

Curzon Crescent and Fawood Children's Centres Partnership

incorporating Challenge House





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Executive Head

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Curzon Crescent Children's Centre
Curzon Crescent
Willesden
London
NW10 9SD
020 8459 6813
www.curzoncrescent.org.uk



Fawood Children's Centre
35 Fawood Avenue
Stonebridge
London
NW10 8DX
020 8965 9334
www.fawood.org.uk

Dear Candidate,

February 2018

Thank you for your interest in our vacancy for a Deputy Headteacher in Fawood Children's Centre.

We are a federation of 2 Maintained Nursery Schools and 3 Children's Centres and are the focal point for the local community, providing a range of services for young children and their families.

The Maintained Nursery Schools and Children's Centres are in the heart of the rich and vibrant borough of Brent. We have a strong reputation for inclusion and love the fact that our Nursery community is so diverse.

Parents and children enjoy visiting our Centres; we have a varied programme of sessions and courses for parents, as well as full day and part time provision for children in our Nursery Schools. At Fawood we have a highly regarded additionally resourced provision for children with a diagnosis of Autism, called Rainbows. Parents and children feel safe and respected in our provision, knowing that there is always someone who will listen to them. Our Centres are very child orientated, they are safe and caring places where children can learn in a stimulating planned purposeful environment.

At the heart of our success is our most valuable resource, our staff team. We invest heavily in ensuring that everyone has the skills they need both to fulfil their current role and to prepare them for their future aspirations.

The best way for you to find out what makes our Centres such a special and exciting place to work is to take a look at our website www.fawood.org.uk and come and visit us.

Please contact:

Jackie Ashbourne Office Manager: Jackie@curzon.brent.sch.uk to arrange a visit.

I look forward to hearing from you in the very near future.

Kind regards

Jackie Marsh
Executive Headteacher

FAWOOD CHILDREN'S CENTRE & MAINTAINED NURSERY SCHOOL

SERVICE AREA: Children & Families

POST TITLE: Deputy Headteacher

SALARY: L9 – L13



1. PURPOSE OF JOB

To take the lead on learning and teaching, including curriculum development

To take the lead on achievement and inclusion within Fawood

To be a dynamic and visionary leader of others

DIRECTLY RESPONSIBLE TO

Executive Headteacher

2. SERVICE RELATIONSHIPS

The post-holder will liaise with all members of the centre staff and line manage all teachers within the provision.

3. MAIN DUTIES AND RESPONSIBILITIES

LEAD WITHIN PARTNERSHIP

- To deputise for the Executive Headteacher in their absence
- To play a key strategic role across the partnership, working within an integrated SLT to construct & implement Development Plans and self-review tools.
- To model the vision and values that drives the partnership in all forums and interactions.
- To work with the other DHT (Curzon Crescent), to ensure that self-evaluation relating to children's progress and quality of teaching are moderated.
- To play an active role in the recruitment and induction of staff.
- To provide the consistent point of leadership reference on one site within the partnership.
- To develop, monitor and evaluate key policies and procedures.

LEADING LEARNING

- To work with all practitioners to ensure that children's outcomes and children's progress drive innovation, development and reflection
- To ensure that the curriculum is rich, deep and relevant and thus is a lever for securing and maintaining high standards for all
- To provide an exemplar of good practice who models the highest aspirations for young children and the practitioners that work with them
- To take the lead role in monitoring the quality of learning and teaching, devising quality frameworks that articulate the highest quality and standards
- To ensure that the learning environments are stimulating, engaging and learning focused

- To ensure that summative data is utilised effectively across staffing teams to ensure that interventions are diminishing the difference and that all children's learning needs are being met
- To develop and maintain outcome tracking measures for past children, to ensure Children's Centre outcome measures are known (EYFSP)
- To play an integral role in constructing and moderating key elements of self-evaluation
- To work with our partner Centre and the wider learning community to ensure that children's progress data is valid and reliable
- To report to the Governing Board, particularly the curriculum committee; ensuring they have the tools at their disposal to hold the Centre's to account eg. Children's/groups progress data, impact of interventions and contextual information.

