



**Denefield School**

*Enabling potential, expecting the best*

# **Deputy Headteacher (Pastoral) Application Pack**

**March 2019**

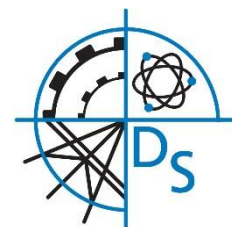


# Denefield School

*Enabling potential, expecting the best*

Long Lane, Tilehurst, Reading, RG31 6XY  
[www.denefield.org.uk](http://www.denefield.org.uk) Tel: 0118 9413458

**Headteacher: Mrs L A Hillyard BEd (Hons) NPQH**



Dear Applicant

Thank you for expressing interest in the position of Deputy Headteacher (Pastoral) at Denefield School. I hope you find the information contained in this pack helpful to support your application decision.

Denefield School is a popular, oversubscribed, inclusive and successful standalone academy providing high quality education to over 1,100 students. We are very proud of our excellent facilities, well maintained buildings and extensive grounds. Denefield has been oversubscribed for the last four years and there is a significant waiting list for September 2019. The school has been recently recognised by Ofsted as a consistently 'Good' school (February 2018).

This is a very exciting post at a very exciting time for the school. The school already has high standards of behaviour, attendance and welfare. This was confirmed by Ofsted in February 2018, who noted 'Pupils behave well at the school. They are kind and respectful towards each other and their teachers. Pupils wear their uniform with pride and take good care of their school environment ... Pupils told inspectors that they enjoy school and this is reflected in their good levels of attendance.' The school has a strong focus on personal development, and the school's nine CHARACTER values are a popular and integral part of school life. The incoming Deputy Headteacher will be responsible for overseeing the school's pastoral and behavioural systems, including the vertical tutor and house system, rewards and recognition policies, restorative justice procedures, as well as CHARACTER development – including PSHE, RSE and SMSC. The incoming deputy will oversee a team of Heads of House, Deputy Heads of House and Student Managers, and will be supported by the able leadership team and given first-class administrative support. The leadership team currently consists of a Deputy Head, a Director of Teaching, Learning and Strategic Partnerships, along with three Assistant Heads. This post can also offer an excellent springboard to Headship.

The current Headteacher, Lucy Hillyard, has ably led the school to its current heights. She has overseen a school which is successful and oversubscribed, but also caring and rooted deeply in its community. These are values I will reaffirm as I take up the headship in September 2019. The school will continue to focus on excellent classroom practice, on the empowerment of all – students, staff and other stakeholders – and on an enrichment programme that impacts positively on all students, regardless of gender, race, ability or background. Fundamental to this will be the operation of our pastoral system, and the CHARACTER and personal development of students. Fundamental to this will be the new Deputy Headteacher (Pastoral) who will oversee these aspects of the school.

I hope you find the prospect of joining Denefield to be an interesting and exciting opportunity. If you can demonstrate that you possess the necessary experience, knowledge and qualifications and aspire to our values and vision then I would like to hear from you. Please complete the application form available from our website and provide a *concise* letter outlining the skills, qualities, attributes and experience you would bring to the role based on the information provided in the job description and person specification.

Electronic applications are fully acceptable and these should be emailed to [recruitment@denefield.org.uk](mailto:recruitment@denefield.org.uk). Visits to the school are warmly welcomed so please contact Sue Ellison, the Headteacher's PA, on 0118 972 8952 to arrange an appointment.

The closing date for applications is **Monday 25 March**. Interviews will take place on **Monday 1 April and Tuesday 2 April**.

At Denefield, we take safeguarding very seriously and consequently the successful candidate will be required to undertake an enhanced Disclosure and Barring Service check for regulated activity. Please do not include CVs with your application as these will be disregarded for safeguarding purposes.

We look forward to hearing from you. If you wish to speak to me please contact Sue Ellison, the Headteacher's PA, to arrange a convenient time.

Yours sincerely



Edwin Towill  
Headteacher Designate





## Our school

Denefield is a thriving and expanding school on the outskirts of Reading with over 1,100 students on the roll, including 197 in the Sixth Form. The school has been serving the local community for over 40 years since its inception in 1976. It has steadily grown over the last few years reflecting our good reputation and the continued the support from our local community.

The school is a stand-alone academy trust having converted in January 2012. We have an active partnership with our local partner primary schools. Each year, we admit approximately 75% of students from our partner primary schools and the remaining 25% from the wider area. Our standard admission number is 180 students for entry into Year 7, however due to continual demand for places we have admitted, on average, an extra 20 students for the last four years and have also operated a waiting list during this time.

