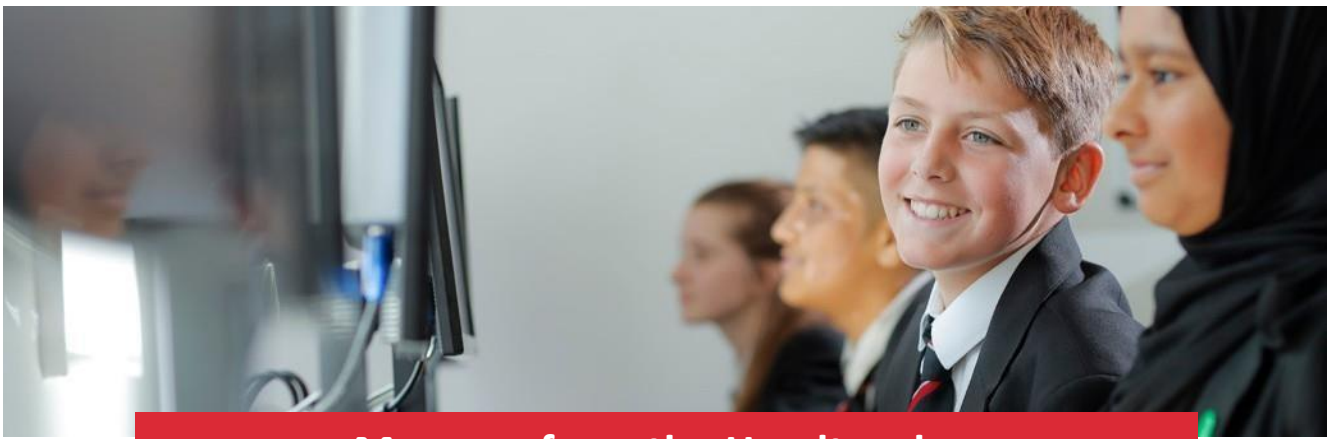


**BRENTSIDE HIGH SCHOOL**

LEARNING AND ACHIEVING TOGETHER



**Deputy Headteacher: Curriculum and Achievement  
Recruitment Pack**



## Message from the Headteacher

Dear Prospective Candidate,

I am delighted that you have shown an interest in the post of Deputy Headteacher at Brentside High School and I hope that the information in this pack will encourage you to apply for the position. The role of Deputy Headteacher in any school is rightly a challenging one, but it is also deeply rewarding and a privilege. We seek to appoint an experienced and capable leader who will contribute strongly to the next stages in our journey.

Our school's journey has been one of significant improvement, supported by stable leadership. It is my privilege and my responsibility to lead the school as Headteacher, working with a staff team who are totally committed to making a real difference to the life chances of our students. Our school has changed from one that was undersubscribed, with below average achievement, housed in poor quality buildings, to the strong school we see today; oversubscribed, with achievement over time significantly above that of students nationally at both Key Stages Four and Five and now housed in our impressive main school building with an additional, same-site building added in recent years to meet the demand for places. Student results remain above national average, but we are building back from Covid. Our students and staff deserve the best and I look forward to working in partnership with the successful candidate alongside the rest of our team to support the next stages in our school's development.

I believe that our school is unique and that our diversity of experience, belief and culture enriches our classrooms, which are vibrant and responsive. We know that as a school we change lives, and we have a staff body who are committed to taking every opportunity to make that difference. We work hard to remove students' barriers to learning and benefit from a wide range of partnerships beyond the school. Our support for students goes beyond the academic but can also be seen through our students' achievement. For the nine years pre-Covid, our students' achievement at Year 11 has been significantly above that of students nationally. Our A Level results are, on average, within the top 10% nationally. We are a high achieving school, and we work hard.