LEAD OTHERS

- To secure the smooth day to day running of the nursery provision.
- To provide support, challenge and rigor to those who lead learning (teachers) through performance management.
- To provide stimulation, reflection tools and development points through a coaching model, to further raise quality of practice.
- To work with the Family Services Manager to ensure that crèche provision reflects the quality and ethos of the nursery provision.
- To remain proactive in relation to emerging pedagogical theory and political trends that will influence learning and teaching in the early years.
- To lead the learning of others through planned, delivered and evaluated CPD sessions for both nursery staff and Centre wide staff as appropriate.
- To provide a pedagogical reference point for the wider learning community, through work with Brent School Partnership, childminders, PVI's and the Early Years Advisory Team, as Centre priorities dictate.

LEAD INCLUSION

- To maintain a wide focus on the achievement and inclusion of all.
- To systematically reflect on the progress patterns within cohorts and groups in order to identify those at risk of underachieving.
- To plan and evaluate the effectiveness of interventions, including the impact of the work of support staff.

Fawood Maintained Nurserv School & Children's Centre

PERSON SPECIFICATION

Post Title: Deputy Headteacher

Grade: L9-13

**PLEASE NOTE**

The method of assessment for each criterion is shown in the right hand columns. The short-listing criteria are indicated by an asterisk in the application form column. Short-listing for interview will be based solely on whether the candidate indicates on their application form that they meet these Short-listing Criteria.

			APPLICATION FORM	INTERVI	TASK
1a	Qualifications & CPD	<ul style="list-style-type: none"> Qualified Teacher Status 	*		
1b		<ul style="list-style-type: none"> Good Degree 	*		
1c		<ul style="list-style-type: none"> Evidence of further advanced study in Early Years, SEN or Leadership . 	*		
1d		<ul style="list-style-type: none"> Demonstrable commitment to one's own CPD and continuous learning 		*	
2a	Experience	<ul style="list-style-type: none"> Successful experience of teaching pupils across the full ability and age range. 	*		
2b		<ul style="list-style-type: none"> Successful experience of supporting young children with additional needs 	*		
2c		<ul style="list-style-type: none"> Experience of supporting children at times of transition. 		*	
2d		<ul style="list-style-type: none"> Experience of teaching in a multi-cultural environment. 	*		
2e		<ul style="list-style-type: none"> Evidence of effective working with a range of external agencies. 		*	
2f		<ul style="list-style-type: none"> Experience of leading the work of individuals and teams 	*		
2g		<ul style="list-style-type: none"> Demonstrable experience of planning, managing and delivering change 	*		
2h		<ul style="list-style-type: none"> Experience of significant contributions to self evaluation processes 	*	*	
2i		<ul style="list-style-type: none"> Experience of significant contributions to strategic planning 	*	*	
3a		<ul style="list-style-type: none"> Ability to form effective relationships with the staff team, children and their families. 	*	*	

	Skills & Abilities				
3b		<ul style="list-style-type: none"> Ability to manage the performance of others through both challenge and support. 	*		*
3c		<ul style="list-style-type: none"> Ability to carry out lesson observations, provide feedback and set suitable targets. 	*		*
3d		<ul style="list-style-type: none"> Ability to model effective teaching methods in order to raise achievement. 	*		
3e		<ul style="list-style-type: none"> Ability to communicate effectively always advocating the needs of children and families. 			*
3f		<ul style="list-style-type: none"> Ability to managing a conflicting workload and operate effectively under pressure. 		*	
3g		<ul style="list-style-type: none"> Ability to lead training, disseminating good practice, to other practitioners. 			*
3h		<ul style="list-style-type: none"> Ability to track children's progress and utilise data to influence attainment and diminish the difference 	*		
4a	Knowledge & Understanding	<ul style="list-style-type: none"> Deep knowledge of the EYFS. 	*	*	
4b		<ul style="list-style-type: none"> Thorough understanding of the Special Educational Needs & Code of Practice, Disability Discrimination Act, and the role of Children Centre's in the community. 	*	*	
4c		<ul style="list-style-type: none"> Knowledge of Health & Safety, Child protection and Safeguarding Requirements. 		*	
4d		<ul style="list-style-type: none"> Clear understanding of the strategic role of a Governing Board 		*	
4e		<ul style="list-style-type: none"> Sound theoretical understanding of effective styles of leadership and management in the context of change 		*	
5a	Disposition	<ul style="list-style-type: none"> Commitment to the work of Children's Centre's, social inclusion and to raising standards for all children. 		*	
5b		<ul style="list-style-type: none"> Commitment to furthering one's own learning and using research as a driver for development and innovation. 	*		
6	Equal Opportunities (mandatory)	<ul style="list-style-type: none"> Demonstrable commitment and contribution to securing positive outcomes for all. 	*	*	
7	Customer Care (Mandatory)	<ul style="list-style-type: none"> Demonstrable commitment to building an outstanding relationship with children, families and the Centre's community as a whole. 	*	*	

