****

**Deputy Headteacher**

**Normanton Common Primary Academy**

**Required for April 2018**



[www.normantoncommon.wakefield.sch.uk](http://www.normantoncommon.wakefield.sch.uk)

**Contents**

1. Welcome
2. The Role
3. Waterton Academy Trust
4. How to Apply
5. **Welcome**

October 2017

Dear Colleague

Many thanks for seeking more information about the post of Deputy Headteacher at Normanton Common Primary Academy. I hope to explain more about our school in order to give you a flavour of who we are, which should help in deciding if we are the school for you.

Normanton Common is a popular one and a half form entry school serving the families of the Normanton community in Wakefield. Currently we have 311 pupils on roll and have a 78 place nursery provision. The school converted to academy status on March 1st 2015 and we are proud to be part of Waterton Academy Trust. We have dedicated staff and a very strong pastoral provision.

I was appointed as headteacher from September 2016 and am delighted now to be recruiting a deputy headteacher to the senior leadership team. This appointment is a crucial one to the leadership team and the successful candidate will play a pivotal role in the development and growth of the school. I have restructured the school’s leadership team in order to create a non-class based deputy headteacher position. Alongside the generic duties of a deputy headteacher, the successful candidate will also take strategic and operational leadership of the school’s inclusion policy and practices, including the role of SENDCO. The successful candidate will ensure additional needs are identified early, that the school works proactively with families, provision and intervention has measurable impact, support is directed where it is most needed and that **all** our pupils can make excellent progress and achieve their full potential.

Our vision is a simple one – every child who attends our school can expect and will receive an excellent standard of education, one that enables them to shine as individuals, make a positive contribution and reach their full potential. The wellbeing of our pupils is at the heart of our work. By providing a well-structured and engaging curriculum and promoting good behaviour choices through our school Behaviour Code, we aim to enthuse in all pupils a love of learning as well as respect and care for each other and the world in which we live.

I am looking for a talented professional to work with me as deputy headteacher. If you think you are that person I would encourage you to come along on the 7th or 14th of November to meet the children, see the school for yourself and learn more about our vision for the future at Normanton Common Primary Academy.

I look forward to meeting you and receiving your application.

Linsey Cavell

Head teacher

1. **The Role**

***Deputy Head Teacher Job Description & Person Specification***

|  |  |
| --- | --- |
| **Trust : Waterton Academy Trust** | **Location: Normanton Common Primary Academy** |
| **Job Title: Deputy Headteacher** | **Pay Range: L8-12** |
| **Reporting to: The Headteacher** |

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **PURPOSE OF JOB** | The main purpose of the role is to:* Work with the head teacher and Governing Body to provide strategic leadership and vision that promotes the achievement and wellbeing of the children and the continuing professional development of the staff.
* Provide leadership, development and management of the teaching and learning of all pupils; to take a lead role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school.
* Network and liaise across the range of colleagues within Waterton Academy Trust, external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, assessment, support, transition and high quality learning and teaching.
* Take responsibility for child protection issues, as appropriate.
* Deputise for the head teacher in her absence. As deputy head teacher, you will be required to meet the general requirements of this post as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the head teacher.
 |
| **Responsible to**  | The post holder will be responsible to the Head teacher in all aspects of the role. |
| **KEY RESPONSIBILITIES** | **Strategic direction/Shaping the future*** Support the Head Teacher in:
	+ 1. Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
		2. Demonstrating the vision and values of the school in everyday work and practice.
		3. Motivating and working with others to create a shared culture and positive climate.
* Assist the Head Teacher in the ongoing and annual review of standards of leadership, and of teaching and learning, in both specific areas of responsibility and across all areas of school provision.
* To further develop current assessment systems so that they monitor progress and attainment of all pupils, in all curriculum areas, including vulnerable groups.
* Develop and implement policies and practices, which reflect the school’s commitment to high achievement and are consistent with national and local strategies and policies.
* Promote high expectations for attainment.
* Establish plans for the development and resourcing of specific areas of responsibility where necessary and evaluate progress made and impact.
* Work with outside agencies and stakeholders to inform future action.
* Contribute to the development of effective organisational and administrative systems which support the aims of the school.

**Leading Learning and Teaching - development and enhancing the teaching practice of others:*** Work with the Head Teacher to raise the quality of teaching and learning and pupil’s achievement, setting high expectations, monitoring, and evaluating effectiveness of learning outcomes.
* Take responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
* Provide regular feedback for colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.
* Develop whole staff, key stage teams and individuals to enhance performance:
1. Undertake coaching and mentoring.
2. Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
3. Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
* Plan, delegate and evaluate work carried out by team(s) and individuals.
* Be part of the recruitment and selection process of teaching and support staff.
* Ensure effective strategies and systems within the School Behaviour Policy are in place and implemented to support the needs of individual pupils and promote high standards of behaviour.
* Promote the use of ICT to enhance and extend pupils learning.
* Take on a key role in curriculum leadership.

**Securing Accountability*** Support the governing body in meeting its responsibility to account for the performance of the school.
* Work alongside the Head to secure improvement through Performance Management; take responsibility for the performance management of identified staff.
* Use a range of data sources to set realistic, yet challenging, targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes.
* Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.
* Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans that encapsulate key school learning strategies.
* Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

**Resource Management*** + - Work with the Head Teacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
		- Work with the Head Teacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
		- Secure and allocate resources to support effective learning and teaching within subject area(s).
		- Monitor and control the use of resources and budget according to the school’s agreed financial procedures.

**Developing Self and Working with Others** * Work with the Head Teacher to build a professional learning community, which enables others to achieve.
	+ - Support staff, within the whole school, in achieving high standards through effective continuing professional development.
		- Implement successful performance management processes with allocated team of staff:
			1. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
			2. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
			3. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
			4. Develop and maintain a culture of high expectations for self and others.
			5. Regularly review own practice, set personal targets and take responsibility for own professional development.

