Uckfield Community Technology College

Briefing Booklet for:

Appointment of
Deputy Principal – Teaching and Learning
Leadership Spine L20 to L24

January 2016

Downsview Crescent
Uckfield
East Sussex
TN22 3DJ
Direct Tel: 01825-764844 Ext 1101

Principal: Hugh Hennebry BSc NPQH

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Additional documentation included in this pack *(if requested by post)*:

- Letter from Hugh Hennebry (*Principal*)
- Teacher Application Form (*East Sussex County Council TS1*)

Additional documentation available from the College website:

- Sixth Form Prospectus
- 11-16 Prospectus

Please note that if you are using a satellite navigation system to travel to the College please use the Postcode TN22 1TG as unfortunately the College Postcode will take you to a pedestrian only access at the south of the College campus.

Principal: Hugh Hennebry BSc NPQH
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Uckfield Community Technology College

Required for: 1st September 2016

Deputy Principal – Teaching and Learning
L20 to L24

We require an inspirational leader who is relentless in the pursuit of the highest standards of student progress and an innovative driver of outstanding teaching and learning.

We aim to recruit an exceptional professional with the vision, determination and resilience to lead and develop staff and students to achieve their potential.

The key accountabilities for this post are the Quality of Teaching and Learning, Achievement and Leadership.

Uckfield Community Technology College (UCTC) is a highly successful and popular College in the heart of rural Sussex yet within commuting distance of Brighton, Eastbourne and the South Coast. UCTC is an excellent working environment characterised by happy, well-motivated students and innovative and enthusiastic teachers.

This is a truly exciting leadership opportunity and we warmly invite you to find out more about it.

For further information and a full application pack, please telephone our Human Resources Team on extension 1232 quoting reference DP/01/16 or visit our website: www.uctc.org.uk. An electronic application can be returned by e-mail to the address above (an electronic receipt will be issued).

Applications should be returned to the College as soon as possible or at the latest by 10am on Tuesday 23rd February 2016.

East Sussex County Council is an authority committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Dear Applicant

Post of Deputy Principal – Teaching and Learning

If successful you will be joining a team of three other Deputies. We have decided that the specific roles and responsibilities of the post will be determined once we have made the appointment and will depend on the particular strengths the new Deputy Principal will bring. What is certain is that the role will definitely include:

- Teaching and Learning. Improving pedagogy and practice

- Quality Assurance of Teaching and Learning (Departmental Immersion Reviews, Lesson Observations, Learning, Walks, Student Voice and Work Scrutiny)

- Line management of some subject departments

- Developing Leadership and Management

- Raising Achievement for All (RAFA) Leader for a Key Stage

Accountabilities still to be shared out and allocated once the new DP is appointed and depending on the individual strengths of the new team:
  o SEF and Ofsted
  o College and team Development Plans
  o Line Management and PM. Teacher area of pedagogical interest. Peer lesson observations
  o Quality of teaching data
  o Leadership and management development. Staff coaching and mentoring.
  o CPD, JPL, Inset, Teaching and Learning Communities, Lesson Study
  o ITT, Schools Direct, NQTs
  o Induction of new staff (with VSS), Staff Moodle
  o Quality Assurance Lead, High Reliability Protocols
  o Whole College Staffing and Timetable. Staff absence and cover / supply. Cover supervisors (with VSS)
  o Curriculum development lead including RWCM, Oracy, Prevent, SMSC, Character, British Values. Options process.
  o Assessment (including new system at KS3), Recording, Reporting, Calendar/College Diary
  o Schemes of Learning (overall school lead)
  o AMA
  o Marking and feedback (including Markbooks)

The attached brief SLT structure document also includes the other SLT roles, including that of the fourth Deputy Principal, Andrew Wright, who leads and will continue to lead on Personal Development, Behaviour and Welfare, Student Learning etc.

Please note that you are applying to be one of three Deputy Principals leading on Teaching, Learning and Raising Achievement. You do not need to state which role you would prefer nor do you need to express any preference for any of the roles that are yet to be shared/allocated. That discussion can happen after appointment. Please also note that while all posts have a 'raising achievement' accountability, one Deputy Principal will need to take overall lead for RAFA by line managing our Assistant Headteacher, Jamie Bowie, and together ensuring that student data analyses are in the right user-friendly formats for different audiences.

