



Parkside Community College

The best in everyone™

Part of United Learning

Candidate Briefing Pack

Deputy Headteacher

Required for September 2020





Welcome from Craig Morrison, Executive Headteacher

Thank you for your interest in becoming Deputy Headteacher of Parkside Community College. Parkside is a very special school indeed. It is situated in the centre of Cambridge, at the heart of a vibrant and diverse community. It is home to a wonderful group of students, supported by a highly talented team of staff. Parkside is an outstanding school, having regained this rating in 2017 and it has high outcomes at GCSE, being one of the top performing schools in the region. We do this through an unapologetically academic curriculum, with very high levels of entry and success in 'EBacc' subjects.

However, we have much to do to make sure that progress continues to improve and in particular that we do the best by each individual and each group of students. The challenge remains to make our IB 6th Form as successful and popular as we are at 11-16.

This is a truly exciting time to be joining us in this key role. I re-joined Parkside as Executive Headteacher at the beginning of this academic year, after several enjoyable and fulfilling years here until 2011. I was particularly excited at the prospect of leading the transition of Parkside and the Cambridge Academic Partnership schools into United Learning. Whilst it is now the largest multi-academy trust, I can vouch personally for its focus on developing people, with leaders enjoying unrivalled opportunities to learn and to grow. There is also a real commitment to nurturing the unique ethos of each school. In all of this, the group's motto of 'The Best in Everyone' shines through.

A key benefit of being part of United Learning is to work with other very successful schools in the Group, including independent schools, to challenge Parkside to be even better and to guard against complacency. In this aim we are supported by our Regional Director, Jan Shadick, the Director of Secondary, Dame Sally Coates, and a team of superb subject advisors.

My role also involves supporting the Headteachers across our cluster – Cambridge Academic Partnership - and managing our Central Services functions. Due to these wider commitments, I need to appoint a Deputy Headteacher who is motivated by the opportunity to lead visibly and with a real desire to know students and their families well. You will be a key presence in our school and must be able to model high standards, to lead by example, and support our staff to be experts in what they do, all whilst being sensitive to maintaining our unique ethos.

Your personal qualities, ability to lead and to work well with me and the rest of the senior team are more important than your background in any specific set of responsibilities. As such, the specific priority areas you will be responsible for will be determined after appointment. I do hope you will get in touch with any questions you may have and if possible that you will visit us ahead of submitting your application.

We are an inclusive employer and are looking to improve the diversity of our leadership, particularly in relation to black, Asian and minority ethnic leadership, and we welcome and value all applicants.

I very much look forward to hearing from you.

Craig Morrison



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Parkside

Parkside Community College aspires to have a culture of excellence, shared by all staff and students. It is dedicated to ensuring each student gains the knowledge, confidence and skills to make a success of their future lives.

Located in the centre of Cambridge, Parkside is a highly oversubscribed school with a long history of success and an excellent reputation for innovation in education. We are situated in three sets of buildings, with the main site opening in 1913.

We are judged to be 'Outstanding' with 'Good' 16-19 programmes. We became an IB World School in 2011 and growing this programme is a key strategic priority. We offer 120 places in each year group and believe deeply in the power of 'human scale' education, where every student is very well known and strong relationships help teachers to support their classes to exceptional outcomes.

Our intake is diverse: we have a large proportion of higher attainers on entry; we also have a significant profile of Special Educational Needs. We have many students join us from overseas, with a range of ability in English, both in the main school and in the 6th Form.

Cambridge Academic Partnership

Cambridge Academic Partnership ... Leading Learning.

Cambridge Academic Partnership is a cluster, within United Learning, with a reputation for educational excellence. We pride ourselves on an innovative approach to teaching and learning and a commitment to high standards for all. All partnership schools are situated in the south of Cambridge and their close geographical proximity enables our highly collaborative approach.

Our cluster comprises Parkside Community College, Cambridge Academy for Science and Technology (a UTC), Trumpington Community College, Coleridge Community College and its largest feeder primary, The Galfrid School.

