



Pennyhill Primary School

Deputy Headteacher Recruitment Pack



Are you the candidate we are looking for?





Pennyhill Primary School

Hollyhedge Road, West Bromwich, West Midlands B71 3BU

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Twitter @PennyhillSchool

Email: enquiries@pennyhill.sandwell.sch.uk

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Pennyhill Primary School. This post has arisen due to the upcoming retirement of the current post holder. We would like someone to take up this position from September 2023 however we do have the flexibility to be able to wait until January 2024 for the right candidate.

Pennyhill Primary School is a vibrant and welcoming school that is fully committed to providing the best start in life for its pupils.

We are a three-form entry primary school, situated on the outskirts of West Bromwich. We are a suitable local commute from West Bromwich, Birmingham, Walsall and Wolverhampton. We are also close enough to the motorway should you live further afield and need access to the motorway.

Our school environment is well-resourced. The children and staff benefit from a range of different resources and facilities. We have three halls. Two of the halls are multi-purpose and used as dining halls, for assemblies and for PE. We also have another 'Celebration Hall'. Our 'Celebration Hall' has a full performance stage, we do not use this hall for dining, this is the performance and praise hall; parents and visitors are invited into this hall to see the good work the children achieve and also to see the performances that the children participate in.

We also have a fully equipped children's kitchen which the children use as part of their food technology work. This kitchen contains enough cookers and resources for half a class to work comfortably and individually. Whilst some of the children are in here the remaining children can work in the music room which is next door.

Moving on from the children's kitchen we have a gym that is well-equipped. We have all the resources needed to fully implement PE and Games. We are in the final stages of this renovation, soon the sound system will be added so that we can have better dance and movement opportunities.

We aim to utilise all available space. We have two walled gardens which have been created. One garden is used to grow herbs and vegetables that we aim to use in the school kitchen and as part of the curriculum. The other garden is a relaxing, sensory garden with scented herbs, flowers, wind chimes and a solar-powered water feature.

We recognise that sometimes some children need to reset and reflect and some children find playtimes big and busy. In order to meet these needs, we have areas developed in school to manage this. Ofsted recognised (2022) that we are a calm, safe place where well-being is nurtured and children behave well.

We have a number of libraries across the school. Reading is important to us. Children use these spaces both within and beyond the school day.

We are committed to providing our children with technology throughout the curriculum. Our curriculum is therefore enhanced with iPads and laptops which children can use in the classroom environment.

In our most recent inspection report, Ofsted rated us 'good' saying that *'Everyone loves to learn at Pennyhill Primary School. Pupils, staff and governors are proud to be part of the team'*. This is something that is very important to us. We are an ambitious school with a vision to provide a curriculum where children and staff are supported to achieve their best. We act on the belief that every child deserves to leave as an inquisitive, independent and confident life-long learner. We have a committed and reflective staff who are keen to learn from one another to consistently deliver good or better teaching and learning opportunities. We use data analysis and targeted interventions, combined with our curriculum to continually improve rates of progress. But we can do more - and that's where you come in!

The Deputy Headteacher position is not class-based but it is essential that the successful candidate is an outstanding practitioner so that they can support and model highly effective practice to colleagues. In addition to working closely with the Headteacher, you will need to be able to work closely with our team of three Assistant Headteachers. The Assistant Heads are currently responsible for an area of whole school leadership in addition to phase responsibilities.

I would encourage you to make an appointment to visit the school so that you can see for yourself what a wonderful opportunity this is.

The following dates and times are currently scheduled for prospective candidates to visit:

- Thursday 4th May at 9:30am
- Tuesday 9th May at 4pm
- Thursday 11th May at 1:30pm
- Wednesday 17th May at 9:30am
- Thursday 18th at 4pm
- Monday 23rd May at 9:30am

Please contact the school office to book one of the available timeslots.

If you would like to be part of this journey and have the enthusiasm and passion to join us then we look forward to hearing from you.

Interested applicants are asked to write a letter of application and complete the application form in full. All completed applications should be returned directly to the school for the attention of Miss E Williams, Headteacher. Applications can be submitted by hand, post or electronically through enquiries@pennyhill.sandwell.sch.uk

Closing date: Wednesday 24th May 9:00am

Interviews: Tuesday 13th June

Online checks will take place of all shortlisted candidates.

We look forward to receiving your application.

Elaine Williams

Miss E Williams
Headteacher

A quick snapshot of some of our facilities.....