I believe what makes a good school is its ethos. Our ethos of high expectations and putting students at the heart of everything we do enables our students to fulfil their potential. Our College motto is 'Realising Potential' and we constantly strive to inspire and support every child to learn and develop as mature, wise, fully rounded individuals. This motto is not very different from many schools but what I believe makes our college stand-out is that we get our students to think about why fulfilling one's potential is important. Our aim is for every student to achieve that particular kind of happiness you get when you strive for and make progress towards your goals. We encourage our students to feel that sense of personal fulfilment that leads to true, deep happiness. So, I trust that you will find this is a happy college community, not in any superficial way but a group of staff, students and parents working hard and leading fulfilling lives.

At Uckfield, we are passionate about the quality of Teaching and Learning. We regard ourselves as Teaching and Learning 'Activists'. Being an Activist at UCTC is all about sharing good practice and being enthusiastic about developing pedagogy and practice. Activism has many forms here e.g. talking about teaching and learning, sharing ideas through Schemes of Learning, sharing resources, peer lesson observations with someone you have chosen to work with, teaching and learning communities etc. I feel sure that you will identify UCTC as an energetic and successful place in which you could make a positive impact on the life chances of our students, working with like-minded staff whilst also developing your own professional skills.

The staff here, both teaching and non-teaching, are excellent. They are utterly professional and deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to work. It is no surprise that results are so good. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college and students are what we are here for, our greatest asset is our dedicated staff who strive and frequently go beyond the 'call of duty' to develop and maintain the very special environment that is UCTC.

Please visit our website: www.uctc.org.uk, where you will be able to access and download information that will give you a deeper insight into the wide range of activities in the College.

If after finding out more about UCTC you decide to apply for the post, then I look forward to receiving your application form. Please leave the relevant experience and other information section on page 5 blank and attach to your form a separate letter of no more than 2 sides of A4 amplifying what skills you will bring to the college and why you believe you are the right person for this post.

Applications will be processed in line with the dates provided and I will write to successful and unsuccessful candidates as soon as possible to inform you of your progress.

If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via 01825 764844, extension 1101.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. UCTC is very much a team and I believe, fundamentally, a very happy and successful one. I very much hope that you would like to join our team and I look forward to meeting shortlisted candidates at interview.

Yours sincerely

Hugh Hennebry
Principal

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	Person Specification	Essential	Desirable
Education and Training	• Qualified Teacher Status	✓	
	• Good Honours Graduate	✓	
	• Evidence of significant and relevant further professional development		✓
Experience	• Leadership experience	✓	
	• Use of strategies to have successfully raised student achievement	✓	
	• Evidence of the impact of your leadership	✓	
	• Responsibility for developments that have improved student progress	✓	
	• Track record of excellent teaching in secondary education	✓	
Personal	• Outstanding classroom teacher	✓	
	• High quality interpersonal skills	✓	
	• Team player	✓	
	• Flexible	✓	
	• Proactive and able to make decisions	✓	
	• Ambitious, personally and for the College	✓	
	• Positive 'can do' attitude	✓	
	• An educational vision focused on students	✓	
	• Excellent range of communication skills; listening as well as speaking, presenting, writing	✓	

Uckfield Community Technology College

Job Profile and Accountabilities

Job Title	Deputy Principal
Salary Grading	L20 to L24
Line Manager	Principal
Date	1st September 2016
Job Purpose	**To ensure the quality of Teaching and Learning and Achievement for all students is consistently excellent.** - To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal - To play a full part in the life of the College and its community, to support its aim of 'realising potential' and to be a role model for staff and students.
Strategic Leadership Team Purpose	- To achieve the College's aim of 'Realising Potential' because we want every student and member of staff to achieve that particular kind of happiness you get when you strive for and make progress towards your goals. - To turn our College vision into reality. Underpinning our vision is the way our students are at the heart of everything we do. - To nurture our College ethos summed up in three words: happy, caring and challenging. - To implement our Development Plan. - To actively promote our College values of teamwork, trust, respect, everyone matters, honesty, reliability and responsibility.
Job Dimensions	- Provide professional leadership and management across the College to secure its success and continuous improvement. - Ensure high quality education and educational opportunities for all students. - Achieve consistency with the College's 'high reliability' protocols. - Promote outstanding teaching and learning. - Improve progress, achievement and attainment. **SLT:** Play a major role under the overall direction of the Principal in: - achieving the aims and objectives of the College - establishing the policies through which they shall be achieved - managing staff and resources and monitoring progress towards their achievement - undertaking any professional duties reasonably delegated by the Principal

