



Position

Deputy Headteacher -
Pastoral, Behaviour and
Inclusion

Location

Hasmonean High School for
Boys, NW4

Start

September 2024 or January
2025

Salary

L20 - L25 (Outer London
Allowance)

**Deputy
Headteacher**

HASMONEAN



אל תקרי בניך אלא בוניך

Welcome Letter from our Headteacher

Dear Applicant,

Thank you for your interest in the deputy head position at Hasmonean High School trust that the information provided in this package will assist you in making an informed decision about pursuing this opportunity.

Hasmonean High School for Boys, an orthodox Jewish Boys School affiliated with the Hasmonean MAT, is closely aligned with its counterpart, the Hasmonean High School for Girls. While each school has its own Senior Leadership Team (SLT), collaboration and resource-sharing are integral to our ethos. Our institution, situated in North West London, prides itself on being an inclusive comprehensive school for Jewish boys. Embracing students of varying abilities, we consistently achieve outstanding results, with the majority of our graduates advancing to higher education. At Hasmonean, we foster a community-oriented environment, where our dedicated staff prioritize the well-being and progress of our students. Commitment to continuous staff development is a core value, and we provide diverse pathways for professional growth.

Hasmonean's aim is to nurture students to become happy, confident and respectful adults committed to thrive in the wider world whilst abiding by their Jewish Faith. We are committed to providing students with an excellent secular and Jewish education whilst teaching them to respect those with different beliefs, identities and values to their own.

We aim to maximise each student's potential within a caring, inspirational and professional environment. We are actively seeking an enthusiastic and ambitious individual to join our team, someone who exudes confidence in leading pastoral and behaviour initiatives. The ideal candidate will possess strategic thinking abilities, demonstrating an ability for planning and implementing positive change. Exceptional communication skills to motivate staff and students and a steadfast commitment to inclusion are key attributes we are looking for in potential candidates. By becoming a part of our supportive Senior Leadership Team, you will be entering an environment that embraces innovation and new ideas.

We sincerely appreciate your interest in Hasmonean High School for Boys.

I look forward to hearing from you

Miriam Langdon
Headteacher



Our Vision

All students, staff and parents are aware of our great purpose: to nurture students to become committed to, and ready to live, a life of Torah im Derech Eretz (to be successful in the wider world without compromising the attitudes and values enshrined in the Torah). This ethos has always been at the heart of Hasmonean since its first school was created to provide those who fled from the Holocaust with a future; it is this ethos which enables our students to become successful, responsible contributors to modern day Britain.

Hasmonean's values go above and beyond academic achievement. We expect teachers to deliver a first-rate religious education, outstanding secular studies and a broad and enriched curriculum which promotes values such as chesed (caring/ kindness) and tzedakah (supporting charities). Although the vast majority of our graduates go on to study in world-class yeshivas and seminaries, before pursuing university education and a wide variety of careers, all students are well-prepared for their future lives.

Students are taught to love and cherish their religion and culture, to explore its rich depths and to be enriched by them; and that living an ethical life is a privilege rather than a burden. They are also taught to respect people of other faiths (or no faith), those who come from different cultures and those who lead different lives.



We ensure that students are supported, regardless of their economic background or academic ability, to make excellent progress and to enjoy their spiritual, personal and academic journey. We aim to maximise each student's potential within a caring, disciplined and ordered environment; in return, all students are obliged to respect and support the school's values, to act as role models to other students, to try their best and to act with a kind heart.



Job Description



Job Purpose:

The initial focus of the role will be Pastoral, Behaviour and Inclusion for the Boys' School but the specific responsibilities may change over time at the direction of the Headteacher and CEO depending on the changing needs of the MAT

Job Title:

Deputy Headteacher - Member of SLT

Responsible to:

Head of School

Job Description (continued)

Core Purpose	The Deputy Headteacher will lead by example and provide inspiration and motivation for the school community by: • Acting as a role model of an empathetic Senior Leader who is able to listen to all stakeholders and make them feel valued • Ensuring that all stakeholders play their part in creating the very best possible learning environment by having high expectations of themselves and empathy towards others • Ensuring that the Behaviour Policy promotes an inclusive, positive and empathetic approach to Behaviour, attitudes and school culture • Proactively supporting and embedding the school ethos, vision and values and associated policies via a strategy that is disseminated across the school • Ensuring all staff buy into and promote the concept of 'Discipline with Dignity' • Holding staff to account for systematically applying the Behaviour Policy inside the classroom and around the school by establishing and monitoring common routines • Sharing the lead in writing a development plan for the schools to ensure pastoral support continuously improves, that the plan is effectively implemented and its success is evaluated • Working in partnership with all stakeholders to create a sense of shared ownership in regard to the promotion of excellent Behaviour and Attitudes • Promoting an inclusive school culture
Key Responsibilities	The key responsibilities for this post will be: • Continuously monitoring the implementation of the Behaviour Policy to create the best possible learning environment • Improving the Behaviour and Attitudes of students • Ensuring the consistent application of the behaviour policy by all staff • Establishing early intervention for those who do not exhibit good character and conduct Taking part in re-entry meetings for suspended students • Taking the lead in reporting on behaviour and pastoral support at the Boys' school to such groups that include but are not limited to: the SLT and ELT; the Governing Body; Ofsted; other external agencies • Line managing the assistant head for behaviour, the students support officer and the SENDCO and any other staff as determined by the ELT • Leading the Standards Team to establish clear systems and strategies that ensure all staff take responsibility for the culture, behaviour and standards of students • Ensuring high standards of attendance and punctuality for all students through tracking and monitoring and through the development and implementation of an effective whole school attendance strategy • Leading and managing the continuing professional development of Year Leaders Ensuring Form Tutors understand and fulfil their responsibilities • Supporting the induction of new teaching staff in relation to behaviour and pastoral care • Arranging INSET and CPD activities to develop consistency in the application of the behaviour policy and the improvement of behaviour in the Boys' School.

