



The Telford
Priory School



Candidate Information

Deputy Headteacher

“Education is for improving lives and for leaving your community and world better than you found it”

Dear Applicant

September 2021

Deputy Headteacher at The Telford Priory School

Thank you for acquiring details of this exciting opportunity to join this wonderful modern school in Telford. We are all exceptionally proud of the staff and young people at the school as they settle into new ways of working, form new powerful professional partnerships, make new friends and together achieve more than they ever thought possible.

The Telford Priory School joined our Trust officially on 1st November 2015, however we have been working with the leadership since well before this date. Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools were judged outstanding by OFSTED within the last 3 years. The Trust has grown since 2012 and now comprises five secondary schools and thirteen primary schools in Warwickshire, Staffordshire and Telford. Other schools are currently consulting on joining our Trust.

We are proud of our community school based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. The Telford Priory School is in our Telford Hub that consists of two further secondary schools and two primary schools.

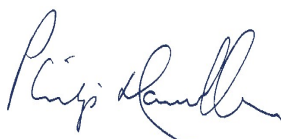
Our Trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, the Trust has a track record of improving schools and if successful you will be an important leader significantly influential on the journey of school improvement.

Your professional development is crucial to us and you will be well supported both by colleagues in The Telford Priory School and others across Telford and the wider Trust. This is a wonderful opportunity for an ambitious teacher. The opportunities for further professional progression and enrichment are significant and enhanced by our proactive approach to the support and development of our staff.

Our website describes the Trust and our work in more detail –

www.communityacademiestrust.org

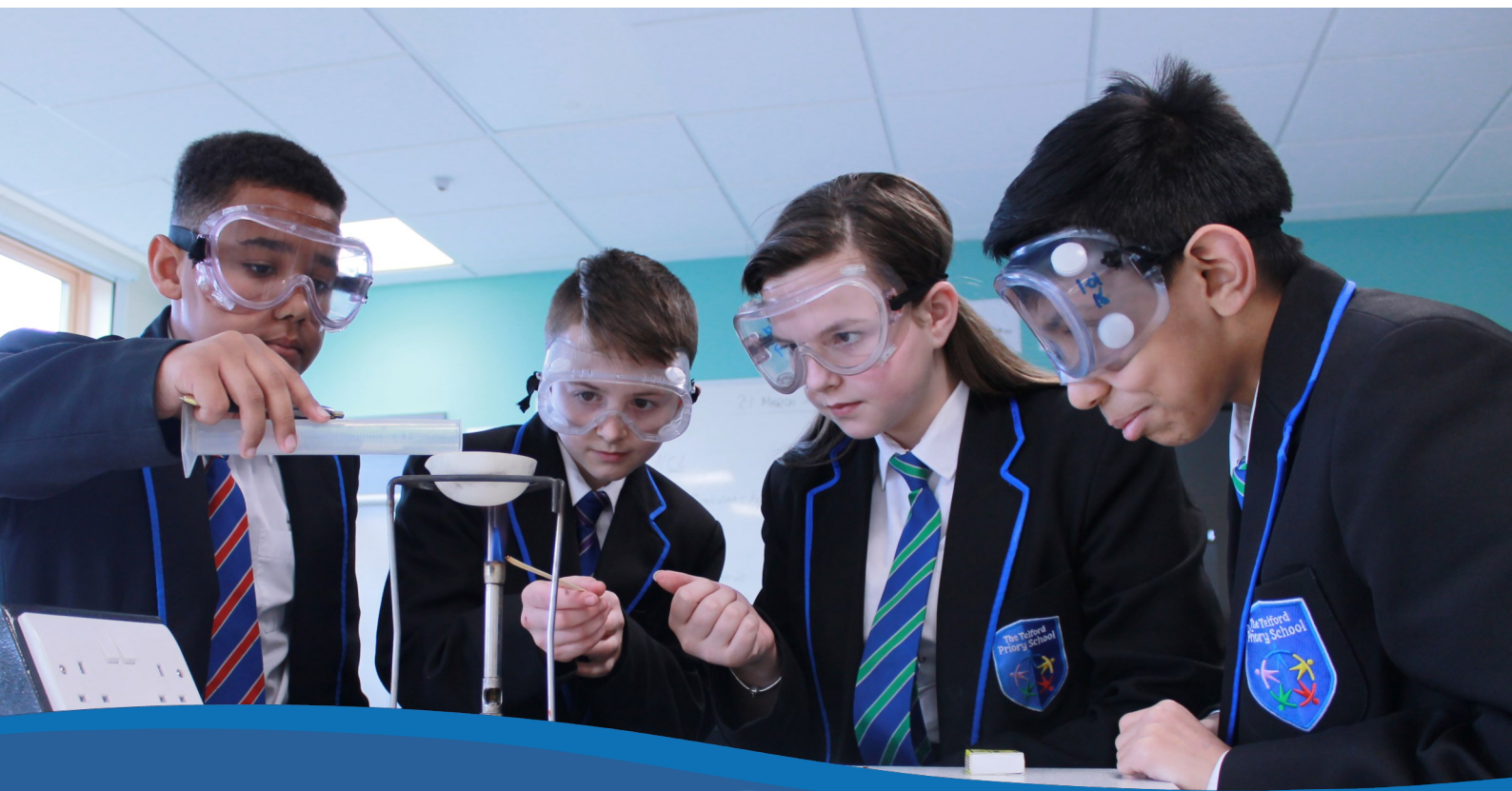
Good luck with your application. I look forward to meeting you.