	Students: Accountable for the oversight of learning of all students **Staff**: Accountable for the direct line management of a significant number of colleagues. This will include SLT, subject leaders and other relevant personnel. **Resources:** Accountable for the various budgets allocated, e.g. staff development. - To deputise for the Principal when required.

Whole School Leadership Accountabilities

	- Outstanding Quality of Teaching, Learning and Assessment (as judged by our School Self Evaluation and by Ofsted). - Comprehensive monitoring of the quality of Teaching and Learning by all SLT and TLR leaders across the College through: - Lesson observations - Work scrutiny - Learning walks - Teachers marking/assessment records (mark books) - Student voice interviews - Thorough departmental and whole school Self Evaluation and Review system that drives the Development Plan and Staff Development. - Staff professional development (Joint Professional Learning). - Performance Management - Detailed Schemes of Learning for all years 7-13 that: - support the spreading of best practice - have strong pedagogical advice - promote differentiation - improve learning - Achievement, progress and outcomes for all learners in a Key Stage are outstanding - Effectiveness of Leadership and Management at all levels are outstanding - Further accountabilities to be added once appointed and depending on the individual strengths of the new team.

Key Accountabilities for all Leaders

Strategic Direction and Development: Lead, develop and implement learning policies, plans, targets and practices to ensure contribution to	- Develop and implement policies and practices which reflect the College's commitment to high achievement and effective teaching and learning - Develop and implement policies and practices which reflect the College's commitment to the five outcomes for children within the Every Child Matters framework - Lead developments across the curriculum area which identify clear targets, timescales and success criteria i.e. the Curriculum Area Development Plan

whole College improvement.	▪ To monitor and evaluate progress against the Curriculum Area Development Plan including the quality of teaching and learning ▪ To lead the development of syllabus choice and schemes of learning taking account of College and National trends ▪ To ensure the maintenance and availability of accurate and up to date information about the Curriculum area ▪ To analyse departmental and college data to ensure that student performance targets are in line with whole College targets ▪ To create a positive atmosphere for learning for all students across the Curriculum area including the management of behaviour ▪ To contribute to the development of College policy ▪ To act as a Champion for your Curriculum area and contribute to whole College issues ▪ To implement College policies and procedures eg Equal Opportunities, Health and Safety, SEN, Literacy, Numeracy and ICT across the curriculum area ▪ To ensure provision for safeguarding and promoting the welfare of students across the subject area in lessons and other activities
Leading and Managing Staff: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning	▪ To develop and sustain a shared vision and common purpose and to secure commitment from your team ▪ To be a positive role model for your team ▪ To develop team-working strategies ▪ To oversee the co-ordination of INSET provision that meets the training needs of the team ▪ To use coaching and mentoring strategies as appropriate to develop team members ▪ Line Management of a team to include Performance Management ▪ Where relevant to provide advice on threshold, upper pay spine and other professional development opportunities ▪ To be aware of the welfare and wellbeing of staff in the Curriculum Area
Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.	▪ Pedagogy and methodology - to draw upon best practice in teaching and learning and share across the team e.g. learning styles and thinking skills ▪ To develop the use of lesson observations to improve practice i.e. part of College self-evaluation and review and internal procedures ▪ To ensure marking and assessment across the Curriculum area is in line with College policies (including AFL policy) and meet exam board criteria ▪ Reporting on student progress ▪ Educational enhancement (*booster classes, trips and visits*) ▪ To establish and develop the process of target setting across the Curriculum area in line with curriculum practice and work towards their achievement ▪ Co-ordinate praise, rewards and good news/publicity about student participation and achievement ▪ Monitor student progress and implement intervention strategies

