



The Joseph Rowntree School

Deputy Headteacher Information Pack





Welcome Letter from the Chair

Dear Applicant

Thank you very much for taking an interest in the position of Deputy Headteacher (Inclusion/Pastoral) at The Joseph Rowntree School. We hope that you will find the information provided to be a useful introduction to our School and that you will take the opportunity to apply for the post.

The Joseph Rowntree School (JRS) was founded in 1942 (we are celebrating our 80th anniversary this year) and is a successful 11-18 mixed, comprehensive school with 1,293 students including 181 in the sixth form. JRS is a local authority maintained school and keeps strong links with the City of York Council.

We are seeking to appoint an individual who will help our Headteacher, Dave Hewitt, lead the School by building on its many strengths. The pupils, staff, parents/carers, governors and our local community are proud of our School where students are happy, well-behaved and enjoy learning.

The School faces the same challenges that all schools do. We believe that we are in a good place to meet them because we have a strong and supportive team and we are building on good foundations. The school building is a fantastic, modern premises, less than 12 years old and we are in a robust position financially.

This information pack contains full details of how to apply, along with additional information about our School and a link to the JRS website.

What this information cannot do, however, is fully convey the positive atmosphere you will experience and the dedicated staff you will meet at JRS who have a genuine commitment and desire to develop our huge potential and become an outstanding school. For this, you will need to visit in person, so please contact our Headteacher's PA/Senior HR Administrator, Rachel Walton (raw@josephrowntree.york.sch.uk) to arrange a tour of the school in the week commencing 4 April 2022. Please note, such a visit is not part of the selection process and whether or not applicants have visited will not influence the final outcome.

For an informal conversation about the recruitment process, please contact Garry Morrison, Education Lead, Resourcing Solutions at North Yorkshire County Council, who has been engaged to support us with the recruitment to this key role (garry.morrison@northyorks.gov.uk)/07843 436106).

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As such, the successful applicant will need to undertake the usual checks in this regard.

We look forward very much to hearing from you!

Robin Stafford
Chair of Governors



Headteacher Personal View

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher (Inclusion/Pastoral) at The Joseph Rowntree School.

We are an inclusive and ambitious, local authority maintained, comprehensive school judged Good by OFSTED at our last inspection in May 2017. Our school community is welcoming and friendly and we place at the heart of our work a commitment to being the right school for our students to grow in, both academically and holistically.

Our new Deputy Headteacher will share our commitment to high standards and will have the ability and ambition to help lead the school in the next stage of its development. We are focused on developing outstanding classroom practice and outcomes, providing excellent pastoral care and engaging students in wider opportunities and experiences that help develop them into well rounded individuals.

Our staff team is dedicated and hardworking, enjoying strong relationships with our students and their families. Colleagues routinely share good practice and are open to new ways of working and getting the best out of new technologies and systems. Our SLT are talented and ambitious. We are looking to appoint an excellent practitioner whose educational vision, ethos and practice will further strengthen our team.

The post has at its heart the leadership of our pastoral and SEND teams and systems. It is a high-profile role that is hugely rewarding and truly does make a difference to young people. It is also a challenging and demanding role, but the successful candidate will be working with a close-knit team of pastoral and SEND colleagues, who work tirelessly to support our students and each other.

I hope that you find the prospect of joining The Joseph Rowntree School's Senior Leadership Team an exciting opportunity. If you are committed to excellence and inclusion for all, and have the experience, knowledge and passion for pastoral and SEND care to underpin this, we would very much like to hear from you and look forward to receiving your application.

Dave Hewitt
Headteacher

About Us

Background

Founded in 1942, The Joseph Rowntree School is a successful 11-18 mixed comprehensive school of 1,293 students including 181 in the sixth form.

We have a modern school building with extensive, attractive grounds, playing fields and an open landscape setting. Inside the building, we have fantastic, state of the art facilities, which really help to support and challenge our learners. The layout comprises of a 'main street', with departments branching off, each located in their own cluster. A large hall is used for assemblies and productions, amongst other things.

As well as the main school facilities, we also have the Wilshire Centre (Enhanced Resource Provision) based on the ground floor of the school next to reception, which provides highly specialised support and individual teaching and learning for students of mainstream ability who have significant and complex autism.

We have strong links with the Joseph Rowntree Foundation; a British social policy research and development charity, that funds a UK-wide research and development programme, to understand the root causes of social problems, identifying ways of overcoming them and to show how social needs can be met in practice.

