



Wembley High Technology College

Deputy Headteacher Information Pack: March 2019

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Section One: An Introduction to the Wembley High Technology College and the Role

The College

Wembley High is an 'Outstanding School' and has been one of the highest achieving schools in the country over the last few years. In 2018, 82% of pupils achieved grades 9 – 5 in English and maths GCSE and 76% achieved the English Baccalaureate. This led to a Progress 8 score of +1.90 which has been recognised as the highest in the country. We have a strong Sixth Form whose value added is high (0.41 – the highest in Brent) and prepares pupils for the next stage in education; last year, nearly all pupils left to attend higher education and over 50% of our pupils secured places at Russell Group universities. We have been recognised as one of the leading school in the country for achievement of our disadvantaged pupils and firmly believe that all pupils, no matter what their background, can achieve highly to pursue their aspirations.

The Role

Despite the exceptionally high achievement, we believe we can continue to improve outcomes and pupils' life chances. We are looking for a Deputy Headteacher who has a track record of improving outcomes for their own classes and for others they line manage. The post would suit candidates who have the intellectual ability to analyse accurately, implement sensitively and evaluate rigorously to ensure continued high outcomes at all levels.

The successful candidate will be able to support the Headteacher and provide exceptional leadership to aspects of the school. The school has a local and national reputation of excellence and the appointed candidate should be able to demonstrate their ability to secure internal outcomes and influence externally. Roles in the Leadership Team are matched to individual strengths and changed to meet the needs of the school. Exceptional and bespoke training opportunities will be provided for the post holder.

Salary: L20 – 24 (Inner London)

Contract Type: Full time and permanent

Start Date: 1st September 2019

Section Two: Deputy Headteacher Job Description

The role of a Deputy Headteacher is to support the Headteacher in discharging their duties and to provide professional and dynamic leadership to the College to ensure its continued success. The job description is, therefore, based on the National Standards of Excellence for Headteachers and is divided into 4 key areas.

Area 1: Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a worldclass education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Area 2: Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Area 3: Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Area 4: The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Section Three: Deputy Headteacher Person Specification

Area One: Qualities and Knowledge	
Excellent Headteacher Criteria	Evidence expected from candidate
1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve	<ul style="list-style-type: none"> • Exemplifying the school's aims, principles and policies • Being a role model for children and adults • Having a relentless drive for school improvement
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, as well as towards parents, governors and members of the local community.	<ul style="list-style-type: none"> • Involving staff in decision making and valuing their contributions • Being flexible and sensitive to staff needs • Consulting with parents and community members • Supporting governors to improve their accountability
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them	<ul style="list-style-type: none"> • Conveying creative initiatives to all and achieving widespread support • Learning from others in different roles
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development	<ul style="list-style-type: none"> • Being up to date with education initiatives, and actively and visibly planning and implementing any necessary changes in the school as a result
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context	<ul style="list-style-type: none"> • Keeping everyone informed of relevant local and national policy changes • Making budget decisions based on an awareness of the political climate
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel	<ul style="list-style-type: none"> • Having regard to pupil progress at all times • Establishing non-negotiables for pupil and staff performance and having high expectations for all • Leading a mutually supportive and highly effective whole-school community

Area Two: Qualities and Knowledge	
Excellent Headteacher Criteria	Evidence expected from candidate
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	<ul style="list-style-type: none"> • Demonstrating an uncompromising and highly successful drive to improve achievement for all pupils over a sustained period of time
2. Secure excellent teaching through an analytical understanding of how pupils learn	<ul style="list-style-type: none"> • Working to improve teaching, enthusing staff and channelling efforts to good effect so that

and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being	teaching is outstanding or at least consistently good
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis	<ul style="list-style-type: none"> • Sharing best practice and promoting a culture of learning • Using action research to improve teaching and learning
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	<ul style="list-style-type: none"> • Inspiring commitment and giving direction and purpose to what staff and pupils are trying to achieve
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning	<ul style="list-style-type: none"> • Promoting a culture where all leaders and governors are highly ambitious and lead by example
6. Hold all staff to account for their professional conduct and practice	<ul style="list-style-type: none"> • Holding all staff to account through rigorous appraisal systems

Area Three: Systems and Processes	
Excellent Headteacher Criteria	Evidence expected from candidate
1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity	<ul style="list-style-type: none"> • Publishing all school policies • Publishing financial information
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society	<ul style="list-style-type: none"> • Demonstrating the positive attitudes and behaviour expected of pupils
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice	<ul style="list-style-type: none"> • Implementing rigorous appraisal systems • Recognising that support and encouragement are needed for everyone to produce their best
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance	<ul style="list-style-type: none"> • Ensuring governors regularly receive and understand comprehensive data that illustrates key performance indicators (progress, attendance, quality of teaching) • Building on and embedding new structures and systems to support governors • Using the work of governors to secure improved outcomes for learners

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability	<ul style="list-style-type: none"> • Keeping learning outcomes in mind when making financial decisions • Financially planning for the school in collaboration with governors and school leaders
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making	<ul style="list-style-type: none"> • Co-ordinating the work that needs to be done through the allocation of roles and delegation of responsibility

Area Four: The self-improving school system	
Excellent Headteacher Criteria	Evidence expected from candidate
1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils	<ul style="list-style-type: none"> • Providing training for staff from other schools
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils	<ul style="list-style-type: none"> • Establishing clear agendas and goals with partners • Inspiring commitment and giving direction to colleagues in partner schools
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools	<ul style="list-style-type: none"> • Being prepared to trial new ideas to and do things differently
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff	<ul style="list-style-type: none"> • Providing high-quality continuing professional development for staff
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability	<ul style="list-style-type: none"> • Providing ongoing support for staff in all roles, including peer support for those in other leadership positions in order to help them achieve the best for the school
6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education	<ul style="list-style-type: none"> • Always leading with learners in mind • Demonstrating an uncompromising and highly successful drive to improve achievement for all

Section Four: Information on the Application Process

To Apply for the Position

Please complete an application form that can be found on our website at www.whtc.co.uk and send it to admin@whtc.co.uk by **8am on Monday 25th March 2019**.

The Process of Appointment

After shortlisting, successful candidates will be invited for a day of interview and tasks during the week commencing Monday 1st April 2019.