



Arts & Media School  
ISLINGTON

**Deputy Headteacher**  
**Curriculum, Teaching & Learning**  
**Recruitment Pack**  
**Arts & Media School Islington**



**Closing Date: Noon, Thursday 28th April 2016**



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## Arts & Media School ISLINGTON

Dear Colleague

I am introducing you to the most fabulous school community in London of which I have had the privilege to serve for the last 5 years as the head teacher and for 10 years previously as a deputy head. Arts and Media School Islington is the sort of place that changes your life and there is now a window of opportunity for a new deputy head teacher to come and help lead this school alongside the newly appointed headteacher from September 2016, Susan Service.

*Why am I leaving?* ...because it is time for me to pursue my own personal ambitions and chart my own course.

*Why now?* ...because the curriculum is strong, the leadership is solid and the school is ready for someone new to take the reins and implement strategic change for the next chapter. There are also strategic plans for expansion of the lower school roll.

The staff are 100% committed to pupil success and the leadership at middle and senior level is of a quality that helped to make my headship enjoyable and completely worthwhile.

I encourage you to come and visit us and then apply. It was one of the best decisions I ever made.

Diana Osagie - Headteacher



## Arts & Media School ISLINGTON

### About the school

Arts and Media School Islington is a foundation school for students aged 11-16. We are based in Finsbury Park in the London Borough of Islington and was rated a “Good” school in its last Ofsted inspection in 2013. We are a small school with currently almost 600 students on the roll, with the majority of our students coming from local primary schools in Islington, Hackney and Haringey. We are an increasingly popular and successful school, so this number is set to increase.

We are well-resourced and employ 80 teaching and support staff. In 2013, we opened a magnificent new building which offers an excellent teaching and learning environment and outstanding facilities.

### Vision and ethos

Our vision is to be a confident learning community, developing young minds and talent through an academic core enriched by a wider creative curriculum.

Our vision centres on four core values that inform the decisions that we make:

- **Confidence:** we secure and embed our strength and resilience and challenge ourselves to develop further
- **Aspiration:** in all areas we actively hold the highest expectations
- **Respect:** every member of the community is celebrated
- **Reflection:** we stop and think regularly about what we are doing and why

The school vision can be found on our website:

<http://www.artsandmedia.islington.sch.uk/about/vision/>

The ethos of our school is built around being an inclusive, diverse, welcoming and supportive community with student achievement and student well-being at the heart of all that we do. We have created an environment in which students feel happy, safe and secure and where they all understand the excellent student behaviour that is expected of them, both within the school community and in the wider community.

## **Teaching and learning**

We have high aspirations and strong expectations of our whole school community. We are committed to ensuring that our pupils enjoy a creative and rich educational experience that prepares them for further education and to find their own success in life. We offer a robust academic core at the heart of our curriculum with arts and media subjects as our specialism. We have excellent progress rates for most of our pupils from entry to KS4.

Our staff are committed and dedicated professionals who all believe in the importance of a positive student experience and they give selflessly their time and commitment to the pupils and their parents and carers. Our students are extremely receptive to good teaching and thrive on the curriculum and the pastoral care provided.

Our [website](#), [prospectus](#), and [Ofsted report](#) give further insight into our community.

If you are someone who is open-minded and forward-looking, who will support the school's ethos and help continue the school's journey towards excellence and who, above all, is passionate about ensuring equality of opportunity for young people through a broad and balanced education, we welcome your application and look forward to meeting you.

## How to apply

- To apply for the position, **please submit a personal statement**
- The personal statement should be no more than 2 sides of A4
- Check your spelling and grammar before you press send!

### Writing your personal statement

- Complete the application form carefully, ensure there are no gaps within your career timeline (account for all of the years of employment within education upon completing first degree)
- Detail carefully on 2 -3 sides of A4 how you meet each area of the essential criteria within the person specification

For example:

- ***successful teaching experience at KS3 / KS4 in relevant subject areas***
- ***track record of success in examination results for personal teaching classes.***

Tell us what you have taught, key positive features of your teaching, the actual results you obtained for your personal classes (e.g. 80% A – C, class of 30, set 2). Strategies you employed to ensure success, strategies you led or shared with others and the results of this collaborative work. The impact of your results, your teaching and effort upon the department or school

For example:

- ***successful leadership experience of initiatives / courses in subject area***

Tell us what the initiative was, what the result of the initiative was and what impact this had on the pupils, department or school as a whole. Include numerical data or facts in your results rather than long descriptions or feelings.

From your personal statement we should be able to easily match what you have done with a majority of the requirements on the person specification, a good statement will take some time to write and it should be checked by another colleague to ensure it is free from error and grammatically correct.

### Overall

it should contain actual numbers and trends to give hard evidence of success in your current role (that relates to the job you are applying for)...try to relate the following bullet points to as many of the aspects in the person specification as you can, it leads to concrete examples in your statement.