We believe that our students have the right to a rich, broad and balanced curriculum. 75%-95% of our students study an EBacc curriculum at Key Stage Four. All students also select an art (visual or performance) at GCSE. This reflects the high value we place on the arts and on other high-quality qualifications such as humanities and modern foreign languages. We also prioritise Religious Studies and Citizenship, supporting our diverse community to understand its rights and responsibilities and to contribute positively to our immediate and wider society.

The successful candidate can be assured of significant support from the senior leadership team and the wider staff body. We have a stable, experienced and dedicated leadership team. The post holder will also benefit from belonging to an established borough network, where termly meetings support all schools with national curriculum and assessment developments. This post is highly valued and will play a key, leading role in the next stages in our school's journey. There has been much progress in the curriculum, assessment and outcomes over the years and there is more progress to come, under the successful applicant's leadership; you can be assured of my support as Headteacher.

If you would like to speak with me or to visit the school prior to application, please contact my PAs, Tara Roach, on [t.roach@brentsidehigh.ealing.sch.uk](mailto:t.roach@brentsidehigh.ealing.sch.uk) and Alison Mossman on [a.mossman@brentsidehigh.ealing.sch.uk](mailto:a.mossman@brentsidehigh.ealing.sch.uk) Completed applications should be received by **12:00 noon on Friday 19 April** and should include no more than two sides of A4 (Arial size 11 minimum) exploring how your skills, knowledge and experience make you a strong candidate for the post as outlined in the Job Description and Person Specification. Interviews for shortlisted candidates will take place week commencing Monday 22 April.

I look forward to meeting you.

Yours faithfully

Charlotte Hames  
Headteacher



## Our school

### OUR MISSION

**Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.**

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“Brentside High School lives up to its vision of high expectations for all with ‘no exceptions no excuses.’ Equality of opportunity sits at the heart of that ambition and is demonstrated through progress made by all groups of students.”  
**(Ofsted February 2020)**

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### The school and its community

Brentside High School is a large 11-19 mixed comprehensive school serving a culturally and socially diverse community in Ealing. The school is popular and oversubscribed and successfully serves the needs of our local community. Our students are complimentary about the school and also very proud to be part of our learning community. There are currently just over 1700 students and 160 staff and the school will grow to more than 1700 students over the next two years.

Our student population is very diverse and representative of the local community. There is no majority ethnic group in the school but White British, Black Caribbean, Asian and White European are all well represented. The diversity of our students is a real strength of the school. The student population is fully comprehensive and nearly 40% of students qualify for pupil premium funding.

Brentside is currently rated by Ofsted as a ‘Good’ school. We engage in a range of partnerships including supporting other schools. Being outward looking is important to us, as we firmly believe that by

working in collaboration with other schools and institutions, the experience that we offer to our students is greatly enhanced.

On entry into Year 7 the ability profile of most cohorts is in line with national norms. However, the progress made by our students at both Key Stage 4 and Key Stage 5 is significantly above average. This occurs because of the positive ‘attitude to learning’ displayed by our students and our staff. We have 170 Staff and 1600 students.

### LEARNING AND ACHIEVING TOGETHER

Our school motto ‘Learning and Achieving Together’ underpins everything we do in school from ensuring that all our students are encouraged to achieve their full potential, in and out of the classroom, to the continuing professional development of our highly qualified staff.

Our students are very proud of their school and really are happy, positive and friendly young people that we are proud to serve. We instil into them the realisation that the route to a happy, fulfilling and successful life is through high quality education.



## **Curriculum**

All learners have access to a broad and balanced curriculum, rich in depth and supportive of individual students' needs and aspirations. We believe in social equality and see a breadth of knowledge and skills as key to enabling our students to be confident, informed and capable.

We are ambitious for our students and believe that all should have access to high quality qualifications and to creativity; we pride ourselves on the breadth of our arts provision and also on our EBacc curriculum, enabling all students to study a broad, quality curriculum throughout Key Stage 3 and Key Stage 4, before specialising at Key Stage 5.

Between 75% and 95% of our students study the full EBacc curriculum, with between 5% and 25% of our students studying additional literacy and numeracy or specific subject development lessons.

