaire, Parent View
- a scrutiny of documents, including the school's self-evaluation, improvement plans, monitoring, evaluation and reflecting plans, safeguarding records and policies, pupil performance and attendance data, and destination data
- a review of the school's website.

## School Improvement Plan 2017-20

The school community will all work towards these key school improvement priorities:

- Building at all levels an ambitious culture of high challenge and low threat enabling Heathcote to be the school of choice for staff and parents
- Ensuring the best possible learning and, leadership of learning, across the school
- Ensuring safety is at the heart of everything we do and standards of behaviour and attendance are exemplary within the school and community
- Giving all pupils equal opportunities to make maximum progress – we will not be a COASTING school

<p><b>Leadership and Management</b></p> <p>1. Building at all levels an ambitious culture of high challenge and low threat enabling Heathcote to be the school of choice for staff and parents</p> <p>1.1 Embedding a clear vision and strategy at all levels to aid change</p> <p>1.2 Building a culture of life-long, independent learning for pupils and staff with an onus on well-being</p> <p>1.3 Ensuring that Heathcote is the school of choice in the local community and that the school is over subscribed</p> <p>1.4 Reducing the deficit budget significantly and ensure effective deployment of resources</p> <p>1.5 Ensuring a clear growth strategy for the HI unit and enable outstanding SEN provision</p> <p>1.6 Ensuring recruitment processes are fit for purpose and ensure high quality staff</p> <p>1.7 Ensuring consistency of practice at all levels and clear support and monitoring of this through line management</p> <p>1.8 Ensuring governance is challenging and robust in all areas</p> <p>1.9 Embedding a strategic and solution-focused approach to leadership with an onus on developing the quality of middle leadership</p>	<p><b>Learning, Teaching and Development</b></p> <p>2. Ensuring the best possible learning and, leadership of learning, across the school</p> <p>2.1 Embedding our learning culture across the school through impactful CPD, coaching and bespoke development</p> <p>2.2 Enabling and growing partnerships with local schools</p> <p>2.3 Enabling our middle leaders to lead and shape school improvement</p> <p>2.4 Ensuring high quality planning, responsive teaching and guidance (including written and verbal feedback) which leads to rapid progress for all pupils</p> <p>2.5 Developing home learning to allow the growth of high, quality independent learning for pupils</p> <p>2.6 Enabling <del>gracy</del> as part of literacy to develop to provide a springboard for deep learning</p> <p>2.7 Establishing a culture of consistently high expectations and experience across the school through effective quality assurance</p> <p>2.8 Ensuring all pupils receive a consistently high quality level of education every lesson of every day</p> <p>2.9 Developing an innovative, cost effective curriculum that has a USP, is fit for purpose and allows students to meet the demands of being a 21<sup>st</sup> century citizen</p>
<p><b>Behaviour, Safety and Ethos</b></p> <p>3. Ensuring safety is at the heart of everything we do and standards of behaviour and attendance are exemplary within the school and community</p> <p>3.1 Maintaining a highly vigilant approach to safeguarding and that all stakeholders uphold a 'safety first' culture</p> <p>3.2 Refining behaviour systems and structures to ensure pupils self-regulate and create the most powerful climate for learning</p> <p>3.3 Ensuring attendance is in line with national average and intervention and is swift and has impact</p> <p>3.4 Embedding a consistently ambitious culture of success across the school which is clearly and systematically communicated to all, and modelled by all</p> <p>3.5 Developing the pupil leadership programme to support the school ethos</p>	<p><b>Outcomes for Pupils</b></p> <p>4. Giving all pupils equal opportunities to make maximum progress – we will not be a COASTING school</p> <p>4.1 Ensuring P8 and all other performance measures are above national average</p> <p>4.2 Reducing variance between key groups and subjects in school allowing all pupils the same chance of success</p> <p>4.3 Driving a culture of success and ambition for the future for all pupils and families with clear impact on outcomes</p> <p>4.4 Ensuring data systems are used effectively to allow powerful data to ensure effective intervention</p> <p>4.5 Establishing a culture of 'Knowing your Class' to ensure the needs of all pupils are met and barriers to success are removed</p>



# HEATHCOTE SCHOOL AND SCIENCE COLLEGE

Normanton Park, Chingford, London, E4 6ES

## Deputy Headteacher

**Up to Leadership scale 24 (salary scales are currently under review)**

**Commencing September 2018, or sooner if possible**

***Are you looking for an exciting challenge? Are you able to inspire others to achieve their potential? Are you able to lead rapid but sustained improvement to enable our school to be the best?***

Heathcote School is an 11 – 18 School that has a new Headteacher and a new vision. The school is on a rapid journey of improvement ensuring the 'good' status (Ofsted 2014 & 2018) is retained and for the school to ultimately become 'outstanding' in all areas.

The School Improvement Plan (2017 – 2020) focuses on four key areas:

Building at all levels an ambitious culture of high challenge and low threat enabling Heathcote to be the school of choice for staff and parents.