- What did you do?
- What was the result?
- What was the impact upon others of your work?



Arts & Media School  
ISLINGTON

**Deputy Headteacher  
Curriculum, Teaching & Learning  
Full time, permanent, September 2016  
L20–L24  
£69,611-£76,015**

This is a rare opportunity to help lead our successful, creative school into the next phase of its development. The departure at the end of this academic year of our headteacher, Diana Osagie, led to the appointment of a new head teacher Ms Susan Service This in turn leads to the vacancy for a new deputy headteacher and we are seeking to appoint an inspiring leader who shares our vision of a core academic education enriched by a creative curriculum.

Arts & Media School Islington is an exceptional community, with outstanding partners. The school was rated as good by Ofsted in November 2013. Arts and Media School Islington is an inclusive inner city school that welcomes pupils of all faiths and none, girls and boys. Core values that underpin our school ethos are confidence, aspiration, respect and reflection. We have plans for expansion and are seeking a courageous leader to help chart a course that will implement the vision of the governing board and the school community for the next phase of our development.

School visits are welcomed but have no bearing on the shortlisting process.

20-21st April 9:30-11:15 Please call the school reception on 0207 281 5511 ext. 200 to confirm your attendance.

Applications should be emailed by the closing date to Ms King, the headteacher's PA, on:  
[kingh@artsandmedia.islington.sch.uk](mailto:kingh@artsandmedia.islington.sch.uk)

- Closing date: Thursday 28th Feb noon
- Interviews: Tuesday /Wednesday 3rd & 4th May

Application packs and application forms can be downloaded from our website:

<http://www.artsandmedia.islington.sch.uk/about/vacancies/>

Further school data is available on the school [website](#).

**We do not accept applications from agencies or via CVs.  
This post is subject to an enhanced DBS check.**



## Arts & Media School ISLINGTON

### **Arts and Media School Islington Key facts and statistics**

School type: Foundation Trust

Number on roll: 600

PAN: Currently 750. Rising to 900 during the period 2017 to 2021 to accommodate a projected shortfall in Islington during this period.

Age range: 11 to 16

No. of teaching staff: 40.4 fte

No. of pupil support and admin staff: 37.0 fte

Percentage of students eligible for FSM: Approx. 40% but falling year on year.

Number of students: SEN/Statement/EHC: 85

Number of students with EAL: 248

**For more information on the following please refer to the relevant links on our [website](#):**

School Development Plan

SLT structure

KS4 Exam Performance Analysis 2015 (summary)

KS4 Exam Performance Analysis 2015 (by Department)