## **Sixth form**

The school has an active and vibrant Sixth Form offering a wide range of courses to students between the ages of 16 and 19.

The majority of students work towards level 3 (Advanced level) qualifications which will allow them to progress to university. These are A level, CTEC or BTEC certificates and diplomas. In addition, level 3 students study citizenship, PSHE and PE as part of their enrichment curriculum and can study for the extended project qualification (EPQ) as an additional AS qualification.



## Safeguarding Statement

### Principle

Brentside High School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the students in its care. The school believes that all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse.

The students in our care have the right to expect adults in positions of responsibility to do everything possible to foster these rights. They have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors and staff in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

### Purpose

The purpose of the policies which are linked to this statement is to:

- afford protection for the students at Brentside
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safer place to learn

### Scope

All policies apply to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of Brentside High School

We will endeavour to safeguard children and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistle blowing'
- dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance



# Brentside High School

Learning and Achieving Together

## **DEPUTY HEADTEACHER (Curriculum and Achievement) L21 (£86,119) – L25 (£94,067) - Inner London Payscale**

We seek an exceptional person to become a **Deputy Headteacher** at this diverse and vibrant 11-19 comprehensive school. This is an exciting opportunity for a candidate wanting to share our commitment to making Brentside High School an outstanding school. The areas of responsibility relate to self-evaluation, strategic planning, curriculum design and delivery, and student outcomes, but with opportunity to influence and contribute to every aspect of the school's leadership.

You will:

- Be an aspiring Headteacher and be able to deputise for the Headteacher
- Have a proven track record of leading whole school initiatives, managing change and implementing school self-evaluation
- Be an analytical and strategic thinker with the capacity to lead on data, academic target setting and intervention strategies, leading to strong outcomes for students at all key stages
- Understand the value, opportunities and implications of curriculum design
- Be an outstanding classroom teacher with excellent communication and relationship building skills
- Possess skills and the ability to inspire and motivate students, staff and other stakeholders.
- Have initiative and ideas and a flexible, creative and good-humoured approach to leadership and teamwork

Our students make excellent progress supported by teaching, learning and assessment of the highest standard. Students 'are extremely complimentary about their school and the staff who work with them. They want to do well, regularly attend and work hard.' (Ofsted)

We are actively committed to partnership work within London and further afield and work with a number of schools and organisations each year supporting the development of strong practice. We offer a supportive and vibrant learning community, outstanding CPD and the opportunity for collaborative working.

Ofsted recognised that 'there is high-quality support available for those new in post' enabling staff to 'quickly integrate into the school' and acknowledged our 'supportive ethos where staff can share best practice and continue to develop new skills'. Staff also enjoy outstanding facilities including high quality ICT provision, access to a fitness suite and a new building.

If you believe you have the passion, determination and high expectations and relish the challenge of this exciting post, working within a committed and dedicated team and in a school where we have the opportunity to influence greater social equity then this could be the ideal post for you!

The school is committed to safeguarding children and the successful applicant will be required to apply for an enhanced disclosure from the DBS. Further information can be found at <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs>

In addition, as part of the shortlisting process, we may conduct an online search as part of due diligence checks in the recruitment process.

Please visit [www.brentsidehigh.ealing.sch.uk](http://www.brentsidehigh.ealing.sch.uk) for more details of this post or contact the school to request an information pack.