Philip Hamilton

Chief Executive Officer





We welcome visits to the school.
If you would like any further
information or to arrange a visit
please contact us or email
TPS.HR@taw.org.uk

Dear Applicant

These are exciting times for us all at The Telford Priory School as we move into year 7 and look to the future with continued energy, commitment and a passion for developing our students and staff.

At The Telford Priory School, we want to ensure that we embed the core values of the Community Academies Trust in everything that we do in our bid to Ensure Excellence.

We believe in the power of education and the endless possibilities which education can provide. Every day at TPS is a chance to transform lives and open doors for the young people we work with.

We value every child at TPS and welcome parents to talk to us about how best to support their child. Our half termly Parent in Partnership group sessions in particular are an opportunity to work with us to help develop our school.

We have high standards at TPS and insist on a professional look for our staff and students helping to create a core sense of learning and pride in everything that we do. All members of our community are dedicated to supporting one another to be the best that we can be.

We have high expectations for behaviour at TPS and expect our students to be excellent role models for one another. As part of our House system, students in our school work together for charity events and other community engagement projects.

We see TPS as being at the centre of this community whereby we provide opportunities for all to benefit from our beautiful modern building and facilities including our 3G pitch, our theatre and our extensive ICT facilities.

We look forward to meeting you and welcoming you to our school.



Stacey Jordan
Headteacher

Imran Iqbal
Deputy Headteacher

Values & Ethos - Anyone can be a hero

At The Telford Priory School, we believe that everyone can be a hero in their own way. We believe that the small things that we do can make a positive difference to someone's life and we encourage and celebrate the achievements of staff and students both inside and outside of school. We believe that it is the duty of everyone to keep learning and growing together to become the very best that they can be.

TPS is sponsored by The Community Academies Trust and as such our core values are underpinned by a set of principles that shape and define the way we work with the students in our care and the community we serve.

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.





Our Staff

Our values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and will be working on only a few initiatives at any one time with a clear sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.