School priorities

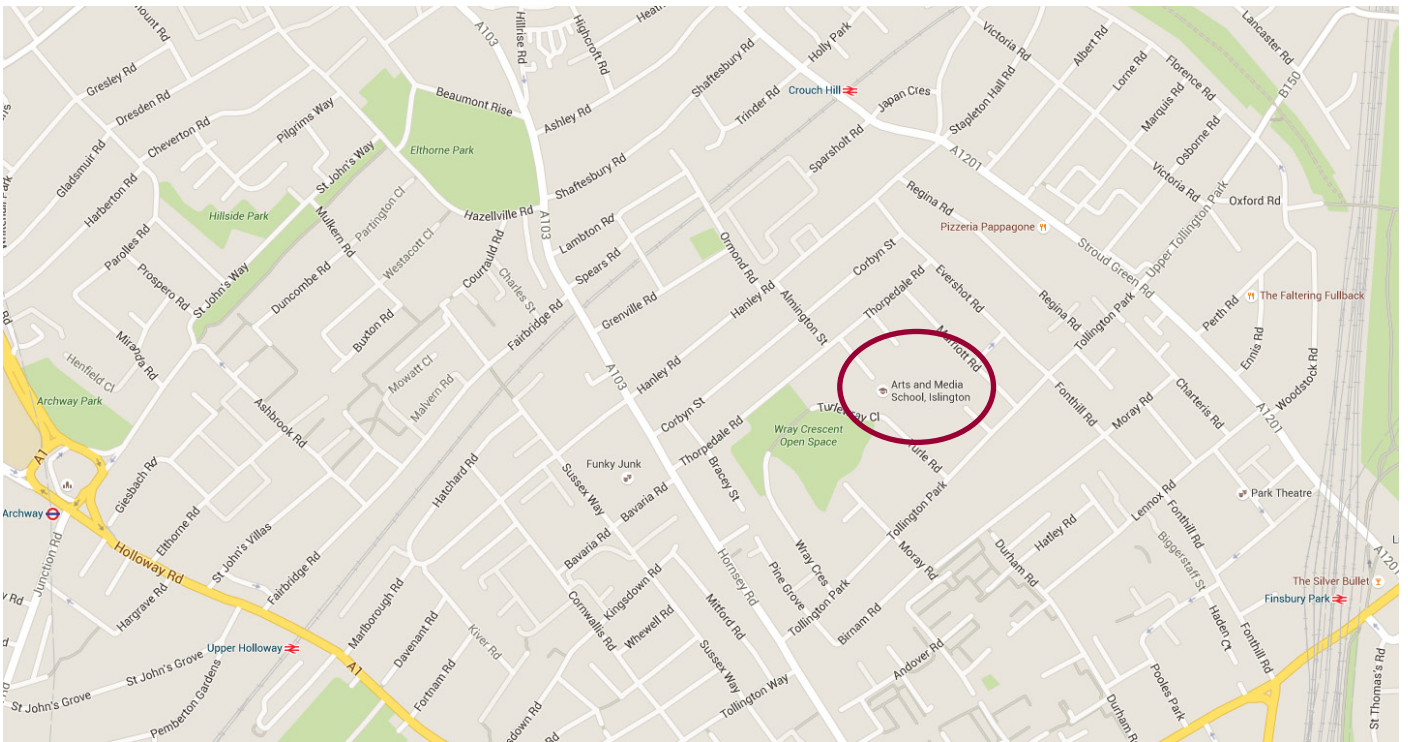
Data dashboard



# Arts & Media School ISLINGTON

## School Location

Arts & Media School Islington  
Turler Road  
Islington  
London  
N4 3LS



The closest stations are Finsbury Park Underground and Crouch Hill Overground

(We regret to inform you that there is no on-site parking, however there are Pay & Display bays available outside the school premises)

## **Job Description – Deputy Headteacher**

**Title: Deputy Headteacher: curriculum, teaching & learning**

### **Job purpose**

- To provide strategic leadership across the school community as a lead member of the senior management team under the overall direction of the head teacher.
- To deputise for the head teacher.

### **Key responsibilities**

To lead and be accountable for the following across the school:

- Strategic oversight of pupil progress, monitoring, target setting, challenge and accountability .
- Strategic management of faculty reviews, subject development, quality of teaching and learning, assessment and marking.
- Oversight of staff training and development.
- Performance management.
- Strategic management oversight of both AHTs on the leadership team in charge of the curriculum, school reporting, data and raising pupil standards in KS3.
- To lead on whole school initiatives as directed by the headteacher

The role of members of the senior team can change in agreement with the head teacher to reflect the needs of the school and afford each member of the leadership team the opportunity to gain experience in all aspects of school leadership.

### **Other duties and responsibilities**

As a member of the headteacher's team:

- To demonstrate and articulate high expectations and set realistic, obtainable targets for the whole school community.
- To take a strategic role in the development of new and emerging technologies to enhance the monitoring, tracking and development of school initiatives and procedures.
- To monitor, evaluate and review classroom and school wide practice and promote improvement strategies.
- To challenge underperformance at all levels and ensure effective corrective actions and follow-up.

### **Work with the headteacher in managing the organisation**

- To create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- To produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities.

- To manage the schools' financial and human resources effectively and efficiently to achieve the schools' educational goals and priorities.
- To recruit, retain and deploy staff appropriately and manage their workload to realistically achieve the vision and goals of the school.
- To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations.
- To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
- To use and integrate a range of technologies effectively and efficiently to manage the school.
- To comply with policies and procedures relating to the code of conduct, safeguarding, health and safety, security, confidentiality and data protection etc.

### **Work with the headteacher to secure accountability**

- To fulfil commitments arising from contractual accountability to the governing body.
- To develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- To develop and present a coherent, understandable and accurate account of the schools' performance to a range of audiences including governors, parents and carers.
- To reflect on personal contribution to school achievements and to take account of feedback from others.

### **Work with the headteacher in strengthening community**

- To build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- To create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment.
- To ensure learning experiences for students are linked into and integrated with the wider community and to ensure that students have opportunities to take on leadership roles within the school and the wider community.
- To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- To create and maintain an effective partnership with parents and carers to support and improve student' achievement and personal development.
- To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and colleges and promoting innovative initiatives.

- To co-operate and work with relevant agencies to protect children.