Job Description (continued)

Leadership	The Deputy Headteacher will work with the Headteacher to: • Provide effective professional challenge and support to staff • Provide information and advice to staff and the governing body and support robust accountability processes throughout the school • Ensure that the behaviour policy is followed consistently throughout the school by all staff • Be available to assist the Head(s) of School in responding to unplanned situations which arise in the daily running of the schools • Deputise for the Headteacher(s) in their absence
Leading and Developing Others	The Deputy Headteacher will lead, motivate, support, challenge and develop staff in specified teams and departments to ensure the best outcomes for the school through: • Being a role model for others, demonstrating a high standard of leadership Recognising, developing and maximising the potential of others • Challenging ineffective practice and providing support through strategies for improvement • Building a collaborative culture which positively embraces change and progress through staff empowerment and teamwork • Treating people fairly and equitably, with dignity and respect, to create and maintain a positive school culture and to allow an appropriate work-life balance • Supporting the development of positive working relationships with and between all staff Developing all staff so that they can contribute to the culture and behaviour of students
Effective Deployment of staff and resources	The Deputy Headteacher will utilise staff resources effectively by: • Supporting the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities • Managing the school effectively in the absence of the Headteacher
Quality Assurance	The Deputy Headteacher will work to create a highly effective educational experience for all students by: • Undertaking monitoring and evaluation functions which will: * Highlight strengths; * Identify success; * Contribute towards improvements in school structures, systems and policies; * Identify areas where further development is needed. • Reporting results of student surveys and quality assurance/ evaluation to the Headteacher, CEO and Governors • Engage national leaders in behaviour from other high performing schools to undertake evaluation of the current policy and practice

Job Description (continued)

Whole School Contribution

The Deputy Headteacher will:

- Play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow their example
- Undertake Strategic Planning that will aid the production of the School Development Plan and Self Evaluation Form
- Undertake continuous professional development Comply
- with and promote the school's ethos and policies
- Foster and support extra-curricular activities in the interest of the school community e.g. school productions, concerts, sports activities
- Lead and contribute to assemblies
- Take an equitable share of supervision at different times throughout the school day
- Assist in the day-to-day management of the school and contribute to a safe, secure and healthy environment
- Lead and contribute to Celebration Afternoons/Evenings as required



Person Specification

Criterion	Essential	Desirable
Professional Qualifications	- A good degree - Qualified Teacher Status	Evidence of continuing professional development
Skills and Attributes	- Effective and sensitive communicator to a range of audiences Ability to successfully present, inform, interact and consult with staff - Sensitivity to the school ethosWillingness to seek advice and support when necessary Approachable - Enthusiastic leader with ability to inspire trust and confidence and motivate others Ability to foster mutual respect in students and adults, showing sensitivity, humour, decisiveness, flexibility and authority - Good problem solving skills - Organised, and able to work calmly and effectively under pressure - Able to motivate and encourage others especially in a period of challenge and change - Experience of leading whole school initiatives - Good judgement of people and situations - The diplomatic and PR skills to deal with complex and difficult situations involving any school stakeholder	
Behaviour and Standards	- Substantial, recent and successful experience of improving behaviour/standards in a school setting - An understanding of the importance of culture on behaviour and standards Evidence of being rated as an outstanding practitioner - An understanding of the importance of the connections between the secular and Jewish Studies department in changing culture - Understanding of how data can be used for the purpose of school evaluation and improvement - Experience of, and commitment to, the education of the whole person promoting social and emotional well-being in addition to academic development - High expectations of students and colleagues	Experience in a variety of schools.
Strategic Direction and Development	- Able to lead, develop, share and realise strategic plans relevant to whole school Teaching and Learning - Able to motivate, challenge and empower others to deliver an improvement plan - Knowledge and understanding of educational trends	Experience of introducing change

Person Specification (continued)

Criterion	Essential	Desirable
Accountability	- Ability to build and maintain effective links with stakeholders - Ability to engage with parents in the education of their children - Ability to develop and present a coherent and accurate account of performance to a range of audiences including parents and external agencies	
Leading and Managing Staff	- Ability to contribute to the recognition and effective use of the talents of the teaching and non-teaching teams - Ability to undertake effective performance management and development of staff - Ability to take difficult decisions and convey outcomes clearly and sensitively - Ability to foster an open, fair and equitable culture within the School - Ability to work collaboratively with others	
Managing Resources	Ability to use a range of data to analyse the behaviour trends at Hasmonean	



For full details of this opportunity please or to arrange a visit to Hasmonean High School for Boys, please contact:

brett.coventry@hays.com

Closing Date – 30 May 2024

Interviews will be held between 05 – 10 June 2024