A performance stage to develop confident performances and celebrate achievements



Themed corridors which take you on a journey through time and history



Our walled gardens provide peace and tranquillity as well as learning opportunities



JOB DESCRIPTION

Post: Deputy Headteacher, Pennyhill Primary School

Leadership pay spine: 12-16

CORE PURPOSE

The core purpose of the Deputy Headteacher is to assist the Headteacher in providing professional leadership and management for our school. The school objectives are to ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work. The School will expect the Deputy Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in primary education.

STATUTORY REQUIREMENTS

Deputy Headteachers occupy an influential position within the school and are expected to use this influence to support the agenda for achieving standards within the school. Deputy Headteachers are lead professionals and significant role models within the school and the local community they serve.

A person appointed as a Deputy Headteacher, in addition to carrying out the professional duties of a teacher other than a Headteacher, must play a major role under the overall direction of the Headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- and monitoring progress towards their achievement;

The post holder will carry out the duties of a Deputy Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education. It may be modified by the Headteacher, to reflect or anticipate changes in the job, commensurate with the salary and job title.

SUMMARY OF MAIN DUTIES AND RESPONSIBILITIES (not a comprehensive list)

Assist the Headteacher in:

- Communicating the school's values and vision, and help drive the strategic leadership, empowering all pupils, staff and themselves to grow and flourish in the pursuit of excellence, resourcefulness and resilience
- Improving teaching and learning across the school
- Improving and developing excellent standards of attendance
- Continuing and enhancing partnership working with parents, pupils, staff, governors, community organisations, local schools, Sandwell Council and other outside agencies, to improve academic, cultural and social outcomes for pupils

- Working closely with the governing body to promote and develop the growth and best interests of the school community, ensuring the personal development of all pupils is central to our curriculum
- Securing high standards of welfare and pastoral care for all members of the school community, including opportunities for moral, social and cultural development

Have a strategic lead and focus on:

- Assessment, data and teaching and learning across school.
- Pupil Premium, responsible for developing systems in school to closely track the use of Pupil Premium spending, analyse the effectiveness of this spending and adjust spending accordingly to achieve maximum impact for pupils in receipt of Pupil Premium Funding.
- ECT as the school Induction Tutor and management and oversight of the ECT Mentors
- Safeguarding, as the Designated Safeguarding Lead in the school

Duties

Teaching, learning and assessment

- Maintaining and securing excellent teaching for all pupils through an understanding of the features of successful classroom practice
- Maintaining ambitious standards for all pupils, so that barriers may be overcome and equality advanced in line with and above national expectations.
- Helping lead school development on the basis of monitoring evidence and an understanding of effective practice.
- Holding all staff to account for their professional conduct and practice.
- Building a strong culture of continuous professional development for our staff ensuring that it is focused on the attainment of the school's vision and agreed objectives for school improvement.
- Use and analyse data, statistics, and other information at a whole school level, and in collaboration with colleagues, to evaluate pupil progress and attainment to highlight key areas for whole school improvement. Devise strategically focused actions to ensure positive outcomes from findings that are time bound and effective.
- Develop and use quality models of teaching and learning to support and develop pupil progress
- Be able to demonstrate high involvement and engagement of all pupils, including vulnerable groups.
- To oversee and ensure the maintenance of good behaviour at all times by pupils both during the school day and when pupils are out of school at other times and represent the school.
- Monitor and evaluate the planning of learning on a regular basis, and report anomalies to Headteacher. Direct staff as required

Pupils and staff

- Direct and lead staff induction in areas of responsibility, providing all required documentation, assigning a mentor and other actions which may be required.
- Coach and mentor colleagues as appropriate, in areas of responsibility, to support improvement in their effectiveness relating to planning, teaching, learning and formative assessment and through the induction process for ITT or students.
- Make judgements about staff performance in relation to areas of responsibility, data outcomes and pupil need and through the performance management cycle.
- Take effective action to ensure that standards rise in areas of responsibility and those as directed by the School Improvement Plan
- Use tools for data collection and analysis. Make sure that all vulnerable pupils progress is at least at expected standards
- Work alongside the Headteacher to ensure through CPD and coaching that Quality First Teaching is at its heart