In September 2019 we joined United Learning as a cluster group. We are proud of what our Partnership has achieved so far, but we are ambitious for the future and want to give our schools every possible opportunity to further improve the education we offer our students. All five schools are at different stages of their development, but we believe that being part of a national network of schools will enable us to continue to grow all of them to become popular, outstanding institutions serving their local communities.



About United Learning

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. We uniquely comprise schools in both the state and the independent sectors. We currently educate over 55,000 students and employ over 9,000 members of staff including over 4,000 teachers.

As a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies.

To find out more about United Learning, please visit the website: www.unitedlearning.org.uk

As part of United Learning, Parkside Community College will share the objective of bringing out 'the best in everyone', enabling each student to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.

Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

AMBITION – to achieve the best for ourselves and others;

CONFIDENCE – to have the courage of our convictions and to take risks in the right cause;

CREATIVITY – to imagine possibilities and make them real;

RESPECT – for ourselves and others in all that we do;

ENTHUSIASM – to seek opportunity, find what is good and pursue talents and interests;

DETERMINATION – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.



Continuing Professional Development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. While the development of all staff is important, we make support and professional development of senior leaders a particular priority, given the impact that leaders have on the life of staff and students alike.

We work on the basis that each of us, however effective, can always improve. The new Deputy Headteacher will set personal development objectives with the Executive Headteacher each year and will be supported to achieve them. He or she will have the benefit of accessing a range of networks, training events and school visits. We have a high-quality 'Aspiring for Headship' course. United Learning has also commissioned training programmes from major universities. We provide 360-degree feedback as part of professional development.

We believe that schools are at their best when they are autonomous and able to develop a distinctive ethos, reflecting the needs of their students and the context within which they work. The Group can get behind the work of leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that leaders can focus on educational leadership.

The newly appointed Deputy Headteacher will also benefit from a comprehensive induction programme.



Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

‘THE BEST FROM EVERYONE’

Our aim is to bring out ‘the best in everyone’. So we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential? So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

‘POWERFUL KNOWLEDGE’

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives.

Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject- based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

‘EDUCATION WITH CHARACTER’

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

‘LEADERSHIP IN EVERY ROLE’

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

‘CONTINUOUS IMPROVEMENT’





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However good we are, we can be better. We constantly look for improvements, and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence, and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



Parkside Strategic Priorities 2019 - 2022

1: Curriculum and Learning

Powerful Knowledge

Our curriculum aims are relevant and demanding; exceptional teaching gives our students a learning experience that equips them for future pathways.

2019-20 objectives:

- 1.1 - full engagement with UL curriculum materials, advice, best practice schools
- 1.2 - sharply articulate PCC curriculum aims in each subject and as a whole school
- 1.3 - learners make more rapid progress due to teacher use of Rosenshine's Principles

2: Character, Values and Culture

Education with Character

A clear programme of character development is in place throughout all key stages which embraces the IB Learner Profile, so that our students are developed as global citizens.

2019-20 objectives:

- 2.1 - clear programme of excellent character development in place, in a year group structure
- 2.2 - IB learner profile attributes provide a framework for personal development throughout
- 2.3 - families endorse the school values; students adopt responsible, ethical behaviours

3: 6th Form - Performance and Growth

Continuous Improvement

Our sixth form performs in line with excellent KS4 performance; internal profile of the IB increases, leading to financially sustainable cohorts year on year.

2019-20 objectives:

- 3.1 - high quality teaching supports students to excel in all subject areas in the 6th Form
- 3.2 - support and intervention ensures all students complete the course to expected targets
- 3.3 - recruitment increases to 75+ for 2020 entry, with particular growth in internal candidates

4: Success for All

The Best from Everyone

Reduce barriers to learning and close gaps, so that all students flourish personally and academically, in line with our ethos as an inclusive school.

2019-20 objectives:

- 4.1 - revise approach for our disadvantaged students so that they make quicker progress
- 4.2 - demand more of boys in lessons, particularly in written tasks, to support progress
- 4.3 - review provision in the Open Pillar to bring progress in line with other subjects



Deputy Headteacher: Job Description

Overall Job Purpose:

The Deputy Headteacher will lead, motivate and inspire students, staff, parents and the wider community, to ensure every student achieves well and gains the knowledge and qualifications to succeed in life and at work.