JOB DESCRIPTION

Deputy Headteacher

Salary: L20-24 (£67,364—£74,295)

Effective Date: January 2022

Purpose:

- To contribute to the Strategic Leadership of our school as part of the most senior members of our Leadership Team
- Ensure that our values are put into practice and we make significant progress across the schools
- Model operational and strategic excellence
- To raise levels of achievement and standards through high quality line management and the implementation of a robust and effective climate for learning across the school
- To ensure a consistent response to misbehaviour across the school
- To work to ensure there is a culture of encouragement and support across the school
- To contribute to the development and leadership of all teams
- To model our values and ensure this is clearly role modelled and lead throughout the school
- To ensure schools in the trust are distinctive as centres of excellence
- To deputise for the Headteacher as and when necessary. In the absence of the Headteacher, assume overall responsibility for the smooth running of the school
- To ensure the effective and efficient deployment of resources to achieve value for money
- Ensure a positive and purposeful learning centred partnership with the community

Reporting to:

Headteacher

Leading:

- Relevant staff relating to the area of responsibility.

Principal (Core) Responsibilities:

- Ensure, support systems, team approaches and leaders' focus across the school are robust and lead to improved teaching and an excellent climate for learning characterised by mutual respect and excellent behaviour as part of our Global Citizenship agenda
- To ensure professional learning is provided to support the implementation of new work in the area of behaviour and conduct, and climate for learning
- Ensure that there is a consistent and strategic approach to developing positive habits and conduct in staff and students
- Support the distribution of leadership throughout the school, by modelling excellence in leadership, and providing professional learning opportunities for developing and improving, self-evaluating leaders
- To work with the schools' leadership on the performance of all staff for enhanced student outcomes
- Develop effective working relationships with all teams
- Work with the Governing Body to enable it to meet its responsibilities attending full Governing Body Meetings
- Ensure effective collaboration and consultation with staff, parents and students
- Liaise and work with partner schools, parents, and other relevant external agencies (eg Social Services)

PERSON SPECIFICATION

1. Professional Qualifications and CPD

- Good honours graduate
- Qualified teacher status
- Competence in the effective use of ICT on a day to day basis
- Evidence of relevant professional development relating to school management and current educational developments
- Interest in/already registered for professional leadership development qualification
- Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people

2. Experience

- Proven high standards of classroom practice
- Teaching experience across the full ability and age range in a variety of school contexts
- Successful leadership experience in a secondary school
- Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning
- Experience of building and maintaining effective relationships with parents, carers, partners and the community
- Experience of working with SLT and other stakeholders

3. Personal Qualities

- Excellent attendance and punctuality record
- High level of commitment to inclusive education and Equal Opportunities
- Committed to raising standards for all students in the pursuit of excellence
- High level of integrity, honesty and fairness
- High professional standards
- Demonstrate high levels of energy and ability to work under pressure
- Have leadership skills which recognise and respond to difficulties as well as celebrate the achievements of the school
- Ability to lead, inspire, motivate and manage people
- Committed to effective working relationships, giving and receiving support from others
- Lead by example and model excellent practice
- Ability to communicate as an active listener, orally and in writing
- Good reasoning powers and the ability to make considered decisions in a variety of situations
- Readiness to reflect on practice
- Self motivated and able to work with initiative

- Demonstrate effective time management skills
- Strong commitment to the school ethos
- Committed to developing the global dimension of the school
- Has a real presence and personal impact within school

4. Leadership and Management

Ability to:

- Consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment
- Monitor and evaluate own and the work of others work, acknowledging excellence and challenging poor performance
- Assess impact of work on outcomes for students and stakeholders
- Share and develop commitment to the school ethos and vision. Inspiring, challenging and empowering others to carry the vision forward
- Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility
- Implement and manage change to effect improvement
- Challenge, influence and motivate others to set appropriate and challenging targets
- Promote the development of staff and to build capacity
- Commit to developing and managing high performing teams
- Work with other agencies for the well being of all students and their families
- Use comparative data for benchmarking and target setting purposes and develop relevant strategies for performance improvement

The Telford Priory School

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We welcome visits to the school. If you would like any further information or to arrange a visit please contact us or email TPS.HR@taw.org.uk