Deployment of Resources: identify and monitor appropriate resources to ensure that they are used efficiently, effectively and safely	▪ To manage the teaching and learning budget of the Curriculum area to ensure Best Value for Money ▪ To ensure that the Curriculum area's teaching commitments are effectively and efficiently timetabled and roomed ▪ To deploy resources to maximise student learning; ▪ To oversee the use of accommodation and resources to create a positive learning environment ▪ To co-ordinate the organisation and maintenance of equipment and stock ▪ To implement College policies, procedures and risk assessments with regard to Health and Safety e.g. COSHH ▪ To oversee the effective, efficient deployment of student teachers to ensure curriculum and pastoral continuity ▪ To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Curriculum area with the cover supervisor/relevant staff ▪ To be responsible for the efficient and effective deployment of the Curriculum area's technician/support staff ▪ To participate in the selection of staff new to the College and/or to teaching and to ensure effective induction ▪ To set up review procedures to support staff promoted to new posts within the Curriculum area
Communication	▪ Communicate and consult with parents and Governors where appropriate ▪ To contribute to the corporate life of the college and represent the Curriculum area through effective participation in meetings eg Curriculum Leaders; Leadership Team and Key Stage discussions ▪ To liaise with external agencies as appropriate ▪ To chair meetings ▪ To take responsibility for Curriculum area in marketing and liaison activities such as Open Evenings, Parents Evenings, and events with other schools ▪ To represent the wider Curriculum area as and when required
Curriculum Development	▪ To lead on and evaluate Curriculum development and provision (syllabuses/schemes of work) across the subject area in order to ensure appropriate challenge and success for every student ▪ To keep up to date with National developments in the curriculum area and teaching practice and methodology ▪ To actively monitor and respond to Curriculum development and initiatives at National, Regional and local levels
Quality Assurance	▪ To ensure the effective implementation of High Reliability protocols ▪ To evaluate the practice within the department and reporting and evaluate on examination performance in line with the College self-evaluation process including: o lesson observations

	o work scrutiny
	o learning walks
	o teachers' mark books
	o student voice

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DCSF

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.

Our Strategic Leadership team mission is to maximise the quality of teaching, learning, progress and achievement for all of our students.

Strategic Leadership Team roles and responsibilities 2016-17

There are also On Call and SLT duty rotas and a Line Management diagram in the Staff Handbook (on Intranet - Staff Zone).
Between the SLT roles our Key Focus must ensure:

- Line management of depts
- Line management of year teams
- QA of T&L
- QA of wider experience (PDT, before/ after school, enrichment/extra-curricular)
- Raising Achievement
- we achieve Outstanding outcomes for all students

Principal: Hugh Hennebry

- Whole College strategic direction
- Ultimate accountability for students' progress, achievement and attainment
- Overall responsibility for School Self Evaluation and Review
- Whole College Development Plan
- Overall responsibility for Quality of Teaching and Learning
- Quality of Leadership across the College
- Overall responsibility for Raising Achievement (with DP - KS3 & CtG, DP - KS4 and DP - KS5)
- Governors
- Chair of Acres board
- Alliance and partnership working
- Primary Headteachers liaison
- College budget and finance
- Community and communications
- Prospective Sixth Form and Prospective Y7 tours
- Departmental immersion reviews
- Parental communication: Weekly emails.
- Staff handbook
  - 4 Deputy Principals
  - Caroline Tucker
  - Vanessa Spencer-Smith
  - Toni Fletcher
  - Christine Jervis (ACRES)
  - Dominique Lewis (Clerk to Governors)

There are currently three other Deputy Principals (in addition to Andrew Wright, who is named on the list of roles below): Geoff Evans (currently Curriculum and Raising Achievement) who is retiring August 2016 and whose position this new post is filling, Sara Marshallsay (Teaching & Learning) and Dan Wynne Willson (Teaching and Learning). They are not named on the roles below as these are yet to be determined.