The successful candidate will have proven their impact in raising standards and outcomes in their current role. The key responsibilities of this role will be to provide significant presence and impact through school leadership, by deputising for the Executive Headteacher and by leading on **one** of our four strategic priority areas:

- **Curriculum, teaching and learning**
- **Character, values and culture**
- **6th Form: performance and growth**
- **Success for All, including disadvantage**

The allocation of the specific set of responsibilities to this role and across the rest of the senior team will be made following the appointment.

Key tasks and behaviours:

- to support the Executive Headteacher in the modelling of outstanding positive leadership that inspires others to have the highest expectations and taking full responsibility for the school in his/her absence
- to be a strategic leader and thinker, able to successfully manage and implement change
- to have the highest expectations of all students and a continual belief that they will achieve outstanding outcomes, communicating this belief to all stakeholders
- to fully support our values and those of United Learning
- to be a line manager who is approachable and who develops others by supporting and challenging them to be the best they can be and always leading by example
- to take the initiative and be accountable for your decisions and your areas of your responsibility and for those you line manage
- to contribute to daily senior duties
- to monitor and evaluate the relevance and effectiveness of aspects of Academy processes and their impact on improving achievement and attainment of all groups of students and to develop strategy accordingly
- to carry out the professional duties of a teacher as required
- to take responsibility for promoting and safeguarding the welfare of children and young people within the school

Key responsibilities:

1. Shaping the Future of the School

- In partnership with the Executive Headteacher and governors, establish and implement an ambitious vision and ethos for the future of the school
- Play a leading role in the school improvement and school self-evaluation planning process
- In partnership with the Executive Headteacher, manage school resources
- Devise, implement and monitor action plans and other policy developments
- Promote a culture of inclusion within the school community where views are valued and taken in to account



2. Leading Learning and Teaching

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the Executive Headteacher to raise standards through staff performance development reviews
- Work in partnership with the Executive Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are well implemented
- With the Executive Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure the active involvement of students and staff in their own learning

3. Developing Self and Working with Others

- Support the development of collaborative approaches to learning within the school and beyond
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the head teacher
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, linked to Parkside's strategic priority areas
- Work with the Executive Headteacher to develop and deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the strategic priorities

4. Managing the Organisation

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the Executive Headteacher, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the Executive Headteacher

5. Securing Accountability

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards
- Support the Executive Headteacher in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of students and staff



- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

6. Strengthening Community

- Work with the Executive Headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues across the cluster and wider group, in other schools and external agencies

General Accountabilities

- Be responsible for own safety and not endanger that of colleagues/visitors to the workplace.
- Work in compliance with the Codes of Conduct, Regulations and policies of United Learning, and its commitment to equal opportunities and safeguarding.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.

Reporting

- The Deputy Headteacher reports to the Executive Headteacher and will line manage colleagues as directed
- The Deputy Headteacher will participate in an annual review as part of the agreed PDR process.

Explanatory notes

- This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.
- This job description and allocation of particular responsibilities will be reviewed on appointment. Such a review will take place as part of the appraisal cycle and at any other time on request.
- This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.
- This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete particular duties set out above.



Deputy Headteacher: Person Specification

Criteria	Essential	Preferred
ATTAINMENTS AND EXPERIENCE		
Qualified Teacher Status	✓	
Good honours degree		✓
National Professional Qualification for Headteachers (NPQH) or Participating in NPQH training – for those new to headship		✓
Appropriate professional updating	✓	
Appropriate experience of the age range	✓	
Ability to share leadership of a large and complex organisation	✓	
SHAPING THE FUTURE		
Knowledge of or commitment and ability to:		
Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every student	✓	
Communicate and model vision and values both within and beyond the school	✓	
Set and achieve ambitious, challenging goals and targets	✓	
Understand and practise educational inclusion so that all have the opportunity to be the best they can be	✓	
LEADING TEACHING AND LEARNING		
Knowledge of or commitment and ability to:		
Implement strategies for raising achievement and achieving excellence for students, in particular disadvantaged students	✓	
Use appropriate models and principles of effective learning and assessment for learning	✓	
Ensure high standards of behaviour and attendance	✓	
Be strategic in ensuring inclusion, diversity and access		✓
Use performance data effectively to ascertain areas for improvement	✓	
Implement strategies for developing effective teachers to ensure the entitlement of all students to effective teaching and learning	✓	
DEVELOPING SELF AND WORKING WITH OTHERS		
Knowledge of or commitment and ability to:		
Develop positive interpersonal relationships.	✓	
Promote individual and team development and sustain a learning community that impacts on school improvement	✓	
Share leadership and accountability for goals and standards	✓	
Manage change, conflict and empower individuals and teams	✓	
Collaborate and network effectively with others within and beyond the school	✓	
Give and receive effective feedback and act to improve personal performance	✓	