Location

Located in New Earswick to the north east of York, approximately 4 miles from the city centre, we have excellent transport links being close to the A1237 (York's major ring road) and the A64 (with connections to Leeds to the west and Scarborough to the east and the A1M). The city is on several main rail lines served by York Railway Station resulting in rapid journey times to regional and national locations. In addition, bus services are excellent and there is an extensive cycle network.

Students

It is our intention that students develop into mature and confident learners who get involved in all elements of life at our school and strive to make the most of their abilities. We want to enable students to develop the necessary knowledge and skills to contribute to society as members of a caring and diverse community. With this in mind we focus on delivering the best possible learning experience, which caters for the needs of all learners and where individual talents are nurtured and allowed to flourish.

Integral to this focus on achievement and creativity are very strong guidance and pastoral care systems, which ensure that all students are valued and supported. In addition, our extensive range of extra-curricular activities develops skills, interests, relationships and enjoyment of school life and learning.

Staff Profile

We have 87 teaching staff (78FTE) and 85 support staff (55FTE). We have an established Headteacher that has been in post for 3 years and a committed and able SLT with two Deputy Headteacher (DHT) posts. Please see our organisational chart.

Ethos & Values

We are committed to tolerance, inclusion and respect for each other. We are 'The Right School to Grow in' because we:

- Respect all members of our community
- Overcome obstacles to success
- Work together collaboratively
- Nurture talent
- Teach and learn through inspiration
- Recognise excellence
- Embrace diversity
- Encourage wellbeing

OFSTED

This school continues to be Good – OFSTED (25 May 2017):

“The leadership team has maintained the good quality of education in the school since the last inspection. You are determined that the school will provide the best possible education for all pupils. You have a clear vision about how this will be done, which includes developing pupils’ resilience and providing a wide range of non-academic opportunities, alongside ensuring that pupils are taught well in every lesson. This vision is shared by the governing body, middle leaders, senior leaders and staff”.

“Middle leaders are reflective and work together well as a group. You have enabled them to support and challenge staff to ensure that teaching improves and pupils make even better progress”.

“The governing body is fully involved in the school at a strategic level. Governing body meetings are focused and challenging, with questions asked and answers considered carefully. Governors are self-reflective and have put in place training to ensure that they keep up to date with changes in the education system”.

Budgetary Position

Our financial position is robust with a very healthy surplus carried forward into this financial year, with the school projecting a balanced budget for next year. In the longer term the growth of SEND and pastoral need, staffing costs, energy costs and general inflation that is impacting on all schools, will likely impact on this surplus. This is based on the assumption of flat funding moving forward and ever-increasing cost pressures.

Key Strategic Aims and Priorities

The Governing Body have 9 strategic aims and priorities:

- develop great teaching and learning
- drive forward pupil progress further to above average
- look after and motivate our staff team
- strengthen parent/ carer and community engagement
- build productive relationships between teaching colleagues, SLT and the Governing Body
- agree direction on future structural options
- secure financial stability – a “surplus with a purpose”
- support great pastoral care, behaviour and standards
- secure sixth form growth, collaboration and sustainability

Wider Community

The school communicates openly with all stakeholders across a variety of media, including events, open evenings, information evenings and through its website and social media channels.

We enjoy a close relationship with the local community, in particular with the Joseph Rowntree Foundation and specifically the Hartrigg Oaks retirement village. We work closely with Huntington School to provide combined provision of sixth form courses. In addition, there is a strong and effective secondary heads group. We have always played a full and active part in the York education community and are happy to co-operate with others and share best practice. Our school draws from a number of primary schools and specifically Headlands, Ralph Butterfield, Wigginton, New Earswick, Yearsley Grove and Haxby Road academies.

Living in York

Internationally acclaimed for its rich heritage and historic architecture, York is a beautiful, thriving city with low unemployment and highly performing tourism, cultural and entertainment industries. York's streets are busy with visitors from all over the world, is the most visited city outside London and was voted the best place to live in the UK in 2018. It marries a rich history with cutting edge technology, recently gaining UNESCO status as a City of Media Arts. York isn't just a great place to visit, it's a great place to live. York has a vibrant atmosphere, great shopping and eating, yet is small enough to retain a friendly sense of community.

There are a variety of residential options, ranging from within the city centre to the handsome surrounding villages. There are leisure activities and opportunities to cater for all tastes and interests.

York is one of the UK's best connected cities, served by several main rail lines: you can be in London or Edinburgh in under two hours. In and around the city there are several park and ride services, a comprehensive bus network and good cycle routes.

Yorkshire has something for everyone: from the rugged Dales and Moors to the gentle Wolds, from genteel Scarborough to the wilderness of Spurn Point and from metropolitan Leeds to market towns like Malton and Beverley.