**Closing date for applications: Friday 19 April 2024**



# Brentside High School

Learning and Achieving Together

## DEPUTY HEADTEACHER (CURRICULUM AND ACHIEVEMENT) JOB DESCRIPTION

### Core Purpose:

*To provide outstanding leadership as an integral part of the Senior Leadership Team at Brentside High School, supporting the highest aspirations and achievements of all members of our school community, 'No exceptions, no excuses'.*

### Specific Duties:

- To work in **close collaboration** with the **Headteacher, Deputy Headteachers and Leadership Team** to lead the **school's continued development, recognising the strengths and the areas of opportunity** within current practice and **engaging the contributions** of all stakeholders;
- To interpret the range of available **data**, including that presented in the IDSR, and **translate this into priorities for school improvement**;
- To ensure that **all staff are able to confidently use the required data analysis tools** (in line with their roles) and are able to **make valid conclusions** based on data;
- To lead on **whole school and team self-evaluation and development planning**, including leading work on the SEF and SDP;
- To stay up to date with **Ofsted** processes and work with the other Deputy Headteachers and the Headteacher to make best use of and collation of supportive information for the process;
- To **oversee target setting** for students and curriculum areas, ensuring that targets reflect the school's continued, strong performance;
- To **lead on student outcomes at all key stages**, working collaboratively with middle and senior leaders, as well as whole staff, parents, carers and students, to ensure that every child is supported and challenged to achieve his/her potential;
- To ensure that **gaps in achievement are known and narrowed**;
- To lead on **whole school curriculum provision**, informed by evidence and knowledge of effective practice;
- To ensure strategic **timetabling** of the curriculum;
- To **support and recognise** the work of linked assistant headteachers (including the assessment, recording and reporting lead), middle leaders and the data, cover and SIMS team;
- To ensure the **accuracy of statutory returns**;
- To oversee **external examinations**;
- To **line manage areas** as required;
- To **work with governors** including through the Curriculum Committee;
- To oversee the **Cover Coordinator**;
- To lead the **Options Process at Key Stage 3**.

**General Duties:**

- To be a strong, collaborative, positive, well-informed, credible and solution-focussed school leader;
- To work within the Senior Leadership Team to create, implement and review whole school policies and procedures;
- To adopt a high profile amongst staff and students, promoting high expectations and achievements;
- To positively build and establish relationships with students, staff and parents/carers;
- To promote Equal Opportunities at the school;
- To facilitate the smooth day to day running of the school as a positive, vibrant learning environment where all students are encouraged to take responsibility for their own learning and behaviour;
- To understand and contribute to the day-to-day management demands that come from operating as a leader in a large school, including meetings demands that are outside of this role's leadership remit;
- To ensure communication systems are effective and understood by all members of the school community;
- To attend/effectively lead meetings in accordance with role and responsibility;
- To develop partnership working with governors, local authority staff, local and wider community and outside agencies as appropriate, and contribute to Governing Body and other meetings as required;
- To represent and promote Brentside High School both internally through assemblies and meetings with families and visitors, and externally within the local community including other schools, the local authority and other agencies, as relevant;
- To demonstrate leadership by setting an example in interpersonal relationships with staff and students;
- To recognise and celebrate the unique and diverse make-up of our school community;
- To share responsibility for all aspects of day-to-day management of the school;
- To performance manage colleagues;
- To ensure that the management, finance, organisation and administration of the school supports its vision and aims;
- To participate in and lead on as appropriate, the appointment of staff;
- To lead on aspects of whole staff continued professional development as appropriate;
- To undertake any professional duties delegated by the Headteacher and deputise for the Headteacher as and when required.

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed above are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

