



Thornhill Primary School

Deputy Head Teacher

Candidate Brochure

Thornhill Primary School

KEY STATISTICS AND FACTS

Type of School	Primary School
Denomination	None
Age Range	2 to 11 years
Year School Established	1960's
Co-Educational or Single Sex	Co-Educational
Number of Children	232
Average Class Size	30
Number of Teaching Staff	10
Number of Newly Qualified Teachers	1
Number of Trainee Teachers	2
% of children with SEN	20%
% English as an additional language	17%
% of children on free school meals	28%



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THORNHILL PRIMARY SCHOOL OUR SCHOOL

Thornhill Primary School is on the northern edge of Houghton Regis and occupies an attractive and spacious site next to open farm land. The ground includes:

- Two playgrounds, well equipped with play facilities and seating.
- A large field for games
- A pond area with a wildlife garden
- Separate play areas for nursery and reception children
- Plenty of quiet spaces and seating for children
- Sensory garden and investigative areas

Our school building is bright and stimulating with spacious classrooms, we have a well-equipped library and all younger classes have direct access to an outdoor area. We have a dedicated Breakfast and Afterschool Club room.



ORGANISATION

Thornhill is a County Primary School with a Nursery. We have recently extended our age range to admit children from the age of 2 years to 11 years. Our classes are single age groups and we carefully organise them to ensure that the learning needs of all children can be met. We try to keep class sizes as small as possible and all classes have additional adult support.

Children in reception year benefit from a large extended classroom which allows them to be taught together. The school has been refurbished throughout and we have improved our grounds so that children can use the outdoors in their learning. Every class has an interactive whiteboard and new furniture which the school is gradually updating on a rolling programme.

CORE VALUES

At Thornhill Primary School we have identified six core values to underpin all that we do. We expect all parents, pupils, governors and staff to adhere to these.



EVERY CHILD IS UNIQUE

Every child is unique and at the heart of what we do. Through our provision we aim to teach all children how to become life-long learners and to be responsible, self-confident and to believe in themselves in an environment which is stimulating, exciting and rich in opportunities.

We achieve this by:

- Providing a safe and secure environment where all children can reach their full potential.
- Providing a positive 'can do' culture where praise, respect and encouragement prevail and where self-esteem is high. We recognise and celebrate all achievement and success.
- Continuing to focus on improving standards of attainment and well-being for all children by developing a sense of enquiry and curiosity.
- Embedding a culture of self-respect and self-discipline in work and behaviour so that children are happy and caring to one another.
- Providing high quality planning, teaching, assessment and targeted intervention from committed and passionate staff.
- Developing and improving our practice by listening and working in partnership with our children, parents, professionals and the school community. Valuing their views and reflecting and acting on them.

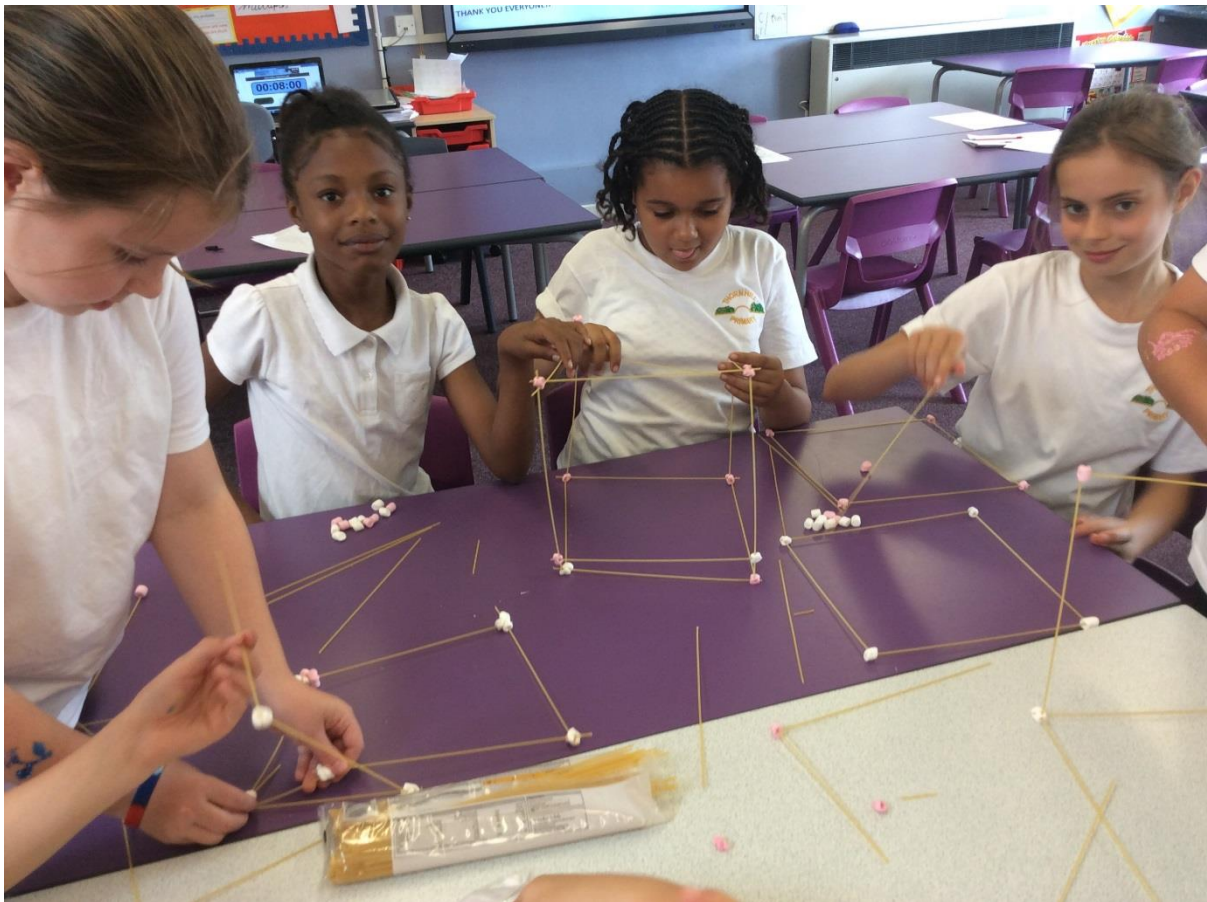
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This job description will be supported by an Annual Job Plan which will list distinct key tasks and responsibilities. These will be derived from the School Improvement Plan and from other school priorities.