For further information about our school please visit our website - [www.denefield.org.uk](http://www.denefield.org.uk)





## Our distinctive ethos

We are very proud of our distinctive ethos which is based on a set of CHARACTER values and a belief that every student has the potential to succeed. Our strap line, 'Enabling potential, expecting the best', sits at the heart of the school's work.

Developing CHARACTER values is a key focus of our work and we encourage students to become: confident, happy, articulate, resilient, ambitious, courageous, tolerant, empathetic, and respectful individuals. We host annual CHARACTER awards to recognise and celebrate students who have displayed CHARACTER values.

We strive to equip our young people with the skills, academic qualifications and personal attributes to thrive in the modern world. We passionately believe that our role is to prepare students for the tests of life and not for a life of tests.



## Our vision

In 2016 the Governing Board and the senior leadership team collaborated to devise a five year strategic plan for the school called our 2020 vision. The plan is driven by an ambition to build on our success as a thriving and successful community school by ensuring that our students are suitably prepared and equipped for life in modern Britain. The plan identifies five key goals:

- to provide a high-quality learning experience
- to challenge every member of our community to achieve their best
- to create future leaders
- to collaborate and foster reciprocal partnerships
- to enhance learning opportunities and to further embed our CHARACTER values.

The improvement priorities in our annual school development plan are driven by our five long term goals.



# Examination results

## GCSE results 2018

Number of students 174

71% of students achieved 9-4 in English and maths

15% of students achieved 9-7 in English and maths

85% of students achieved 9-4 in English

75% of students achieved 9-4 in maths

48.5% of students achieved 9-4 in Science Trilogy

98% of students achieved 9-4 in Biology

94.9% of students achieved 9-4 in Physics

94.9% of students achieved 9-4 in Chemistry

32% of students achieved Ebacc

Progress 8 and attainment 8 results from the DFE performance tables (unvalidated) are:

Attainment 8	48.40
Progress 8	0.03
Progress 8 English	0.30
Progress 8 Maths	0.12
Progress 8 Science	-0.40

## A2 results 2018

Number of students 60

A*-E	97%
A*-A	15%
A*-B	41%
A*-C	71%
Average grade	C
Estimated value added	-0.15

## BTEC

Distinction *	33%
Distinction*-distinction	55%
Distinction* - merit	88%
Distinction*-pass 1	100%

The overwhelming majority of students secured the places at higher education institutions they chose.

## Working at Denefield

We currently have 71 teaching staff and 61 support staff.

Professional development opportunities for staff in this school are outstanding. We have developed an exceptional in-house annual training programme enabling staff at all levels to follow a personalised programme linked to their performance management needs. Each year staff have the opportunity to review their work, to set targets at an annual appraisal meeting which is followed up with an interim review meeting part way through the year. We have a robust system in place for pay progression for both teaching and support staff.

Senior and middle leaders are supported to take part in recognised senior and middle-leadership qualifications with NPQSL and NPQH providers and the local authority.

Newly qualified staff are effectively supported and are provided with a reduced timetable, a planned induction programme and mentor support. We have welcomed a number of teachers from overseas with a supportive induction programme to help with transition to the UK.

The school is an active strategic partner of the Berkshire Teaching Alliance (BTA) and since 2016 has appointed a number of trainees via School Direct salaried and non -salaried routes.

In order to manage the on-going challenge of finding and retaining high quality teachers, we have implemented a 'Grow Your Own' strategy. As the lead secondary school for the Berkshire Teaching Alliance, we recruit and train our own trainee teachers. The school has created a bespoke teacher training programme which is delivered by high quality practitioners within our organisation. Since September 2016, this has resulted in the recruitment of 15% of our teaching staff body, with the vast majority of these new teachers in hard to recruit subjects.



## Facilities

The school is located in Tilehurst a densely populated suburb of Reading some four miles from the town centre. Our estate backs on to farmland and woods and is generous in size extending to some 23 acres and boasts well maintained buildings and grounds. A few years ago, the school received £9 million of government funding which was used to build a new science block, to provide state of the art design & technology and music classrooms, workshops, a recording studio, an art exhibition space, a community room equipped with a dance floor and a new Sixth Form common room and work areas.