You can find out more here:

Links to:

The Joseph Rowntree School <https://www.josephrowntree.co.uk/>

Joseph Rowntree Foundation <https://www.jrf.org.uk/>

City of York Council <https://www.york.gov.uk/>

Visit York <https://www.visitork.org/>

Welcome to Yorkshire <https://www.yorkshire.com/>

RECRUITMENT PROCESS - Key Dates

Visits to The Joseph Rowntree School: Visits will take place w/c 4 April 2022. Please contact Rachel Walton by email to arrange your visit: raw@josephrowntree.york.sch.uk

The Joseph Rowntree School's Easter break: Close of day Friday 8 April until Sunday 24 April 2022 - we will be unavailable for tours during this time

Application Closing Date: Midnight, Sunday 24 April 2022

Shortlisting: Monday 25 April 2022

Two Day Assessment Event: Tuesday 3 / Wednesday 4 May 2022

When applying please take into account the following:

Applications: Further details and an application form can be downloaded from our School website at www.josephrowntree.co.uk/job-vacancies. Please download the Applicant's Guidance document – 'How to Apply'.

Completed application forms should be addressed to Garry Morrison, Education Lead, Resourcing Solutions (email address: garry.morrison@northyorks.gov.uk).

Supporting Information: This section of your application should clearly evidence your ability to meet the requirements we have outlined in the person specification. The information in Supporting Information will be used to shortlist applicants for this role and therefore it is imperative that you provide evidence as requested.

References: Please provide 2 employment references, one of which must be your current or most recent, Headteacher.

THE JOSEPH ROWNTREE SCHOOL

**DEPUTY HEADTEACHER -
PERSON SPECIFICATION**

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Qualifications, Experience and Professional Development

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
<ul style="list-style-type: none"> Qualified Teacher Status 	E	A
<ul style="list-style-type: none"> Degree 	E	A
<ul style="list-style-type: none"> Meets the requirements of the National Professional Qualification for Headship 	D	A
<ul style="list-style-type: none"> Professional Development in preparation for Deputy Headship 	E	A
<p>Leadership and management experience:</p> <ul style="list-style-type: none"> Experience as a Deputy or Assistant Headteacher or equivalent Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level. Demonstrated the ability to work strategically and successfully at a senior leadership level. Working successfully with other education partners and providers. 	D E E D	A A/I/R A/I/R A/I/R
<p>Teaching Experience</p> <ul style="list-style-type: none"> Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context. Substantial experience of teaching students at Key Stage 3 & 4. 	E E	A/R A

[B] Professional Experience, Knowledge and Understanding

In relation to the role being applied for applicants should be able to demonstrate appropriate experience, knowledge or understanding of...

<p>Shaping the Future</p> <ul style="list-style-type: none"> Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision. Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement. 	E E	A/I/R A/I/R
--	----------------	------------------------

Leading Pastoral Care		
<ul style="list-style-type: none"> • Experience of having implemented a successful attendance or behaviour management policy 	E	A/I/R
<ul style="list-style-type: none"> • Experience of leading effective staff development on attendance or behaviour management 	E	A/I/R

Developing Self and Working with Others		
<ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development. 	E	I/R
<ul style="list-style-type: none"> • Knows how to promote an open, fair and equitable culture. 	E	I/R
<ul style="list-style-type: none"> • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. 	E	I/R

Managing the organisation		
<ul style="list-style-type: none"> • Successful experience of delegating leadership responsibilities and management tasks as appropriate, and monitoring their implementation. 	E	A/I/R
<ul style="list-style-type: none"> • Understands how to establish and sustain effective organisational structures, systems, policy and practice. 	E	I/R
<ul style="list-style-type: none"> • Knowledge of and commitment to the implementation of the safeguarding agenda. 	E	I/R

Securing Accountability		
<ul style="list-style-type: none"> • Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these. 	E	I/R
<ul style="list-style-type: none"> • Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. 	E	I/R
<ul style="list-style-type: none"> • Experience of holding individuals, teams and whole school to account for student learning outcomes. 	E	A/I/R

Strengthening Community		
<ul style="list-style-type: none"> • Understands the importance of listening to, reflecting on and acting on community feedback. 	E	I/R
<ul style="list-style-type: none"> • Experience of strategies that encourage parents and carers to support their children's education. 	D	A/I/R
<ul style="list-style-type: none"> • Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students. 	D	A/I/R

[C] Personal Skills and Attributes

The ability to...

Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	E	I/R
Inspire, challenge, motivate and empower teams and individuals to achieve challenging performance targets	E	I/R
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I/R
Demonstrate personal and professional integrity, including modelling values and vision	E	I/R
Prioritise, plan and organise themselves and others	E	I/R
Think analytically and creatively and demonstrate initiative in solving problems	E	I/R
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	I/R
Demonstrate a capacity for sustained hard work with energy and vigour	E	I/R
Demonstrate resilience and optimism	E	I/R

[D] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than two A4 pages and a maximum of 2000 words. C.V's will not be considered.

[E] Confidential References and Reports

Strong recommendation from all referees, including current employer	E
Satisfactory health and attendance record	E

The applicant will be required to safeguard and promote the welfare of children and young people

The Joseph Rowntree School Deputy Headteacher

Job Description

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers' Pay and Conditions Document, other current educational and employment legislation, relevant teacher and Headteacher standards and the school's Articles of Government.

JOB TITLE: Deputy Headteacher

ACCOUNTABLE TO: The Headteacher

MAIN PURPOSE:

The Deputy Headteacher will:

- Undertake the normal responsibilities of a class teacher.
- Be a member of the Senior Leadership Team.
- Assist the Headteacher in managing the school.
- Support and represent the Headteacher at meetings as and when required.
- Undertake the professional duties of the Headteacher during his/her absence.
- Undertake such duties as are delegated by the Headteacher.
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan, aims and objectives of the school by:
 - ◆ Establishing the policies through which they shall be achieved
 - ◆ Managing staff and resources to that end
 - ◆ Monitoring progress towards their achievement.

MAIN TASKS:

The role of the successful applicant will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement the Senior Leadership Team overall.

1. Class teacher responsibilities

- 1.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers.

2. The internal organisation, management and leadership of the school

2.1 Leading Pastoral Care

- Lead the development of pastoral care and all related issues in The Joseph Rowntree School.
- Carry out the duties of the Designated Safeguarding Lead for the school.
- Lead the professional development of staff.
- Monitor and evaluate the quality of pastoral care.
- Be responsible for the pupil premium strategy, budget and reporting.
- Oversee the development of recognition and rewards across the school.
- Promote a school community focused on Learning and high standards of behaviour.

- Promote the highest possible expectations in terms of pastoral care.
- Promote continuous improvement through collaboration within the institution and with other organisations which adopt best practice.
- Line manage delegated areas/designated staff.
- Contribute to ITT, ECT and Teach First induction and training.
- Advise the Headteacher on recruitment, appraisal and development of staff.
- Communicate the vision for The Joseph Rowntree School, its strategic planning and implementation.
- Work with the Senior Team and middle leaders on school self evaluation which feeds into school improvement.

3. Behaviour, Attendance and Punctuality

3.1 To lead on:

- The development, organisation and implementation of the school's work on securing high standards of behaviour, attendance and punctuality.
- School policies on behaviour management, attendance and punctuality and recording and reporting.
- Ensuring that the pastoral care provided by different year teams form a co-ordinated, coherent and consistent support package for individuals and key groups.
- Ensuring that information on student behaviour, attendance and punctuality is used to improve pastoral care to inform and motivate students, to inform parents and carers, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school. Drive agenda items for the Governor's School and Community Committee.
- Ensuring that individual student's continuity of learning and effective progression of achievement are supported by the SEND Department and effective safeguarding arrangements.
- The promotion of extra-curricular activities in accordance with the educational aims of the school.

4. Student care

4.1 To lead on:

- The development, organisation and implementation of the school's policy for the personal and social development of students including pastoral care and guidance.
- The effective induction of students.
- The determination of appropriate student groupings.
- The promotion among students of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour.
- The development among students of self-discipline.
- The handling of individual disciplinary cases.

5. The management of Staff

- 5.1 To participate in the selection and deployment of teaching and non-teaching staff of the school
- 5.2 To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- 5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in school

- 5.4 To contribute to staff development policies in relation to:
- The induction of new staff
 - The provision of professional advice and support and the identification of training needs
- 5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- 5.6 To maintain good relationships with individuals, groups and staff unions and associations.

6. The management of resources

- 6.1 To contribute to the formulation of the school's policies and procedures concerning resource management
- 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.
- 6.3 To promote an attractive environment which stimulates learning and high standards of behaviour and enhances the appearance of the school.
- 6.4 To contribute to arrangements for the security and effective supervision of the school
- 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Local Authority.

7. Relationships

- 7.1 To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist liaison and co-operation with Authority officers and support services.
- 7.3 To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and pastoral development.
- 7.5 To assist liaison with other professional bodies, agencies and services.
- 7.6 To develop and maintain positive links and relationships with the community, local organisations and employers:
- To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

The applicant will be required to safeguard and promote the welfare of children and young people

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Headteachers.

The Joseph Rowntree School

2021-2022 - SLT