Deputy Principal	Deputy Principal	Deputy Principal	Deputy Principal - Andrew Wright

• RAFA KS3
• T&L Pedagogy and Practice
• Line manage CLs
• Departmental Immersion Reviews
• QA (lesson obs, work scrutiny, student voice)
• Closing the Gaps
• Line manage Flexi and SEND
• Primary Liaison, Transition
• Open Evening
	• RAFA KS4
	• T&L Pedagogy and Practice
	• Line manage CLs
	• Departmental Immersion Reviews
	• QA (lesson obs, work scrutiny, student voice)
	• RAFA Lead
		• RAFA KS5
		• T&L Pedagogy and Practice
		• Line manage CLs
		• Departmental Immersion Reviews
		• QA (lesson obs, work scrutiny, student voice)
			• Personal Development, Behaviour and Welfare
			• Quality of Student Learning
			• Motivation and Engagement of Learners
			• Character education and development
			• Developing students' independent learning habits
			• QA (Observations, Scrutiny of records and Student Voice) of Wider Curriculum (PDT, Mentoring, Lunch/Break, before/after school)
			• Exclusions
			• Child Protection
			• Student Safeguarding
			• Character Development Centre and Internal Exclusions (Restore)
			• Admissions
			• Coaching and mentoring
			• Celebrating success with staff, students and parents
			• Student Leadership/College Council
			    • Line management PALs
			    • Line manage DOYs 7-11

Accountabilities to be allocated once the new DP is appointed and depending on the individual strengths of the new team:
- Self Evaluation & Review: a) whole school b) departmental c) pastoral. SEF and Ofsted
- Improvement / Development Plans: a) whole school b) departmental c) pastoral
- Line Management and PM. Teacher area of pedagogical interest. Peer lesson observations
- Leadership and management development. Staff coaching and mentoring.
- CPD, JPL, Inset, Teaching and Learning Communities, Lesson Study
- ITT, Schools Direct, NQTs
- Induction (with VSS), Staff Moodle
- Quality Assurance Lead, High Reliability Protocols
- Whole College Staffing and Timetable. Staff absence and cover / supply. Cover supervisors (with VSS)
- Curriculum development lead including RWCM, Oracy, Prevent, SMSC, Character, British Values. Options process. Immersion days.

- Assessment (including new system at KS3), Target Setting, Recording, Reporting, Calendar/College Diary. Monitoring and Intervention
- Schemes of Learning
- Academically More Able / High Ability and Exceptional students
- Marking and feedback (including Markbooks). Learning Targets
- Quality of teaching data.

Jeanette O'Connor Assistant Headteacher - Teaching, Learning and Community	Jamie Bowie Assistant Headteacher - Monitoring Student Progress and Timetable	Jerry Gunn Assistant Principal - The Whole Child Curriculum	Assistant Principal - Head of Sixth Form	Maggie Quay Assistant Principal - Behaviour for Learning
- Teaching and Learning - Pedagogy and Practice - New digital technologies enhancing T&L - Differentiated Learning Pathways - Parents' Evenings, including coordination of TTA Evenings - Parent Voice and PTA - Parent and Student Moodle - Homework - Independent Study - Communications / Press releases / Marketing / Website / Social Media - Community / Business Links - IT team (Clare Summons -who also has a role in fund-raising to assist with above list - also Enrichment Week)	- Data and analyses. Returns - Monitoring student progress - Options - Timetable - Curriculum & Staffing analyses - Attendance - SIMS - Internal / external exams - Enrichment Week - Staffing / rooming Immersion days - Staff duty rotas - Exams team - SIMS team	- Assemblies and Personal Development Time (PDT) - PSHCE - Careers - Work Experience - Vocational Curriculum and whole college vocational qualifications - Curriculum Leader - Construction - NEETs - Extra-curricular, incl. Enrichment week (with JBW) - Educational Trips and Visits - Careers team - PSHCE teachers	- Head of Sixth Form - Quality Assurance of Sixth Form Teaching & Learning - Monitoring Sixth Form Student Progress - Sixth Form Interventions 6th Form Open Eve 6th Form recruitment - Line manage DoYs 12 and 13 - Sixth Form Pastoral Leader - Sixth Form Admin	- Attendance - Punctuality - Uniform - Celebrating success, effort and character - Sanctions, including Detention systems - Parents' support including engagement of 'hard to reach' families

Assistant Head - Personnel	**Assistant Head - Finance and Facilities**
- Whole College Personnel - Long term absence - Management of Underperformance - Cover / Cover Supervisors - Safeguarding / Safer Recruitment - Whole College office administration - Admin team - Cover Supervisors	- Learning Environment - Buildings - Facilities, Utilities and Services - Whole College Finance and Budgeting - Lettings - Finance team - Caretaking team