Since academy conversion, we have successfully bid for £2.66 million of Government capital grants to improve the fabric and condition of our buildings. Past projects include: window replacement, new lighting and ceilings, heating controls, and a significant extension to our canteen and outdoor seating area. Our most recent successful project has seen the installation of electronic exit gates and new fencing, external doors and alarms, car park lighting, an extension to the outdoor student supervised area including a ramp for accessible access and classroom doors with viewing panels.

Current aspirations to further enhance our facilities (subject to affordability) include: improvements to the sports hall and gym, fire safety improvements, window replacements and upgrades to the IT infrastructure.





# Staff benefits

## Salaries and benefits

The school follows the pay and conditions for teaching staff as set out in the current School Teachers' Pay and Conditions Document and Teachers' Pension Scheme (TPS). Pay and conditions of service for support staff as set out by the National Joint Council for Local Government Services and the Local Government Pension Scheme (LGPS).

## Child Care

Little Oaks Nursery operates on the school site providing care and education for up to 28 children aged 0 to 5 years. Term-time only places may be available to the children of Denefield staff, subject to availability. For further details please contact the nursery directly on 0118 972 8970.

## Joint Consultative Committee

Following academy conversion, the Governing Board implemented a Joint Consultative Committee (JCC) as a means of consulting with staff on an array of employment, pay and conditions issues. Members of the Governing Board attend meetings to discuss any new developments and work-related issues with staff representatives, trade union representatives and senior leaders.

## Professional development opportunities for the incoming Deputy Headteacher (Pastoral)

The Governing Board is committed to the professional development of the incoming Deputy Headteacher. In addition to internal professional development opportunities, the successful candidate will be able to access high quality external professional development opportunities to support their own personal growth and development.



# Job description – Deputy Headteacher

**Responsible to: Headteacher**

**Salary: L21 (£65,383) to L25 (£72,119)**

**Responsibility for and Line Management of four Heads of House and Curriculum /Standards Leaders to be specified**

## Strategic Leadership

- Work with the Headteacher and Governing Board to create a shared vision which expresses core educational values and is inclusive of all stakeholders.
- Work with the Headteacher to establish effective relationships and communication in order to build a positive learning atmosphere throughout the school.
- Work with stakeholders to ensure that all students across the full ability range develop the character and qualifications to achieve success for life.
- Monitor and evaluate aspects of the work of the school including key curriculum areas.

## Operational Expectations of the Senior Leadership Team

- Contribute to the formulation of school policies, ethos and procedures, ensuring their consistent implementation throughout the school.
- Lead by example, supporting and upholding all aspects of school ethos and policies, including embedding of CHARACTER values, SMSC and fundamental British values.
- Contribute towards the school improvement process and documentation and the school's self-evaluation process and documentation.
- Ensure high quality teaching and learning in line managed departments, holding subject leaders to account.
- Contribute to the sound financial management of the school.
- Organise assemblies, undertake duties, and attend Senior Leadership Team meetings and Governing Board meetings.
- Share in the management of student disciplinary incidents.
- Reflect upon and constantly improve own practice, and contribute towards own appraisal process.
- Ensure that appraisal of others is rigorous and effective.

## Specific Responsibilities

- Deputise for the Headteacher in case of absence.
- Lead, implement and evaluate strategies to promote the highest standards of attendance, behaviour and welfare across the school.
- Lead, implement and evaluate recognition and reward strategies across the school.
- Lead, implement and evaluate the school's restorative justice and relational practice programme.
- Line manage the Heads of House and hold them to account for the attendance, behaviour and welfare of their students.
- Work effectively with outside agencies to support students with their attendance, behaviour and welfare.
- Report on attendance, behaviour and welfare to the Headteacher and Governing Board.
- Lead on the school's CHARACTER and personal development programme
- Oversee the school's provision of PSHE, RSE and SMSC
- Lead on the school's student leadership programme
- Other duties and responsibilities commensurate with the role, to be discussed upon appointment and reviewed thereafter.

## Core Values and Duties

- Be highly visible, supportive and approachable, modelling optimistic personal behaviour, positive relationships and attitudes towards others.
- Demonstrate clear values and moral purpose.
- Show an excellent record of attendance and punctuality.
- Promote equal opportunities and celebrate diversity in all areas of the school.
- Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- Adhere to the school's dress code.
- Undertake any other reasonable duty as specified by the Headteacher.