Leadership and management

- Implement evidence-based school improvement plans and policies for the development of the school and its facilities.
- To assist in the recruitment and deployment of teaching and support staff and maintain effective procedures and strategies for staff induction, professional development, and performance review
- Support staff in the use and range of new technologies to enhance efficiency in both an administrative and learning capacity in areas of responsibility
- Monitor and use finances in areas of responsibility from a set budget to ensure value for money
- Quality assure the judgements and outcomes of actions from others in or beyond the organisation
- Reflect on own performance and personal areas for improvement. Is willing and able to seek support and improve self to secure own accountabilities.
- To liaise and maintain effective working relationships with pupils, staff, parents/carers and all other stakeholders including Governors.
- Effectively build teams and ensure positive strategies to challenge prejudice or racism of any kind.
- To provide the necessary information to advise, support, develop and work with the governing body to enable them to meet their responsibilities.
- Provide updated information on current and arising national and local trends/issues that will impact on the school community

Act as Designated Safeguarding Lead by:

- Providing a safe, calm and well-ordered environment for all pupils and staff, with a strong focus on safeguarding and the development of exemplary behaviour.
- Referring cases of suspected abuse to the local authority children's social care as required
- Supporting staff who make referrals to local authority children's social care, acting as a source of support, advice and expertise for all staff.

- Liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, supported by an ability to keep detailed, accurate, secure written records of concerns and referrals.
- Liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- Prepare termly and annual reports on safeguarding for the Headteacher and the Governing Body

PERSONNEL SPECIFICATION

A= Application form, I= Interview, T= Test or Task

Qualifications/Relevant Experience	How identified
Degree and qualified teaching status	A,
A consistent record of continuous professional development and relevant impact	A, I
Successful leadership experience at a senior leadership level	A, I
Experience in developing teams	A, I
Experience in appraising/performance managing staff	A, I, T
Experience in leading and managing a major school initiative	A, I, T
Experience in data analysis	A, T
Responsibility for developing, monitoring, and evaluating an aspect of school provision	A, I
Experience in contributing to self-evaluation and school improvement	A, I
A full understanding of safeguarding procedures and child protection responsibilities.	A, I
Experience in contributing to policy and decision making	A, I
A clear understanding of leadership styles and successful experiences in using a range of styles relevant to situations.	A, I

Qualities and knowledge	How identified
Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for pupils	A, I, T
Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors, and members of the local community	A, I
Experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise, and skills, and that of those around you.	A, I, T
Drive, commitment, and ability to communicate compellingly the school's vision, empowering all pupils and staff to excel	A, I, T
Proven experience in raising standards of achievement in a primary school	A, I
Ability to accurately, monitor, evaluate and improve teaching, assessment, and learning across the whole school	A, I, T
Ability to write high-quality written reports/information that can be shared within the school (eg to staff and parents) and beyond the school (eg for Governors, the LA, and external bodies)	A, I, T

Teaching, learning and assessment	How identified
Provide an example of excellence as a leading practitioner, inspiring and motivating staff	A, I, T
Work with the Headteacher and the Senior Leadership Team to secure and sustain high expectations and excellent practice in teaching, learning, and assessment throughout the school	A, I
Monitor and evaluate the quality of teaching and learning and standards of pupil's achievement; set and monitor targets for improvement	A, I, T

Develop and implement coaching plans and strategies to improve teacher performance and pupil outcomes	A, I, T
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Pupils and staff	How identified
Proven ability to be able to demand ambitious standards for all pupils by instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes whilst overcoming disadvantages and advancing equality	A, I, T
Experience in securing excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design.	A, I
Commitment to creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	A, I
Ability, drive, and commitment to coach current and aspiring leaders in a climate where excellence is the standard. The resolve, ability, and resilience to hold all staff to account for their professional conduct and practice.	A, I, T
Experience observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school.	A, I, T

Whole school leadership and management	How identified
Understands available school performance data, its analysis, and its use.	A, I, T
A clear understanding of DSL's role in primary school and experience in adhering to statutory child protection and safeguarding matters.	A, I, T
Commitment to a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society	A, I, T
Ability to assist in establishing and maintaining rigorous, fair, and transparent systems and measures for managing the performance of all staff and the ability to assist in addressing any under-performance, supporting staff to improve and valuing excellent practice	A, I, T
Ability to demonstrate an understanding of curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability	A, I
Treats people fairly, equitably, and with dignity to create and maintain a positive school culture	A, I
Able to balance work and personal life and is considerate of the well-being of others.	A, I