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the headteacher.**

## Deputy Headteacher teaching and learning : Person Specification

Education and Qualifications	Essential	Desirable	Assessment
Qualified teacher status	✓		A
Good honours graduate	✓		A
Evidence of good personal/professional development within leadership or related area	✓		A/I
Masters degree or equivalent		✓	A
Leadership Pathways or other recognised management qualification		✓	A
NPQH		✓	A/I

Experience	Essential	Desirable	Assessment
Evidence of <i>successful</i> senior leadership e.g. Assistant / deputy head	✓		A/I
Evidence of ability to raise the standards of the quality of teaching and learning and improve student outcomes.	✓		
Proven track record of excellent classroom practice	✓		A/I/R
Evidence of successful leadership and management through monitoring and evaluation strategies.	✓		A/I
Experience of school development, planning and implementing the vision to take the school forward	✓		A/I
Involvement in whole school training initiatives related to school improvement		✓	A/I
Experience of conducting performance management, coaching and mentoring staff	✓		A
Experience of holding staff and teams accountable, challenge underperformance and implement rigorous review and evaluation	✓		
Experience of working with external agencies		✓	A/I
Experience and willingness to teach across the curriculum	✓		

Knowledge and Understanding	Essential	Desirable	Assessment
Clear understanding of the challenges and opportunities involved in effective school leadership	✓		A/I
Clear understanding of the secondary curriculum and its assessment	✓		A/I
Evidence of knowing when to make a decision, when to consult, and when to refer to head teacher , as well as the capacity to deputise for head teacher	✓		A/I
Ability to use assessment data to inform planning and set targets	✓		A

<b>Teaching and learning</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
Proven track record of raising standards and delivery against targets	✓		A/I/R
Proven track record of improving teacher or department performance	✓		A/I/R
Evidence of the ability to lead on the analysis, understanding and interpretation of data, including the use of benchmark information	✓		A/I/R
Experience of monitoring and evaluating classroom practice through regular observations	✓		A/I
Evidence of the ability to build and lead effective teams and contribute to setting strategic direction	✓		A/I
Evidence of using ICT systems in the strategic leadership and management of a teaching and learning; effective use of management information systems to raise academic standards.	✓		A

<b>Leadership</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
Ability to lead, provide vision and command respect	✓		I/R
Highly motivated and able to motivate and inspire staff and students	✓		A/I/R
Ability to delegate responsibility and provide a focus for improvement	✓		I
Ability to innovate, manage change and evaluate its impact	✓		A/I
Ability to represent and be an ambassador for the school externally	✓		I

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
Personal impact and presence which inspires others	✓		I/R
Positive and energetic approach towards work	✓		I/R
Tenacious and able to pursue matters to a close	✓		I/R
High level of oral and written skills	✓		A/I
High expectations of self, students and colleagues	✓		I
Ability to be reflective and self-critical	✓		A/I /R

**A = Application**

**I = Interview**

**R = Reference**

## Guidance for candidates applying for a job with Islington Schools

Please read this carefully BEFORE you start to fill in the application form.

### References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. It is our policy to approach the referees of all shortlisted candidates. We reserve the right to approach any previous employer for a reference. If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.

All offers of appointment depend on receiving references satisfactory to the School. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The School reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g.

authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

Additional information for people who consider to have a disability under the Equality Act

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

### Disclosure & Barring Service

Islington Schools operates a Disclosure procedure in line with DBS guidelines. If you are selected for appointment to a post that involves access to children you will be subject to this procedure. All Disclosures are carried out in the strictest confidence and are made only in connection with your application for employment and for no other purpose. The application for an Enhanced Disclosure will be activated before your first day of work.

Posts that involve such access include: all School based posts, Youth Workers, Early Years Service posts, Education Psychologists, Education Welfare Officers as well as all Office based posts where the post holder, on occasion will be required to visit any establishment where there are children.

A copy of our policy on the Employment of Ex-Offenders is enclosed. Please contact Islington Schools HR on 0207 527 5787 if you would like further clarification about the post you are applying for.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record to a HR Advisor, in confidence, prior to completing an application for an Enhanced Disclosure with the Disclosure & Barring Service. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures.

#### Declaration

Under the Data Protection Act 1998, we must ask you to freely give your explicit consent to the processing of information on this application form in accordance with London Borough of Islington's registration under that same Act for personnel and payroll purposes, equal opportunities monitoring and to fulfil statutory requirements.

#### Equal opportunities monitoring information

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Education HR on 0207 527 5787.

## Policy on the recruitment and employment of ex-offenders

### Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools HR Services) or on the internet at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) or [www.direct.gov.uk](http://www.direct.gov.uk). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a Disclosure.

### Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

### During the application process

When you apply for a job with Islington Schools you will be told if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications.

A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

### If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post, proof of relevant qualifications and any other essential requirements for the post.

In the starter pack you will also receive comprehensive guidance notes explaining how to fill in the disclosure form. If, after reading the guidance, you have any questions please contact Islington Schools HR Services as detailed in the covering letter.

All employees/advisors involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- Whether the conviction or information was disclosed during the application stage;
- Whether the conviction or information revealed is relevant to the job;
- How long ago the offence(s) took place;
- The candidate's age at the time of the offence(s);
- The number and pattern of offences;
- Any other relevant circumstances.

All staff/advisors in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

#### Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate. Islington Schools HR Services will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

#### Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools HR Services has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools HR Services on request.



# Arts & Media School

## ISLINGTON

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