## Teaching

- Undertake a proportion of the teaching programme of a standard teacher, demanding ambitious standards from all students.
- Assess, record and report upon the attendance, progress and achievement of students.
- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- Ensure that, where appropriate, students develop their literacy, numeracy, ICT, SMSC and British values
- Prepare and plan lessons and courses in line with school policy.
- Contribute to the subject area's development plan and its implementation.
- Attend subject meetings.

## General

This appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the 2002 Education Act and the required standards for Qualified Teacher Status

This Job Description sets out the broad content of the post but is not intended to be definitive. The job description may be amended at any time following discussion with the Headteacher and will be annually reviewed.

## Special Notes

Denefield School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. The post holder will be subject to an enhanced Disclosure and Barring Service check, including barred lists, in order to satisfy child protection requirements.

March 2019

## Person Specification – Deputy Headteacher

This person specification shows the abilities, skills and qualifications you will need to carry out the duties associated with the role. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you complete your letter of application. If you are selected for interview you may be asked to undertake practical tests to cover the skills and abilities listed below. You may also be asked to produce original copies of qualification certificates.

Qualifications	
Essential	<ul style="list-style-type: none"> <li>• Good first degree (A)</li> <li>• Qualified Teacher Status and PGCE or equivalent (A)</li> </ul>
Desirable	<ul style="list-style-type: none"> <li>• NPQSL or equivalent (or higher) leadership qualification (A)</li> <li>• Higher degree (A)</li> <li>• Undertaking or willingness to undertake NPQH (I)</li> </ul>
Experience	
Essential	<ul style="list-style-type: none"> <li>• Outstanding classroom practitioner (A,R)</li> <li>• Experience as a Deputy or Assistant Headteacher or equivalent (A)</li> <li>• Proven track record of raising standards across the whole school (L,I)</li> </ul>
Desirable	<ul style="list-style-type: none"> <li>• Experience of working in two or more secondary schools (A)</li> <li>• Leadership of a core or EBacc curriculum area (L,I)</li> <li>• Teaching experience across all key stages (A,L,R)</li> </ul>
Values	
Essential	<ul style="list-style-type: none"> <li>• Strong sense of moral purpose and personal integrity (I)</li> <li>• Commitment to inclusive education and to maximising the success of all regardless of gender, race, background or ability (L,I)</li> <li>• Commitment to high standards and continuous improvement for all (L,I,R)</li> <li>• High expectations of student attainment, personal development and conduct (L,R)</li> <li>• Understanding of and willingness to model and promote the school's CHARACTER ethos and values (I).</li> <li>• Commitment to the school's policies and procedures relating to child protection, health and safety, security, confidentiality and data protection (I)</li> </ul>
Desirable	<ul style="list-style-type: none"> <li>• Experience of designated teacher role for safeguarding (L,I)</li> <li>• Experience of safer recruitment training (A,I)</li> </ul>



<b>Leadership, Skills and attributes</b>	
Essential	<ul style="list-style-type: none"> <li>• Personal impact and presence (I)</li> <li>• High level of personal motivation and initiative (L,R)</li> <li>• Ability to think strategically and transform vision into practice (L,I,R)</li> <li>• Reflective practitioner with a commitment to own professional development (L, I)</li> <li>• Excellent communication and presentation skills (A, L, I)</li> <li>• Excellent organisation, prioritisation and administrative skills</li> <li>• Ability to motivate and lead others (A,L,I)</li> <li>• Ability to hold others to account (A,L,I)</li> <li>• Excellent data handling and interpretation skills (I)</li> <li>• Thorough knowledge of educational developments and government policies (L, I)</li> <li>• Sense of perspective and humour; resilience (I)</li> </ul>
Desirable	<ul style="list-style-type: none"> <li>• Leadership of governors committees (L,I,R)</li> <li>• Management of budgets (L,I,R)</li> </ul>
<b>Leadership of attendance, behaviour and welfare</b>	
Essential	<ul style="list-style-type: none"> <li>• Experience of having implemented a successful attendance, behaviour management and/or welfare policy (A,L,I)</li> <li>• Experience of leading staff development on attendance, behaviour and/or welfare (A,L,I).</li> <li>• Experience of developing one or more of the following: rewards and recognitions policies; restorative justice or relational practice; student leadership; student voice (A,L,I)</li> <li>• Experience of building partnerships with parents, carers, other schools and the broader community (A,L,I)</li> <li>• Experience of having worked with external agencies and outside providers in order to support attendance, behaviour or welfare (A,L,I).</li> </ul>

Key to Code: I = Interview, L= Letter, R = References, A = Application Form