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Selection Process Guidance

We take safe and robust recruitment very seriously within the Partnership

Equity

Our aim is to ensure that we recruit the very best candidate for the job, ensuring that the selection process is fair and without discrimination for or against any candidate on the basis of age, religion, disability, ethnicity, sex, marital status or sexual orientation.

Safeguarding

As part of our commitment to safeguarding and promoting the welfare of young children, we also use the selection process to thoroughly assess the suitability of each candidate to work with children. This is done by:

- being explicit about our commitment to keeping children safe;
- checking the accuracy of information provided on the application form and exploring safeguarding issues in some detail at interview;
- scrutinising references provided;
- ensuring that all potential employees obtain a satisfactory Enhanced Disclosure and Barring Service (DBS) check; and
- ensuring that DfE guidance regarding Disqualification by Association is adhered to.

Processes

The person specification for the job sets out the criteria used to assess each candidate's suitability for the position throughout the selection process. This process comprises many elements to enable us to be sure that we select the right candidate.

Below is an outline of the selection process, so that you understand how to demonstrate your abilities fully at each stage.

1. Visits to the school

We strongly recommend that you come and visit our Centres for yourself and take a look at our website. It is the best way to decide whether this is somewhere you would like to work. During the visit, we will ensure that a senior leader is on hand to answer any questions you may have - at this stage you are selecting us!

2. Applications

Please use our application form to make your application. It is important that all sections of the form are completed in full, as we will not consider incomplete applications. Section 5 (knowledge, skills and experience) provides an opportunity for you to demonstrate how you meet the criteria from the person specification. Please note that we do not accept CV's as part of the selection

process. The closing date for applications is **Monday 5th March (4pm)**. Applications received after this time will not be considered.

3. Shortlisting

A panel of senior staff will assess all applications against the criteria in the person specification. We also check carefully for anomalies or discrepancies. Please ensure you provide a full employment history. Candidates, who successfully meet the criteria outlined in the person specification, will be invited to interview via telephone and confirmation e-mail. Due to the volume of applications; we regret we are not able to offer application form feedback. If you have not heard from us within 3 working days of shortlisting; please assume that on this occasion you have been unsuccessful.

4. References

We request references for all candidates who are invited to interview prior to the interview date. We ask referees to provide a clear judgement about your ability and comment on your suitability to work with children. Your first referee should be your current (or most recent) employer. Your second referee should be your next most recent employer where you were working with children. If you are a student completing your course at the end of the year, you should give your college tutor and the headteacher of the school where you completed your teaching placement.

5. Interview day

Our interview day is made up of several tasks and activities designed to fully assess your skills and abilities. Each aspect is scored using the person specification. Although each role and therefore process is different, we always have the following core components: working with children, a written task and an interview with the panel.

6. Final selection

Following the tasks that form the process, we give each candidate a score against each criterion within the person specification. If no candidate meets the required standard we will not recruit - we are unequivocal in our pursuit of the best possible candidate.

If one or more candidates are deemed suitable to appoint, they will be contacted in order of suitability and a verbal offer of appointment made.

