



Application Pack: Deputy Principal (Sept 2023)

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Welcome from Sara Jacobs

Dear Applicant,

Thank you for your interest in the rewarding role of Deputy Principal of Clyst Vale Community College (CVCC). Commencing January 2024, you will be joining our family of staff, students and parents as we look to build on our successes.

Rated 'Good' by OFSTED following our recent inspection we are looking to appoint an experienced, dynamic and inspirational leader; someone with a track-record of demonstrable achievement who can help us to lead CVCC through the next stage of our journey towards becoming an Outstanding college. The successful candidate must have a deep understanding of implementing effective school improvement and a genuine desire to make a difference. Experience of whole-school leadership and some of the more challenging aspects of school leadership will be invaluable.

Underpinned by our ethos, which stands us apart from many schools, your passion for our students and staff will be instrumental in creating the conditions for our community to thrive and in ensuring that the College delivers outstanding outcomes and experiences both inside and outside of the classroom.

We have been committed to the UNICEF "Rights Respecting School" initiative for several years and it has become entwined with our ethos. We believe that every child must be safe and happy before they can be successful. CVCC is proud to be one of only a handful of secondary schools to have attained the RRS Gold Award.

How to Apply

Please complete an application form available on the college website and submit it with a supporting letter explaining why your values, skills, knowledge and experience to date make you the perfect fit for the post. Closing date for applications is: 0900 on Friday 6th October 2023. Interviews will be held on Thursday 12th and Friday 13th October 2023.

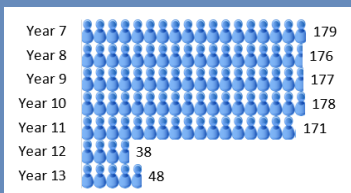
I look forward to receiving your application.

Sara Jacobs
Principal Designate

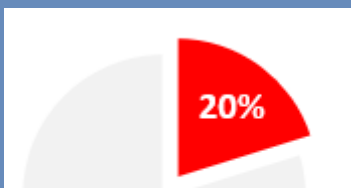


About Clyst Vale Community College

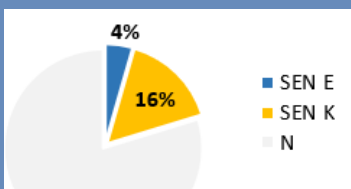
On Roll



Pupil Premium



SEND



Safe, happy and successful. These three words sum up what parents expect from their child's school and underpin everything we aim to do at CVCC. Safety is always paramount, and the curriculum, the range of extra-curricular activities and other opportunities all contribute to students enjoying their time, improving both their learning and personal skills and going on to achieve their full potential. We believe firmly in the value of educating the whole child.

Visitors to CVCC comment on the friendly, orderly atmosphere, the courtesy of our students, and the purposefulness in lessons. This is fundamental to learning, and does not happen by chance. We have clear expectations and systems, but far more important are the excellent working relationships we establish between staff and students, as well as staff and families.

CVCC is very successful in academic terms and was judged as "Good" by Ofsted in our recent inspection in December 2022. We are also successful in competitions, sports and drama; in developing students' confidence and supporting those with special educational needs or difficult challenges. This recognition of the individual child is essential to our overall ethos. We have maintained a very strong commitment to Science, Technology, Engineering and Maths (STEM) since specialist school days and results are consistently strong in these areas. Many Sixth Form students progress to university degrees in the sciences, or with a scientific or mathematical base.

CVCC has a strong community focus. We retain one of the last dual-use libraries in the region, open to the public (as a fully public library) for three days a week and share the use of Broadclyst sports hall with the local community. We place great importance on



our partnerships and always aim to work closely with families to overcome challenges and to keep families regularly and fully informed about their child's progress and wellbeing.

We strongly value our individual ethos and believe our current position as a Single Academy Trust supports us in retaining the distinct character of the College.



Rights Respecting School

What is a Rights Respecting School?

A Rights Respecting School puts the [United Nations Convention on the Rights of the Child](#) at the heart of everything a school does.

At CVCC this means that we ensure that pupils know their rights and as adults, we make decisions with the best interests of the child in the forefront of our minds.

There are many areas of CVCC life where we embed the Convention on the Rights of the Child; this is both implicitly in the general, everyday approach of staff and students, as well as explicitly in our policies and practice.

We teach students about the importance of becoming 'Global Citizens' and ensure that they learn about world events. Moreover, we take time to teach students about developing their full potential and ensure that they learn about people who don't have access to their rights.

We have always been an inclusive and caring school but our Gold Award has helped to frame a lot of the great work that already goes on at CVCC.

Please take a look at [CVCC's 'We Rise Up' film](#) (4 minutes).



Core values and ethos

Values

Enable students of all abilities to make outstanding progress beyond their expected capabilities and so gain the qualifications and skills they need to achieve their potential and aspirations

Provide inspiring and creative teaching and a curriculum that promotes independent learning, academic excellence and an understanding of the local and global challenges and opportunities that they will face

Help students to develop socially and emotionally as individuals, and so gain an understanding of their responsibilities towards society and the positive impact they can make in the world

Support lifelong learning for everyone in our communities

This Mission Statement was first adopted by the Governing Body in June 2011 when CVCC became an Academy and has been subject to several reviews since then. It has served us well and remains our aspiration, inspired by our students



and aimed at ensuring the happiness and success of each member of the CVCC community.

Ethos

We are very proud of our distinct ethos, which we believe stands us apart from many schools. We have been committed to the UNICEF “Rights Respecting School” initiative for several years and its alignment with our own values has allowed us to quickly become one of the only secondary schools to secure the RRS Gold Award. Our intention is that this will continue until the RRS ethos and the CVCC ethos are truly indistinguishable.

We believe that every child must be safe and happy before they can be successful. To achieve this, based on RRS, our command words reflecting our ethos are “Respect; Participate; Learn”. These permeate our policies and approaches.

Our ethos strives to recognise each child as an individual. We recognise and promote differences. We are passionate about equality and diversity. We prefer to educate rather than punish, although there are times when punishment is necessary to uphold elements of our ethos. We believe that students make mistakes. We believe in community values, and in working with people, especially parents and carers. We believe in being open and honest.

College performance

KS4

	2022-23	2021-22	2018-19	2017-18
Progress 8	-0.17*	+0.08	-0.34	-0.03
Attainment 8	44.3	51.2	44	47
% pass (4+) in English	58.5%	74%	62%	67%
% strong pass (5+) in	41.0%	55%	37%	44%
% entering EBacc	25.1%	28%	43%	23%
Staying in education or entering employment	-	96%	93%	95%

* Provisional



KS5

	2022-23	2021-22	2018-19	2017-18
Academic value-added	-0.5*	+0.1	-0.26	-0.06
Vocational value-	+1.1*	+0.5	+0.56	SUPP#
Pass rate (A-E grades)	98%	99%	93%	100%
% A*-B grades	51%	62%	64%	66%




Ofsted

Good
Provider

Job Description

JOB DESCRIPTION:	Teaching Staff
SCHOOL:	Clyst Vale Community College
POST:	Deputy Principal
ACADEMIC YEAR	2023-24
SALARY SCALE:	Leadership (ISR 18 – 22)
HOURS OF WORK:	Outlined in 'working time' section of the current Teachers' Pay & Conditions Document

JOB PURPOSE:

- To support the Principal in providing outstanding leadership and management of the College
- To develop an ethos of high expectations for all members of the College community
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board. The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD)

KEY EXPECTATIONS:

- Curriculum leadership with an emphasis on improvement and excellence for all.
- Lead responsibility for "Quality of Education"

SPECIFIC DUTIES

Strategic Direction, Leadership and Development

Under the direction of the headteacher, the deputy headteacher will:

- Work with the Governors, Principal and Senior Leadership Team to develop a strategic view for the College.
- Contribute significantly to the creation and implementation of the College's self-evaluation and improvement planning process.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Allocate financial resources appropriately, efficiently and effectively.
- Contribution to relevant Governors' Committees as appropriate.



Job Description

Curriculum, Teaching & Learning and Assessment

Under the direction of the headteacher, the deputy headteacher will:

- Develop the College's curriculum to address students' needs, College priorities and external demands
- Monitor, evaluate and act on areas for curriculum improvement
- Oversight of the GCSE Options process
- Leadership of Heads of Department to ensure opportunities for curriculum enrichment are embedded across the College
- Monitor, evaluate and drive improvement of the quality of teaching and learning
- Ensure the whole College approach to assessment is used effectively to inform strategy and decisions
- Analyse students' attainment, monitor progress and ensure appropriate interventions are in place
- Leadership of curriculum leads to ensure consistency of approach and success for all students of all abilities and all backgrounds
- Ensure subject leaders have access to professional networks and communities

Professional Development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Ensure staff have access to career specific CPD, including acting as an Induction Tutor for ECTs
- Keep up to date with developments in education
- Take responsibility for own continuing professional development to meet demands of the role

Managing and Leading Others

Under the direction of the headteacher, the deputy headteacher will:

- Ensure that staff understand their professional responsibilities and are held to account
- Manage staff well with due attention to workload
- Establish a robust system of QA to provide strong evidence to inform strategy and decisions
- Ensure effective line management of all subject areas
- Contribute to the operational management of the school and ensure it functions efficiently and effectively
- Be a highly visible presence around the school and role-model expectations and standards to staff and students
- Assume any other responsibilities as may be required by the Principal

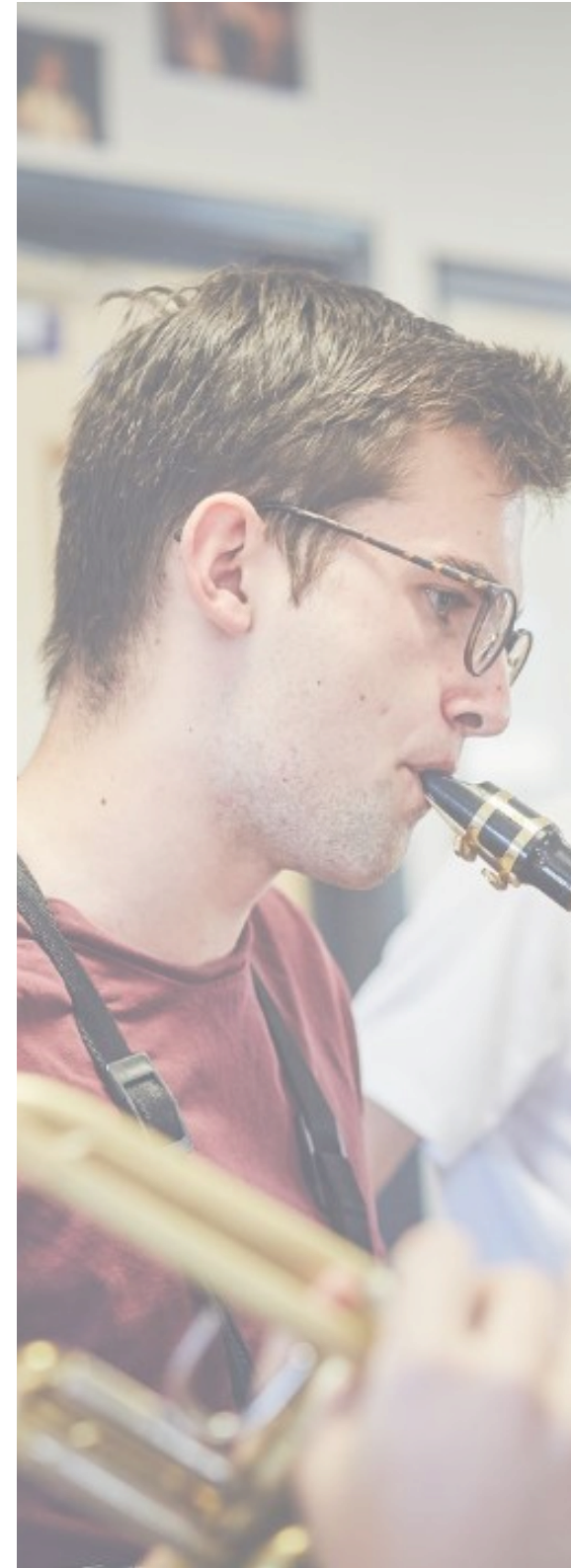


Job Description

GENERAL DUTIES:

The education and welfare of designated classes/groups of pupils in accordance with requirements of Conditions of Employment of Teachers other than Headteachers as set out in Part xi of the current Teachers' Pay and Conditions Document, having due regard to the requirements of the National Curriculum, the College's aims, objectives and schemes of work and any policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all pupils on school premises and when they are engaged in authorised school activities elsewhere.

1.
 - a) Planning and preparing courses for lessons.
 - b) Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
 - c) Assessing, recording and reporting on the development, progress and attainment of pupils.
2.
 - a) Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her.
 - b) Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
 - c) Making records of and reports on the personal and social needs of pupils.
 - d) Communicating and consulting with the parents of pupils.
 - e) Communicating and co-operating with persons or bodies outside the school.
 - f) Participating in meetings arranged for any of the purposes described above.
3. Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
4. Participating in arrangements for the appraisal of his/her performance and that of other teachers, including Performance Management.
5.
 - a) Reviewing from time to time his/her methods of teaching and programmes of work.
 - b) Participating in arrangements for his/her further training and professional development as a teacher.
6. Advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
7. Maintaining good order and discipline among the pupils and safeguarding their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
8. Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
9. Supervising and, so far as practicable, teaching any pupils whose teacher is not available to teach them. (See paras 43.9.1, 43.9.2 and 43.9.3 of the Teachers' Pay and Conditions Document for clarification).



Job Description

10. Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examinations.
11.
 - a) Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and probationary teachers.
 - b) Co-ordinating or managing the work of other teachers.
 - c) Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
12.
 - a) Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
 - b) Attending and leading assemblies, and on occasion registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.
13.
 - a) Play a major role under the overall direction of the Principal in:-
 - (i) formulating the aims and objectives of the school;
 - (ii) establishing the policies through which they shall be achieved;
 - (iii) managing staff and resources to that end; and
 - (iv) monitoring progress towards their achievement.
 - b) Undertake any professional duties of the Principal which may be delegated to him/her by the Principal.
 - c) Undertake, in the absence of the Principal and to the extent required by the Principal's employers, the professional duties of the Principal.
 - d) Be entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

TO WHOM RESPONSIBLE:

- Principal

This job description is not a comprehensive definition of the post. Discussions may take place with you to clarify individual responsibilities within the general framework and character of the post as identified above. It will be reviewed as part of Performance Management.



Person Specification

Clyst Vale Community College



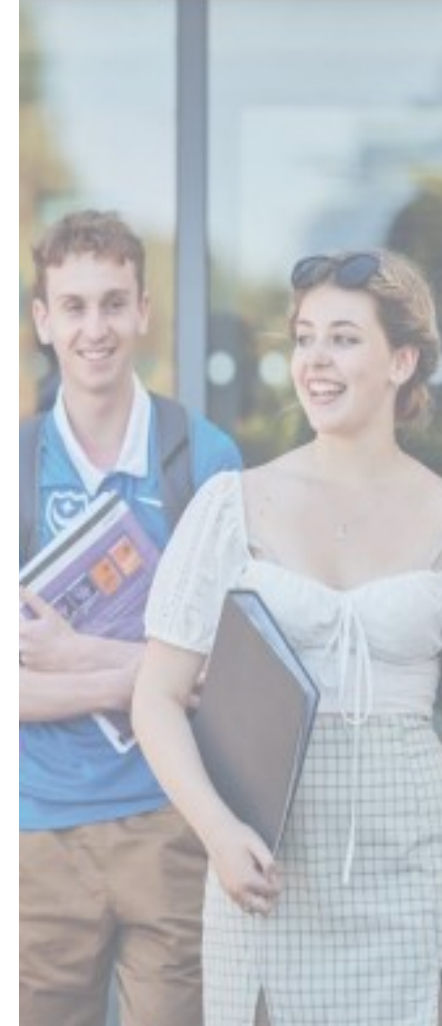
Deputy Principal - Curriculum
L18 – L22

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT			
Qualified teacher status	✓		AF
Honours degree	✓		AF
Higher degree qualification		✓	AF
Recognised qualification in school leadership		✓	AF
Participation in work with other schools/agencies		✓	AF
EXPERIENCE			
Significant classroom teaching experience with a proven track record of having a significant impact on student outcomes	✓		AF
Minimum of 2 years senior leadership experience	✓		AF
Involvement in school self-evaluation and development planning	✓		AF
Demonstrate experience of successful line management, staff development and use of appraisal to drive school improvement	✓		AF
Evidence of school improvement leadership across the whole school that has driven forward improvements in teaching and learning for SEND or vulnerable children		✓	AF
Experience of a wider range of schools and other educational establishments		✓	AF



Person Specification

Experience of curriculum design and leading CPD	✓		AF
Experience of timetabling		✓	AF
SKILLS AND KNOWLEDGE			
Ability to lead, provide clear vision and command respect and inspire others	✓		I
Incisive and clear strategic thinker. Ability to manage change in a school, monitor and evaluate impact	✓		I
Ability to build effective working relationships, to delegate <u>responsibility</u> , set high standards and provide a focus for improvement	✓		I
Successful experience of change management		✓	AF/I
Personal impact and presence		✓	I
Secure knowledge and understanding of all curriculum requirements, OFSTED frameworks and the national agenda in relation to the curriculum and assessment at all key stages	✓		I
Understanding of high-quality teaching and the ability to model this for others and support others to improve	✓		AF/I
Experience of monitoring and evaluating teaching, learning and assessment	✓		AF/I
Understanding of College finances and financial management	✓		AF/I
Experience of <u>day to day</u> operational management of a school environment	✓		AF/I
Experience of applying the Teacher Experiencing Difficulties procedure		✓	AF/I



Person Specification

Expertise in data analysis and use of data to inform school improvement and strategic direction	✓		AF/I
First-hand experience of work with Governors	✓		AF/I
Lead role with Governors' committee		✓	AF/I
PERSONAL QUALITIES			
A commitment to working in partnership with parents/carers to get the best outcomes for all pupils	✓		I
A commitment to promoting the ethos and values of the College	✓		I
Ability to work under pressure, prioritise effectively and meet deadlines	✓		I
Ability to communicate effectively, orally and in writing to all stakeholders	✓		I
A determination to progress school improvement and a desire to fulfil each child's potential	✓		I
Awareness of Rights Respecting School		✓	I
Commitment to <u>maintaining confidentiality at all times</u>	✓		I
Commitment to equality of opportunity and inclusion	✓		I
Commitment to safeguarding and equality, ensure that personal beliefs are not expressed in ways that exploit the position	✓		I



Living & working in the Westcountry

Why choose to live and work in the Westcountry?

Great place to raise your family

The South West offers a fantastic environment for family life. The crime rates are generally low, most places have a great community feel to them, there are some fabulous schools in the area and there is an almost endless choice of family activities.

Outstanding Quality of Life

If you love the outdoors, fresh air (really fresh as in very low pollution levels!), choice of coast or moors, great restaurants, etc. then you will love living in the South West.

The Beaches

From surfers to strollers and everyone in between, who doesn't enjoy a day by the seaside? If you lived in the South West you would never be more than a stones' throw away from some of the very best beaches in the UK.

The Moors

If you want to get away from the city and really enjoy the countryside, there are two moors to choose from. They are the perfect place to enjoy all kinds of outdoor pursuits. Whether you want to try camping in Dartmoor, or enjoy weekends spend riding bikes, walking or horse riding on Exmoor, nowhere in the UK has more to offer than the South West. Rivers, lakes, moors and uplands are all right on your doorstep just waiting to be explored.

The Weather

Yes – it is true that the South West has better weather than most of the rest of the UK. Our westerly location means we usually see milder winters and warmer summers. Devon and Cornwall actually boast some of the longest hours of sunshine in the UK of any mainland location. In fact, only the Isles of Scilly beat them!



Working
with us

Senior Leadership Team



Paul Sutton
Deputy Principal
(Pastoral)



YOU?
Deputy Principal
(Curriculum)



Ann Hopkins
College Manager



Allen Bailey
Assistant Principal
(Data/Reporting)



Louise Telford
Assistant Principal

From September 2023 the College is implementing a new pastoral system; we have elected to have a more traditional horizontal Year system whilst retaining some of the benefits of our previous 'Schools' model.

Students are supported throughout their time with us by consistent tutor and team from Y7 through to Y11. This year-based system will be overlaid by the best bits of our outgoing 'Schools' system (like houses), so that all students and staff will continue to be associated with a 'School', either Green, Red or Yellow. In this way our outgoing 'Schools' will take on the role that Houses fulfil in many other school.

Inter-tutor events, our Festival on the Field, competitions and peer support will all form part of the 'Schools' overlay which aims to promote a sense of belonging, not only to the College but to a smaller family within it, whilst also fostering good-natured competition. Our Post 16 students are encouraged to help nurture their younger peers, offering both emotional and academic support where appropriate.

Sitting alongside the traditional departments are our Additional Support Team, Skills Room and Room 29 (behaviour hub).

Student Services, Early Help, Attendance and Data/Exams complete the pastoral and educational support offered by the College.

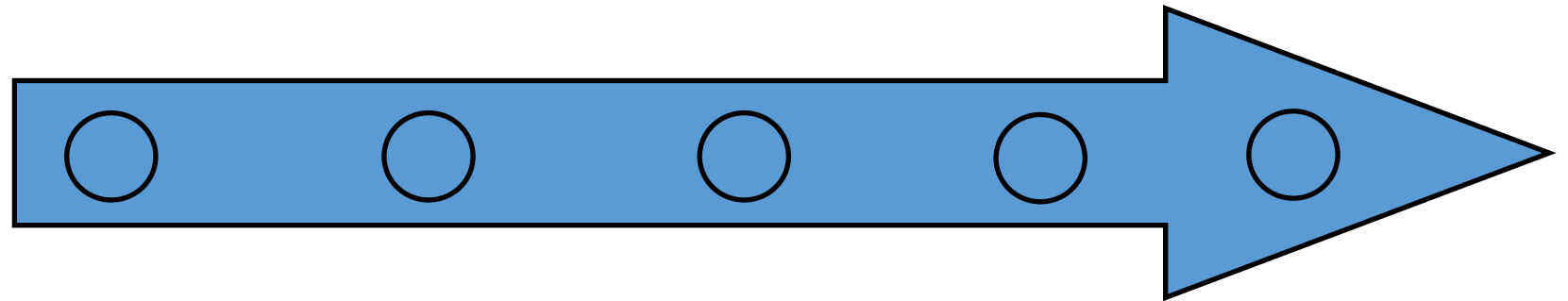


Application Process

Thank you for your interest in this role, we are looking forward to receiving your application.

To apply for this position you will need to complete a CVCC application form which can be found at

<https://www.clystvale.org/vacancies/>



Apply

Applications :

Closing date Friday
6th October
To apply please go
to [https://
www.clystvale.org/
vacancies/](https://www.clystvale.org/vacancies/)

Tours of the College:

w/c 25th Sept & 2nd Oct
2023
To arrange a tour or for
further
information email Chris
Faulkner, PA to Principal:
faulknerc@clystvale.org

Shortlisting:

Candidates will be
informed whether
they have been
shortlisted or not
by Friday 6th Oct
2023

Interview Days:

Thursday 12th &
Friday 13th October
2023

Appointment :

January 2024 start

Safeguarding

Clyst Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval (DBS) as part of our rigorous approach to safeguarding our children.