The Post holder's duties must be carried out in compliance with the school's policies and procedures including child protection procedures and the Council's Equal Opportunities Policy, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974) and subsequent health and safety legislation.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



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Job Description – Deputy Head Teacher

Salary Scale	Leadership Scale 7 – 11
Closing Date	Friday 13 th October 2017 at noon
Shortlisting Date	Friday 13 th October 2017
Job Start Date	1 st January 2018 or sooner is available

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

Leadership and Management Role	The aim is that the Deputy Head Teacher is expected to contribute to a strategic view for the school in its community and to analyse and plan for its future needs and further development within the local, national and international context by: • Providing an example of 'excellence' as a leading classroom practitioner and inspiring and motivating other staff. • Working with the Head Teacher to sustain high expectations and excellent practice in teaching and learning throughout the school. • Working with the Head Teacher to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development. • Lead and support subject leaders so that the curriculum is exciting and challenging and meets the needs and interests of our children. Plan an effective programme of monitoring so that outcomes continue to improve for all learners. • Play a full part in the planning and organisation of all school activities, functions and events; including an active involvement in the extra-curricular life of the school. • Ensure that the percentage of pupils achieving / exceeding expected standard rises to be in line or above national at the end of EYFS, KS1 and KS2.
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Safeguarding and promoting the welfare of the child:

All staff must make themselves aware of the systems within school which support safeguarding. This includes the school's safeguarding/Child Protection Policy, Staff Code of Conduct and the role of the designated safeguarding lead. All staff members must be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

1. Know about data protection issues in the context of this role.
2. Understand that different confidentiality procedures may apply in different contexts.
3. Be responsible for promoting and safeguarding the welfare of children that you come into contact with.
4. Have knowledge of the most recent legislation.

Sharing Information:

1. Be aware that different types of information exist; confidential, personal data, sensitive, and appreciate the implications of those differences.
2. Attend meetings, training days and team meetings with the Head Teacher and know how to share information.

General:

1. To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential and sensitive information.
2. To undertake any other duties of a similar level and responsibility as may be required.

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Person Specification – Deputy Head Teacher

Category	Essential Requirements	Desirable Requirements
Qualifications	Qualified Teacher Status	Any other qualifications relevant to a leadership role
	Evidence of continuing professional development in the last year 5 years.	Success in teaching across the whole primary range.
	Success in teaching in KS2 with at least 5 years teaching experience overall	Experience on a School Leadership Team
	Excellent interpersonal, communication and organisational skills	Proven successful experience of leadership within a primary school
	An understanding of the role of Deputy Head Teacher as described with the potential to be successful in the role.	
Knowledge and Experience	Ability to lead by example, inspiring staff and pupils to produce high standards of work	Experience of budget management
	Proven success in raising standards at the end of a Key Stage	Knowledge of Target Tracker
	Through understanding of safeguarding children	Experience of leading staff development / training
	Experience of working with other schools, organisations, outside agencies	The ability to interpret data reflectively and to question what it might really mean
	Experience of leading a major aspect of the school's work	
Learning and Teaching	Knowledge of a range of strategies to raise standards / pupil achievement	Experience in monitoring progress and attainment across the school
	Experience of using data to set targets for improvement and to monitor progress	Advanced training in safeguarding
	Experience in monitoring and evaluating curriculum delivery	Experience of observing lessons and giving accurate and constructive feedback to colleagues.
	Demonstrates an understanding of high quality teaching and learning.	
School Ethos	A belief in pupil centred, active learning with an ability to engage, challenge and have high expectations of children.	
	Ability to provide a caring, cooperative atmosphere for children and to create a challenging, disciplined and effective learning environment.	
Relationships	Ability and willingness to work collaboratively and supportively within the school team, making positive contributions to assessment and the School Improvement Plan	

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Person Specification – Deputy Head Teacher cont....

Relationships	Experience of working with and developing links with parents, governors and the wider community.	
	Enthusiastic, dedicated, sympathetic and approachable with a sense of humour and fun	
	Ability to inspire confidence, respect and openness.	
Attitude and Temperament	Positive attitude to teaching and leadership roles and all aspects of school life.	
	Ability to translate care and concern for children into practical actions that make the pupils feel safe and enable them to be successful.	
	A commitment to school improvement and to developing own professional skills.	
	Ability to show a committed, professional and loyal attitude to the school, openly modelling its aims and values at all times.	
	An ability to undertake the responsibility of the day to day management of the school, in the absence of the Head Teacher	

If you would like further information, an application pack or to arrange a school visit please contact Julia Lawson

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