Ensuring the best possible learning and leadership of learning, across the school.

Ensuring safety is at the heart of everything we do and standards of behaviour and attendance are exemplary within the school and community.

Giving all pupils equal opportunities to make maximum progress.

We are looking for a dynamic and inspirational leader to be part of the team that drives the school to the next stage of its development; focusing on high-quality learning and teaching to stretch and challenge all our learners to reach their potential. We wish to appoint an experienced, motivated and passionate leader who can inspire other leaders and staff to grow and develop to the best. You must be an experienced Senior Leader (at least 3 years) looking for a Deputy Headship experience prior to Headship. Specific responsibilities will be agreed upon appointment.

We are working to ensure school improvement in a high challenge, low threat way and enable robust systems and structures to ensure consistency in all areas, encouraging the growth and development of all leaders. The school has excellent resources and a stunning site close to the forest.

The school puts well-being and development at the heart of its work and we have very talented staff who are encouraged to grow, develop and work collaboratively, within school and with local schools, and to be the best they can be.

If you are interested, please look at our school website [www.heathcoteschool.com](http://www.heathcoteschool.com) where you will find application forms and further information. If you would like to arrange a visit, please contact the School Office on 020 8498 5110.

Completed application forms should be emailed to [recruitment@heathcote.waltham.sch.uk](mailto:recruitment@heathcote.waltham.sch.uk)

**Closing Date for receipt of applications: 9.00am Wednesday 21<sup>st</sup> March 2018**

**Visits to the school: Friday 9<sup>th</sup> March at 1.50pm or Thursday 15<sup>th</sup> March at 9.00am**

**Indicative dates for interviews: Wednesday 28<sup>th</sup> & Thursday 29<sup>th</sup> March 2018**

**Heathcote School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.**



## **JOB DESCRIPTION**

<b>Job Title:</b>	Deputy Headteacher
<b>Responsible to:</b>	Headteacher
<b>Grade/Pay Range:</b>	Up to L24 (salaries are currently being reviewed)

### **Job Purpose**

The core purpose of the post is to assist the Headteacher in leading the school to achieve its strategic plans and implement the vision and School Improvement Plan (SIP). All members of the Leadership Team should be learning - centred ensuring all stakeholders reach their potential, focused on sustainable leadership and reflect the highest possible professional standards including the health and safety of all stakeholders whilst in the schools care.

All teachers at Heathcote School are expected to uphold the school vision and ethos on a daily basis through their professional conduct.

All teachers' job descriptions define the responsibilities of the postholder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)
- To comply with Health and Safety at Work Legislation

This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time. The specific roles of the Deputy Headteachers may be rotated or adapted. All SLT members will be expected to comply with any reasonable requests from the Headteacher or Governors to undertake work that is not specified within this job description

**As a Deputy Headteacher, you are expected to:**

### **Strategic Leadership**

- Support and assist the Headteacher in leading and managing the school and deputise for the Headteacher in her absence.
- Be responsible for implementing the health and safety policies of the school.
- Ensuring that safeguarding and child protection are paramount in the roles and awareness of each member of staff.
- Role model the school vision and values on a daily basis and maintain the highest professional standards



- Provide clear strategic direction for the school that achieves the highest quality educational provision
- Deliver at least good provision for the area of the Ofsted framework you are responsible for
- Ensure that the school benefits from a rigorous self-evaluation framework that substantially contributes to raising standards
- Play a key role in quality assurance and supporting the Monitoring, Evaluation and Review (MER) processes to support self-evaluation and drive improvement.
- Keep under review the work and organisation of the school and monitor and evaluate the effectiveness of it, challenging leadership at all levels
- Line manage and oversee appraisal your school improvement team of Assistant Head(s), middle leaders and other staff ensuring they are driving the school improvement plan and are flourishing in their roles
- Engage parents and the community to support and work with the school to drive improvement

### **Learning, Teaching and Assessment**

- Be an outstanding teacher
- Motivate the staff and pupils to have a shared culture of ambition consistent with the school's commitment to encourage, challenge and succeed
- Recognise and encourage the talents of staff and pupils
- Promote a culture of high challenge and low threat in staff and pupils to foster independence and personal development recognising success and challenging and supporting where there are areas for development
- Role model and coach others (staff and pupils) into effective models of leadership
- Play a lead role in the development of teachers and other staff
- Contribute to a highly tangible culture of shared learning which encourages risk taking and stretching and challenging pupils in every lesson
- Embrace and develop appropriate pedagogy which enables staff to develop new skills
- Ensure that staff are consistently supported to be at their best, by contributing to induction, to continuing professional development
- Ensure consistent practices are developed across the school and across departments
- Develop and maintain a curriculum which enables outstanding learning and life chances for pupils. A curriculum that is both romantic and rigorous.
- Working with other local schools to develop and reflect on our practice and, in return, support other schools where appropriate