**Strengthening Community** * Work with the Head Teacher to engage with the internal and external school community to secure equity and entitlement.
* Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
* Work collaboratively at both strategic and operational levels with parents and carers, and across multiple agencies, in order to promote the wellbeing of children and families and to ensure pupils meet their full potential.
* Promote positive relationships and collaborate with colleagues across Waterton Academy Trust in order to share expertise and bring positive benefits to all schools.
* Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.

**Specific Duties for Deputy Head Teacher** * To provide professional leadership and management of areas of the School Development Plan as agreed, on an annual basis, with the Head Teacher.
* To take an active role in the School Senior Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
* To lead the Performance Management of a group of Teachers/HLTAs.
* To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Head Teacher/governors who will give full support throughout).
* To support the Head teacher in the role as Designated Lead for Safeguarding of pupils and staff.
* To support the SENCO in improving outcomes for SEN and Disadvantaged pupils.

**Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Deputy Head Teacher’s work programme will be negotiated and agreed at the beginning of each performance management cycle.** |

|  |  |
| --- | --- |
| **PERSON SPECIFICATION****DEPUTY HEAD TEACHER** | **SHORTLISTING****Essential/Desirable** |
| **Professional Qualifications** |
| 1 | Qualified Teacher Status | E |
| 2 | First Degree or Equivalent | E |
| 3 | Evidence of further professional development including SENDCO PGCE | D |
| **Knowledge and Understanding** |
| 4 | Substantial primary teaching experience  | E |
| 5 | Experience of whole school curriculum management or SEND management leading to school improvement | E |
| 6 | Excellent classroom practitioner | E |
| 7 | A strong commitment to inclusion with high expectations for all learners | E |
| 8 | Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching and learning and raising standards of attainment and achievement across the school | E |
| 9 | Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement | E |
| 10 | Good understanding and use of assessment, including target setting and tracking. Evidence of a) Excellent analysis of data, its interpretation and presentation, and b) Knowledge and understanding of the range of performance data to inform future planning and development | E |
| 11 | Understanding of effective techniques and policies for behaviour management | E |
| 12 | Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes. | E |
| 13 | A good understanding of the requirements of transition between key stages. | D |
| **Leadership and Management** |
| 14 | Senior leadership and management experience | E |
| 15 | A good understanding of whole school issues | E |
| 16 | Experience of planning for change, development and improvement | E |
| 17 | The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community | E |
| 18 | Ability to set and meet challenging targets for pupils and the school and to enable others to do this | E |
| 19 | Ability to analyse, prioritise and meet deadlines | E |
| 20 | Experience of conducting staff induction, mentoring and performance management | E |
| 21 | Experience of whole school self-review and evaluation | E |
| 22 | Knowledge of the role of Governors | D |
| 23 | Able to demonstrate leadership qualities and people management skills | E |
| 24 | Able to motivate, promote good relationships and effectively communicate with all stakeholders | E |
| 25 | Experience of having led whole school initiatives | E |
| 26 | Commitment to supporting community/external agencies involvement in school | E |
| 27 | Commitment to safeguarding and promoting the welfare of children | E |
| **Personal Qualities** |
| 28 | Creative, enthusiastic, motivational and proactive, keen to embrace new ideas and challenges | E |
| 29 | Approachable, caring and empathetic | E |
| 30 | Works well as part of a team | E |
| 31 | Flexible, listens and is prepared to seek advice and support | E |
| 32 | Demonstrates a concern for the pastoral and spiritual welfare of all in the school | E |
| 33 | Committed to continuing professional development for self and others | E |
| 34 | Committed to active parental involvement | E |
| 35 | Able to deal sensitively with people and resolve conflict | E |
| 36 | Commitment to making learning fun | E |

To h

1. **Waterton Academy Trust**
2. **Our school**

Waterton Academy Trust is Wakefield’s first primary phase Academy Trust. The organisation was created to support the school improvement and development of all its Academy members. Our members all emanate from the Wakefield area and represent a diverse collective of primary, infant and junior schools. There are currently 10 academy members to date.

The fundamental principle of Waterton Academy Trust is its egalitarian nature. Every Academy member is fully represented at all levels of governance and enjoys a level of autonomy that allows them to maintain their individual identities and feeling of self-determination whilst simultaneously feeling part of a larger support network.

Our vision is to create a family of outstanding schools with clear purpose, direction and objectives. The Trust is looking to create an environment in all member academies where teaching and learning is paramount and children enjoy and are engaged in a rich and relevant curriculum tailored to their individual needs ensuring empowerment of all pupils to achieve their full potential.

Waterton Academy Trust’s vision is to create and foster a culture of high aspiration amongst all pupils, regardless of their social, economic or cultural background. The Trust will lead and support in striving for excellence in teaching and learning; we will aim for a strong engagement in learning that fosters a lifelong learning ethos and will promote good progress for all learners.

**Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility.**



1. **Our School**
2. **How To Apply**

**Visits to school are welcomed and encouraged**, two dates are available 2:00pm on 7th November and 10:00am on 14th November. To arrange this please contact Trish Forbes in the school office to confirm your details - 01924 890576.

**Closing date**: 5:00pm on Friday 17th November. Applications should be sent by post to school (addressed for the attention of Lynda Beavis – School Business Manager), or emailed to lbeavis@normantoncommon.org.uk

**Shortlisting**: Tuesday 21st November. References will be sought for all shortlisted candidates prior to interview

**Teaching and learning visits**: Wk. beg 27th November

**Interview day:** Thursday 30th November

**The successful applicant will be required to complete an enhanced Disclosure Application Form and to provide criminal conviction information.**