Criteria	Essential	Preferred
SECURING ACCOUNTABILITY		
Knowledge of or commitment and ability to:		
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance	✓	
Apply principles and practice of quality assurance systems, including school review, self-evaluation and performance management.	✓	
Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all students	✓	
Hold other relevant staff members to account for student learning outcomes	✓	
MANAGING THE ORGANISATION		
Knowledge of or commitment and ability to:		
Apply principles and strategies of school improvement	✓	
Plan and manage projects for implementing change	✓	
Apply good practice in performance management	✓	
Manage equitably staff and resources	✓	
Think creatively to anticipate and solve problems	✓	
Manage the school efficiently and effectively on a day-to-day basis	✓	
Delegate management tasks and monitor their successful implementation	✓	
Maintain a high profile and presence throughout the school	✓	
SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION		
In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:	✓	
• Motivation to work with children and young people		
• Ability to form and maintain appropriate relationships and personal boundaries with children and young people		
• Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline		



How to Apply

For your application to be considered, we will need you to:

REGISTER YOUR PROFILE (including referees, one of whom must be your current or most recent employer – education and employment history) using our online portal.

COMPLETE AN ONLINE COVERING LETTER (you will be prompted to do so after completing your profile), which explains your motivation for applying and outlines your suitability for the role including how you satisfy the requirements of the Person Specification. Please confirm in your letter that you are available for the interview date (see below) around which there is no flexibility. This supporting statement should be no longer than 8,000 characters.

PLEASE PROVIDE US WITH 2 REFEREES WHEN PROMPTED TO DO SO. In line with our practice on safer recruitment, we will take up references for all those candidates who proceed to interview, as well as asking candidates to complete a standard application form. The deadline for receipt of applications is midday on Monday 24th February 2020.

THE SELECTION PROCESS

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact Martha George: mgeorge@cap.education
- Shortlisting will occur week commencing 24th February 2020.
- The interviewing process will take place on 3rd and 4th March 2020 at Parkside Community College. You do need to be available for both dates.
- Candidates will be offered full feedback on their application and/or interview.

FURTHER INFORMATION

To arrange an informal discussion regarding the role please email Craig Morrison, Executive Headteacher at cmorrison@cap.education to arrange a mutually convenient time for a telephone conversation. To arrange an informal visit to the school please contact Martha George: mgeorge@cap.education.

TERMS AND CONDITIONS OF EMPLOYMENT

United Learning's normal terms of conditions of employment apply for the position of Deputy Headteacher at Parkside Community College. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.



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EMPLOYER

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POSITION

Deputy Headteacher, Parkside Community College

REPORTING LINE

Executive Headteacher, Parkside Community College and Cambridge Academic Partnership

LOCATION

Parkside, Cambridge, CB1 1EH

START DATE

September 2020

STARTING SALARY

The salary will be commensurate with the significance of the post and the experience of the successful candidate.

ILL HEALTH

United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days and half pay for 100 working days.

HOLIDAYS

You are entitled to take holidays during the normal school holidays except where your presence is required for proper execution of your duties. United Learning would expect you would not have less than six weeks of the year without any work involvement.

TEACHERS' PENSION SCHEME

The postholder is eligible to be a member of the TPS.

SAFEGUARDING

United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (previously CRB) check is required for all successful applicants.