All applicants will be notified by telephone if unsuccessful and will be offered brief feedback during this telephone conversation, with more detailed feedback at a later time should this be requested.

7. Offers of appointment

If we offer you a position, this offer will be provisional subject to references, medical check; DBS check and proof of identification and qualification all being satisfactory.

Curzon Crescent & Fawood Children's Centres Partnership

APPLICATION FOR A TEACHING POSITION

Please complete in type or black ink (refer to guidance notes for help) **CONFIDENTIAL**

Post Title	Post Reference
School	

PART A – Personal Details			
First name(s)		Last Name	Title
If you have been known by any other names, please list these here along with the dates used:			
Current Address			
Postcode			
Telephone number	Day Evening Mobile		
Email			
Do you have qualified teacher status: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Date of Recognition as Qualified Teacher:	Have you completed a period of probation/induction? Yes <input type="checkbox"/> No <input type="checkbox"/>		
DfE number:	Are you registered with the Teaching Agency?: Yes <input type="checkbox"/> No <input type="checkbox"/>		

Do you require a certificate of sponsorship to work in the UK?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there any other restrictions on you working in the UK?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please provide details:		

Please indicate if you have a disability that you would like the school to take into account:
Yes <input type="checkbox"/> No <input type="checkbox"/>
If you have answered 'yes' please give details of any assistance you need during the recruitment and selection process:

Part D - Experience/relevant skills/further information

Use this section to show how you meet the criteria for this post drawing on all aspects of your education, skills and experience. Please ensure that you address all criteria on the person specification.

Part E – Verification of Employment and Declarations

Referees. Please give the names of two people who can provide you with a reference. One should be your current or most recent employer. If you are not currently working with children, but have done so in the past, then one of your references should be from that employer. References will not be accepted from relatives or friends.

Referee 1		Referee 2	
Name		Name	
Occupation/status		Occupation/status	
Address		Address	
Telephone No.		Telephone No.	
Email		Email	

Voluntary Aided Schools (if applicable). Candidates for either Roman Catholic or Church of England Schools should give the address of the Parish Priest or Vicar as appropriate.

Name	Status
Address	
Telephone no.	
Email	

Please tick this box if you do not wish the council to approach your present employer until, and if, a firm offer of employment has been made. We will seek to obtain references for all shortlisted candidates prior to interview. We will ask for any necessary confirmation of relevant qualifications and whether there have been any disciplinary offences, whether or not these are time expired, relating to children or whether the applicant has been the subject of any child protection concerns, along with the outcome of any enquiry.

Declaration of Interests

Are you related or do you have a close personal relationship with a Governor, Teacher or other staff member at the school, or a local Councillor? **Yes** **No**

If you have answered 'yes', please give details:

If appointed, do you have any business and/or financial interests which might conflict with the duties of this post? **Yes** **No**

If you have answered 'yes', please give details:

Rehabilitation of Offenders Act and Declaration of Fitness to work with Children

The successful applicant for this position will be required to provide a satisfactory Enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act (1974). This means that you must declare all convictions, cautions and bind-overs, regardless of whether they would be considered to be 'spent' for the purposes of this Act.

If you have any such convictions, cautions and bind-overs, you must include details of these in a separately attached, sealed envelope, marked as 'confidential'.

I have convictions, cautions and/or bind overs: **Yes** **No**

If, 'yes' – I have attached details of the above in a separate envelope: **Yes** **No**

I confirm that I am not listed on Barred List disqualified from work with children, or subject to sanctions imposed by a regulatory body, e.g. the General Teaching Council (GTC) and that the information I have provided about any convictions, cautions and bind-overs is accurate and complete

Signed:

Date:

Declaration and fair processing statement

I declare that to the best of my knowledge the information given on this form is correct and can be treated as part of any subsequent contract of employment. Failure to disclose information or providing false information may result in rejection of the application form and/or disciplinary action being taken, including dismissal.

This school is under a duty to protect the public funds it administers and to this end may use the information you have provided on this form within the authority for prevention and detection of fraud. It may also share this information with other bodies administering public funds for this purpose.

Signed:

Date: