



DEPUTY HEADTEACHER

L21-L25 (Outer London Pay Scale)





February 2021

Dear Applicant

LEADERSHIP POST: DEPUTY HEADTEACHER L21–L25 (£72,383 - £79,489)

This post is an excellent opportunity for those wishing to prepare themselves for Headship in due course. Oaks Park High is committed to the development of its Leadership Team members in order to maximise benefit to the School as well as support individual career opportunities.

To aid your application, please read the overview containing details of the job description, person specification and exemplar Leadership Team responsibilities.

You will also find the School Application Form on our website under the Joining Us>Staff Vacancies section: www.oaksparkhigh.org.uk

Please note that the deadline for applications is **9am, Monday, 1st March 2021**.

We look forward to receiving an application from you. We hope that you find the enclosed information helpful and are excited by the opportunities that the School would provide.

Yours faithfully

Mr A Amin
Headteacher



The Post

The governors are seeking to appoint a candidate with leadership potential, drive and enthusiasm to contribute to the development of the School and take significant responsibilities within the leadership group.

A person specification and job description follow in this pack.

Leadership Team

Whole school members of the Leadership Team line-manage Subject Leaders and Year Leaders. Responsibilities are allocated to each member of the team, but it is expected that these will be adjusted as the needs of the school and individual demand.

The Leadership Team meets weekly, with 2 hours focused on development work and one additional meeting for short items and briefings at a different time. The Headteacher also meets on an individual basis with each member of the leadership team each week.

Application

Applications should be received by the Headteacher of the School, Mr A Amin, by 9am on Monday, 1st March 2021.

Statements in support of your application may be written as part of the application form, or separately enclosed. Please note that these must not exceed three sides of A4.

Please ensure that in your statement of application you cover an indication of:

- How you fit relevant aspects of the person specification of the post
- Any relevant experiences and what you have learnt as a result in terms of management and leadership
- An indication of what you feel you particularly bring to the post including areas of particular development interest. (You may wish to select these from potential list included).

The Interview

Provisional interview dates are to be confirmed. The interview process will include visiting the school.

Person Specification



Qualifications

- 1) Good Honours Degree or Equivalent.
- 2) Teaching Qualification

Experience

- 3) Extensive, successful and varied teaching experience in the secondary sector up to, and including, Advanced Level.
- 4) Leadership experience for at least three years as part of a successful leadership team
- 5) Proven track record in leading and managing whole school improvement initiatives
- 6) Recent relevant professional development

Knowledge and Understanding

- 7) How to improve teaching, learning and behaviour through working with middle leaders and individual staff.
- 8) The importance of pastoral support for students, including interventions relating to SEMH
- 9) How to develop and embed processes to develop students' oracy, literacy and numeracy skills
- 10) How to monitor student progress and use value added analysis
- 11) Effective intervention strategies to support students to achieve well
- 12) Curriculum developments; both current and anticipated.
- 13) How to strategically plan and implement, then monitor and evaluate progress
- 14) How to use ICT and other technologies in leadership, teaching and learning.

Skills

- 15) Ability to initiate, develop and implement policies and/or initiatives.
- 16) Ability to lead and/or manage a large number of staff.
- 17) Ability to motivate staff and students
- 18) Ability to communicate effectively and sympathetically with Governors, staff, parents/carers, students and the local community.
- 19) Ability to learn from experience, and to make well-judged and well-informed decisions
- 20) Ability to analyse and problem solve, having a positive "can do" attitude.

Qualities

- 21) Strong sense of moral purpose, with commitment to the school's vision and ethos
- 22) Vision, imagination and leadership coupled with a strong work ethic and drive for improvement.
- 23) Sensitivity to the needs of others with the ability to work effectively in a team.
- 24) Ability to work under pressure, welcoming both challenge and opportunity.
- 25) Ability to adapt to changing needs and circumstances.
- 26) Sense of humour and enthusiasm.

Job Description: Deputy Headteacher



Specific

The leadership team has clearly defined responsibilities and its members will be awarded certain responsibilities which will change from time to time. This is in order to develop the skills and experience of the individual within the team and also to respond to school needs. All members of the leadership team have key line management and strategic responsibilities as listed below.

AS A MEMBER OF THE LEADERSHIP TEAM:

1. To assist the Headteacher in whole school strategic planning with specific responsibilities for designated areas.
2. To undertake the implementation of parts of the school development plan as identified within the plan.
3. To assist in the preparation of curriculum, capital and other bids and submissions to outside agencies.
4. To line manage designated Subject Leaders (in the relevant cluster) and/or other staff in all aspects of their responsibilities for raising achievement in the school.
5. To keep an overview of an allocated year group as requested, and work closely with the year team to ensure a high standard of year team work in such instances.
6. To take a keen interest in safeguarding processes, contributing as appropriate to ensure the implementation of swift action in the case of any breaches or CP concerns
7. To assist the Headteacher in the self-evaluation process of the school through lesson visits, tutor observations, departmental and pastoral annual reviews; departmental examination reviews and other school self-evaluation systems.
8. To assist the Headteacher with interviewing and staffing.
9. To support the school ethos and partnership with the community. This will include giving assemblies and supporting evening school functions.
10. To share with other members of the Leadership Team the responsibility for the daily administration and good management of the school. This will include participation in gate and other duty, and lunchtime supervision.
11. To share responsibility with other members of the Leadership Team for the good order and conduct of students throughout the school. This will include detention and exclusion supervision and the overview of parts of the school.
12. To be a team leader in performance management.
13. To attend Leadership Team meetings and other management meetings as required.
14. To attend meetings of the Governing Body and its committees as required.

AS THE DEPUTY HEADTEACHER:

To deputise for the Headteacher in his absence, reporting to the CEO of the Trust as required.

SPECIFIC AREAS OF WHOLE SCHOOL LEADERSHIP:

It would be usual for DHTs to have 2-4 areas of whole school leadership each year. These can vary from year to year and would be chosen to take into account the needs of the school as well as to provide leadership team members with staff development opportunities. At least one member of the leadership team will also hold DSL duties as part of their role. Examples of other whole school leadership areas, which are not exhaustive, could include:

TEACHING AND LEARNING: Continued development of outstanding practice including innovative and highly effective teaching and independent learning strategies for student sub-groups eg MAGT, Pupil Premium.

EMBEDDING LEARNING: Promotion and development of strategies for departments to use in lessons with regard to: memory techniques, examination preparation, revision techniques, independent learning; identification of key learning points for future reference.

SEND and PASTORAL SUPPORT: Overseeing interventions and the use of SEND resources and the Behavioural and Emotional Support team within the school, taking overall responsibility for the effectiveness of the pastoral and safeguarding systems.

TECHNOLOGY FOR LEARNING: Identification, promotion and development of strategies for departments to use in lessons and for remote learning with regard to: new technologies; social media; interactive ICT including IWB; ipads; mobile phones and use of the VLE.

PERFORMANCE ANALYSIS: Overseeing the target setting, data collection, reporting and analysis systems including line management of the data analysis support staff. In addition, evaluating the performance of the school at KS3, KS4 or KS5 by tracking examination results/predictions and making reference to external value-added information.

CURRICULUM PLANNING: Producing the annual curriculum plan and associated timetable, liaising with subject leaders in order to ensure the best possible outcome.

MATHEMATICAL SKILL AND CONCEPT DEVELOPMENT: Developing mathematical understanding and applications across the school, developing both confidence and mastery of the subject. Developing a consistent approach to the teaching of relevant topics across other subjects, particularly in Science.

All teaching staff are also expected to fulfil the following duties:



- 1) To plan and deliver well-structured lessons in line with the school's curriculum and teaching schedule, setting goals that stretch and challenge students of all backgrounds, abilities and dispositions within a safe and stimulating environment and deploying support staff effectively
- 2) To support students to make the best possible progress through the use of a variety of teaching, learning and other support strategies, taking responsibility for their outcomes and planning teaching to build on prior knowledge and understanding.
- 3) To ensure that teaching is adapted to respond to the strengths and needs of all students, using differentiation to address their learning needs and overcome barriers, including those students that have SEND, are MAGT or Student Premium or have English as an Additional Language.
- 4) To assess and record students' achievements, to prepare reports and take part in parental/carers consultations. To use assessments to support students to reflect on what they have achieved, address misunderstanding and inform future planning. To give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback
- 5) To set homework and other out of class activities to consolidate and extend the knowledge and understanding students have acquired, checking completing and providing feedback as required
- 6) To set work on-line, deliver on-line lessons or use remote teaching for students who are not in the classroom, as required within the framework of directed time, and also within any school enforced closure period, giving feedback to students as requested.
- 7) To manage behaviour effectively to ensure a good and safe learning environment, implementing school policy and supporting this through clear and fair rules and routines for behaviour in classrooms with an emphasis on rewards and praise alongside any necessary sanctions.
- 8) To contribute to the design and provision of an engaging curriculum within the relevant subject area as part of the subject team and at a level proportionate to the responsibilities that you hold.
- 9) To participate in the Trust's Performance Management scheme, actively seeking to support your own development by undertaking in-service training to keep abreast of developments in national and school initiatives.
- 10) To contribute to the school's pastoral system (through the role of tutor and/or mentor) by promoting equal opportunities, British values and tolerance as part of your support for students' well-being.
- 11) To observe and implement current school policies and good practice, taking heed of guidance and requirements as laid down in your teams as well as in the staff handbook. In particular, to be aware of the need to avoid unsanctioned social media interactions with students.
- 12) To perform duties and attend meetings as reasonably required
- 13) To act within, the statutory frameworks which set out your professional duties and responsibilities.
- 14) To carry out such particular duties as the Headteacher or CEO may reasonably direct from time to time, in accordance with the current Teachers' Pay and Conditions of Service Document.

Exemplar: Major Leadership Team Responsibilities

AREA	AHT - A	AHT - B	AHT – C	AHT - D	AHT - E	DHT - A	DHT- B	BUSINESS MANAGER
Depts. Curriculum. Area	LIFE (PSHE) RS Psych.Soc. Mathematics	Behavioural and Emotional Support (BES) Team inc PLUS Pastoral, Child Protection Attendance	Art Science	Media Studies English Communications Overview; EAL Learning Support (SEN)	History Business Ed	MFL Tech PE ICT	Geography Performing Arts: Drama/Music HSC/ Hair and Beauty Applied Learning	Finance Catering Premises Health & Safety
Year	Year 10	Year 6 LAC (CLA) children	KS3 team	KS3	Year 9	KS4 Post 16	Year 11	n/a
Support Staffing	Year 10 Manager Reports/DC team CSO-Mathematics Maths/Science Support & Coordinator	Pastoral Support BES team MDSA	Res Team KS3 YMs Art Technician SCO – Science KS3 Administrator Data Administrator	KS3 support staff as needed LRC CSO English team	CSO – H Year 9 Manager	Administration Manager CSO -PE CSO – MFL ICT & Tech Support Examinations Officers Ext. Lrng Mgr KS4 Manager KS4 Admin	Year 11 Manager Staff Development Administrator CSO-Arts	Premises Manager Finance Team Site Team (shared) Office/administrati on team (shared)
GB Committees.	LGB	LGB Admissions Catering	LGB Admissions	LGB	LGB	LGB	LGB	LGB
Policies Monitoring. Development	LIFE MAGT policy Numeracy	Behaviour Policy Anti-Bullying Attendance (pupil) CP Policy Confidentiality policy LAC Policy Medical Policy	Pupil Premium Policy	Communications Policy SEN Policy EAL policy	Pupil Premium Policy	ICT e-safety policy Visits and trips	Equality Policy ARR policies Teaching and Learning (inc Report) Homework Staff Development (inc Report) PM Arts policy	Finance systems and policies Health and Safety Minibus

AREA	AHT - A	AHT - B	AHT – C	AHT - D	AHT - E	DHT - A	DHT- B	BUSINESS MANAGER
Evening/ whole school events:	Year 10 Parents' evening; Year 10 eve 16+ Prize Giving	Open Evening New Intake	13+ KS3 Activity Days KS3 Info /parents' eve	KS3 parents' eve Buddy scheme: Y8 English evenings	Year 9 Parents' evening; Year 9 eve Prize Giving	KS4 Parents' Evenings 16+ Academic mentoring	Year 11 Parents' evening Prize Giving	
Other Responsibilities	Academic data Pupil Voice MAGT Challenge Award Promoting student leadership Growth mindset overview	Pastoral system Year 6 Child Protection Admissions Attendance and behaviour	PIXL KS3 leadership Pupil Premium KS3 Department Reviews Growth mindset KS3	LRC KS3 Learning interventions Homework intervention KS3 Communications, including Literacy, oracy, .	KS4 Communications: Student Leadership inc school council Pupil Premium KS4	Sch Diary. Year 8 Option process Curric. Plan Timetable inc LST, tennis Examinations Careers/WEXP/Enterprise SLM PLASC returns KS4 Leadership Growth mindset KS4/5	Marking and feedback processes Staff development Homework intervention KS4 Arts Mark Extracurricular provision/analysis	Finance <ul style="list-style-type: none"> • payroll, budget preparing & monitoring • Financial returns/analysis • Contracts • Catering Premises <ul style="list-style-type: none"> • Finance re building projects • Quotes & tenders • Health & Safety • Maintenance/cleaning