### **Ethos, Behaviour and Achievement**

- Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment
- Play a key role in the monitoring of student progress, using clear performance data to motivate staff and pupils to improve and to inform parents of progress
- Ensure high standards of behaviour for learning and drive improvement of whole school behaviour through the Behaviour Policy ensuring consistent approaches
- Ensure the support staff involved in pastoral care are having impact on our vulnerable pupils and their progress is regularly monitored
- Have high expectations and lead by example
- Promote the well-being of all staff and ensure workload is manageable enabling staff to grow and flourish

## **Other Key Roles of Deputy Head**

- Consult with staff, parents, pupils and Governors to contribute to the development, leadership and implementation of our Strategic Plan
- Report to Governors as required, and service a Governors sub-committee
- Ensure key policies are up to date, relevant and compliant, and policies are regularly reviewed and consulted upon to ensure they are live documents
- Ensure that guidance and support is provided to all students
- Ensure that appropriate educational initiatives are incorporated effectively within the whole-school drive for improvement
- Ensure that staff work within the schools policies, and lead on HR issues where directed by the HT
- Attend and contribute to meetings relative to the curricular, administrative, organisational, pastoral and managerial arrangements for the school
- Perform supervisory duties around school

## **Specific responsibilities**

***The key responsibility of this post is to ensure that the systems, structures and strategies for your area of responsibility are in place to ensure that the school is on track to secure the good status initially and then lead further improvement. The exact responsibilities will be agreed on appointment.***

## **Specific responsibilities for all teachers:**

- Teaching high quality lessons that are secure or better under the school's self-evaluation process
- Teaching with due regard to current Health and Safety legislation
- Planning and preparing schemes of learning and lessons
- Teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the pupils assigned to her / him, including the setting and marking of work to be carried out by the pupil in the school and elsewhere
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to her / him
- Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials
- Taking such part as may be required of her / him in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school

## **Appraisal & Continuous Professional Development:**

- Ensuring adherence to the Teacher and or relevant Leadership Standards
- Participating in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Reviewing from time to time her / his methods of teaching and programmes of work.

- Participating in arrangements for her / his further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her / his supervision and training.
- Working towards meeting appraisal targets and relevant standards where relevant.
- Undertaking any reasonable direction from the Headteacher.

### **School Ethos:**

For Heathcote staff in general:

- Playing a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively supporting the school's corporate policies and aspirations
- Adhering to the staff professional code of conduct as developed collectively by staff
- Complying with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Checking emails on a daily basis to keep up to date with issues communicated within the school.

**All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.**

### **We show respect by:**

- Listening to what others have to say
- Thinking about our body language and demeanour
- Praising in public and challenging in private
- Working within an ethos of high challenge and low threat

### **We show responsibility by:**

- Being proactive
- Keeping to deadlines
- Being consistent
- Being on time
- Doing our jobs to the best of our ability
- Offering help and support to others when needed
- Always being ambitious and solution-focused

### **We show integrity by:**

- Owning up to mistakes
- Being open, reflective and honest
- Having a culture of no blame
- Doing the right thing even though it may be difficult
- Treating everyone equally

## Person Specification—Deputy Headteacher

<b>Qualifications</b>	
Qualified Teacher Status	Essential
A good honours degree	Essential
Further professional qualifications	Desirable
Evidence of recent professional development	Essential
NPQH, or willingness to undertake NPQH	Desirable
<b>Experience</b>	
Relevant, recent experience of teaching in an 11-16 or 11-18 school	Essential
Relevant, recent experience of leading in a good or outstanding school	Essential
A minimum of 3 years' successful experience as a member of a school Senior Leadership Team	Essential
Experience of working in more than one secondary school	Essential
Experience of successful <i>strategic</i> rather than <i>reactive</i> working	Essential
Proven record as a good/outstanding teacher	Essential
Proven record of leading effective professional development	Essential
Experience of leading successful improvements and managing change at a whole school level	Essential
Experience and understanding of the current OFSTED framework	Desirable
Experience of whole school evaluation	Essential
<b>Skills, Knowledge and Understanding</b>	
A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	Essential
A sound understanding of the processes of school improvement and a track record in this area	Essential
Successful track record in using data to raise achievement	Essential
Proven record as a leader whose pupils reach high standards	Essential
An understanding of the principles involved in being a successful leader as well as team member	Essential
<b>Personal Qualities</b>	
A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels	Essential
Ability to inspire, challenge, influence and motivate others	Essential
An absolute commitment to the belief that every child deserves the very best education	Essential
A passion for the values of community education	Essential
An ability to maintain professional integrity even when under pressure	Essential
Flexibility and resilience	Essential
An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas	Essential
High organisational skills including the ability to prioritise and manage time effectively	Essential
Capacity and enthusiasm for hard work and challenge	Essential
Able to work as part of a team whilst also being self-motivated	Essential
Emotional intelligence and ability to use appropriate leadership style	Essential
Capacity to reflect on practice in order to grow and develop as a leader	Essential
An understanding of the strategies for ensuring inclusion, diversity and access	Essential
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	Essential
Ability and confidence to communicate effectively both verbally and in writing	Essential