**DEPUTY HEADTEACHER: CURRICULUM AND ACHIEVEMENT  
PERSON SPECIFICATION**

Attributes	Essential	Desirable	Evidence
<b>Education, Training and Qualifications</b>	Qualified Teacher Status Good Honours degree Evidence of recent and relevant further professional development	Higher degree or NPQH	Application form Interview
<b>Experience and Knowledge</b>	<p><b>Knowledge of:</b>            Current educational issues, including those relating to assessment and curriculum            The National Curriculum requirements relevant to whole school curriculum provision            Changes in post-16 education            The Ofsted inspection framework            Whole-school self-evaluation processes</p> <p><b>Experience of:</b>            Excellent contribution to and performance as a member of a senior leadership team            Successful teaching experience in at least two secondary schools            Using data to set targets, monitor progress and evaluate performance            Leading teams and individuals effectively            Implementing strategies and interventions to raise achievement and standards            Effectively tackling under-performance in staff and students            Developing and implementing school wide systems such as self-evaluation and development planning            Effective working with a variety of stakeholders such as students, parents, governors and the wider community            Experience of positively and effectively leading change            Ability to promote the agreed decisions of the leadership team even when own preference was for an alternative/understanding the role as part of a leadership team</p>	Curriculum and/or timetabling experience Experience of leading on examinations or assessment Experience of working on statutory returns Experience of presenting data in a range of formats for different audiences School Development and Improvement planning within a secondary school	Application form Interview Reference
<b>Skills and Abilities</b>	<p><b>Ability to:</b>            Inspire, challenge and motivate others            Anticipate problems and develop creative solutions            Adapt and learn new skills</p>	Ability to represent school at a local and national level	Application form References Interview Specific tasks at

	<p>Manage change, conflict and empower others  Build and maintain positive and productive relationships with colleagues, parents/carers and other stakeholders  Assert authority without creating confrontation;  Analyse a range of information and distil from it the most significant strands  Plan and think strategically  Support and monitor the work of more than one team  Set and achieve ambitious, challenging goals and targets for self and others  Listen to and reflect on feedback from others  Prioritise, plan and organise self and others  Inspire the confidence and trust of others  Make a difference  Articulate a clear vision and philosophy of education  Work independently and as part of a team  Show good judgement under pressure</p> <p><b>Skills:</b>  Outstanding classroom teacher and role model  Excellent behaviour management skills, both within the classroom and beyond  Excellent presentation skills  High level of verbal, written and ICT skills  Good reasoning powers and ability to make balanced judgements in a variety of situations  High level organisational and administrative skills  Strong numeracy skills</p>	<p>Collaboration with others within and beyond the school</p>	<p>interview</p>
<p><b>Drive and Ambition</b></p>	<p>Ambitious for the school and self  Relentless optimism and resilience  Genuine concern for the welfare of staff and students</p>		<p>Application form  References  Interview</p>
<p><b>Personal Qualities</b></p>	<p>A strong sense of loyalty, integrity, enthusiasm and dynamism  A strong sense of professionalism, commitment to upholding standards and setting an appropriate example  Commitment to safeguarding and promoting the welfare of children and young people  Ability to work under pressure and to accept the demands and challenges of the post and respond in a flexible, solution-focussed manner</p>		<p>References  Interview</p>



## Contact details

### Brentside High School

Greenford Avenue,  
Hanwell, London W7 1JJ

### Telephone

020 8575 9162

### E-mail

[info@brentsidehigh.ealing.sch.uk](mailto:info@brentsidehigh.ealing.sch.uk)

### Website

[www.brentsidehigh.ealing.sch.uk](http://www.brentsidehigh.ealing.sch.uk)

## How to find us

### Public transport

The school is served by various bus routes as follows:

E1, E3 and E11 buses stop close to the entrance on Greenford Avenue

E2, E9, E7, E10, buses stop on Ruislip Road East. The main entrance to the school is close by.

### Tube stations

Ealing Broadway (Central and District Line). Take E1, E2 (destination Greenford Broadway) E9 (destination Barnhill Estate) or E10 (destination Northolt) from Haven Green (directly opposite the station). Alight at Brentside High School on Ruislip Road East.

Greenford (Central Line). Take the E6 bus from the stop opposite the station and alight at Greenford Road, near Greenford Broadway. Buses travelling from Greenford Broadway in the direction of Ealing stop outside the school. (E1, E3, E2, E9, E7, E10). Mini cab service available at Greenford Tube station.

### Main line

Hanwell railway station (GWR mainline) is a short bus ride away (E3)

### Parking

60 parking spaces available on site for staff.

Please contact Tara Roach if you require on-site parking for the day of the interview.

