

Deputy Head Teaching and Learning

MINET JUNIOR SCHOOL



Application Pack



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Minet Junior School
Avondale Drive, Hayes, UB3 3NR
T. 01895 462362
www.minetjunior.org.uk

Minet Junior School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.



WELCOME TO OUR SCHOOL

Dear Colleague,

Thank you for showing an interest in working at Minet Junior School. There are many things that we are proud of and want to celebrate, so I hope you will find this pack interesting and useful.

The community that we serve is rich and rewarding; the children are amazing and only the best teachers are good enough for them. The school's focus is to drive standards and raise attainment levels of our children.

Our children will excite you, inspire you, and make you laugh. They deserve the best and we want to build a team who expects the best of themselves and of our pupils.

Finding the right leader is essential and so we will be very happy to answer any questions you may have.

We look forward to hearing from you.

Kellie Ryan
Headteacher
Minet Junior School





MINET JUNIOR SCHOOL HOW TO APPLY

Salary: **L12-16 (£55,588-£61,106)**

Application closing date: **Noon – Friday 26 April 2019**

Interviews will be held: **Week Commencing 29th April**

Starting date: **September 2019**

1. Please read the job description and person specification carefully.
2. Complete the enclosed application form; CVs will not be accepted.
3. Please make sure you address the criteria outlined in the person specification (page 6) when writing your personal supporting statement.
4. Should you have any queries please contact Liza Clack on **01895 462362** or at **lclack7.312@lgflmail.org**
5. Completed applications should be submitted via the Schools HR Website.





ABOUT US

Make it happen together.

Minet Junior is a welcoming four-form entry school where every child is encouraged to achieve to his or her full potential in a dynamic and creative environment.

We are delighted to welcome everyone to our forward thinking school which provides the ideal environment for 21st century learning.

We are very proud of our school and our achievements but we know that we still have work to do to become an outstanding school. Our priority is to raise standards in reading and writing; more specifically, boys writing.

We serve a diverse and rewarding community with a wonderful cultural and ethnic mix. There are around 450 children on roll and around 47 different languages spoken.

Our staff team is made up of a wide range of experiences and disciplines and everyone is valued. We have high expectations of ourselves and each other as we build strong teams with the children's success as our shared priority.

We will only appoint outstanding teaching staff to our team – people who know how to motivate, inspire and teach children so that they leave our school with the skills that are needed to be resilient, confident, literate and numerate adults to succeed now and in the future. That's why we offer high quality senior leadership, continuous professional development (CPD) opportunities, in class support and a fully involved and supportive governing body.

Values

We believe in a 'Person Centered' approach to teaching and learning where all pupils are supported and nurtured in a caring, safe and stimulating environment to fulfil their potential. We will do this by providing the best standards of academic and pastoral care for all pupils so they can excel, becoming responsible citizens and life-long learners ready to succeed on their journey ahead.

Aims

To develop creative and critical thinking skills and resilience to be independent learners.

To value and respect themselves and each other to work successfully together.

To nurture strong partnerships and positive relationships with parents, carers and the wider community.

To encourage and enable continued professional development of staff, ensuring best practice and outcomes for all.

To recognize and celebrate success in all aspects of school life.

A school where

There are high standards and expectations;

Every child is welcomed, valued, included and respected;

Every child enjoys learning and is encouraged to think creatively and independently to achieve the highest possible standards;

Every child is respected and listened to;

Barriers are broken down to achieve success;

Every child has equal access to rich learning opportunities;

Every child experiences success and their learning is celebrated.

Diversity is celebrated

Parents have presence and involvement

Our principles

Children always come first;

Education matters: Our School can and should make a difference;

Everyone should enjoy learning;

Partnerships are vital to success;

Team work is essential.

DEPUTY HEAD TEACHING AND LEARNING PERSON SPECIFICATION

We are seeking an ambitious and outstanding leader who thrive on a challenge. For this crucial role we will be looking for the following:

Qualifications

- Qualified teacher status.
- Evidence of successful primary teaching and effective and substantial experience at senior leadership level.
- Experience in key stage 2.
- A record of recent professional development that prepares for this post.

Personal qualities

- Excellent interpersonal skills and a willingness to make him/herself approachable to all members of the school community, and listen to their opinions and ideas.
- Good communication skills, both written and oral.

Shaping the future

- Understanding of principles and demonstrable application of school improvement and school effectiveness by systematic and rigorous use of data and evidence
- Demonstrate the ability to investigate and solve problems and make decisions.
- Ability to analyse, interpret and understand relevant data and information to inform future plans for improvement.
- Ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Effective use of ICT to raise standards throughout the school.
- Awareness of current and pending legislation and prompt and practical implementation of the legislation.
- Understanding the role of the school within the wider children's services framework.
- Can articulate a clear and positive for the school.

Leading Teaching and Learning

- An excellent understanding of how children learn, how teachers can best teach, and how to raise standards through careful monitoring and target setting.
- Has a philosophy that promotes active, independent learning and a broad, rich curriculum.
- Knowledge and understanding of the contribution that the extended schools agenda can make in raising standards for all pupils.

Developing self and working with others

- Able to lead and participate actively in a professional learning community.
- Can work with others, building strong relationships, to create a shared leadership culture.
- Effective resource deployment.
- Able to delegate work and support colleagues in undertaking responsibility.

Managing the organisation

- The ability to create and implement a strategic school improvement plan, based on effective self-review which identifies priorities and targets, ensuring that all students are included, achieve high standards, and make progress, increasing teachers' effectiveness, and securing school improvement.
- The drive and ability to provide strong leadership, clear direction, manage change and enthuse and motivate others.

- The ability to provide objective support and advice to the Governing Body, to enable it to meet its responsibilities.
- Proven ability to develop and coach others, identifying and delegating appropriate tasks/projects to support this.
- Proven ability to develop the whole school workforce ensuring the appropriate allocation of responsibilities and raising pupil attainment.
- Developing, supporting enabling highly effective teams.

Securing accountability and strengthening community

- Proven ability to ensure parents and pupils are effectively engaged with the curriculum, attainment and progress, and understand the contribution they can make to achieve the school's targets for improvements.
- A commitment to pupil development and the development of inclusive practice for all members of the community.
- The ability to understand and make positive use of rich social and cultural diversity of the school and the surrounding community.
- The ability to effectively engage in dialogue that builds partnerships to ensure positive outcomes for pupils.



DEPUTY HEAD TEACHING AND LEARNING JOB DESCRIPTION

The post holder will take responsibility for teaching and learning in accordance with the duties listed below.

Leadership and strategic direction

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Demonstrating the vision and values of the school in everyday work and practice.
- Motivating and working with others to create a shared culture and positive climate.
- Assisting the Headteacher in the on-going and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy.
- Develop and implement policies and practices for the subject/area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies.
- Promoting high expectations for attainment.
- Establishing short, medium and long term plans for the development and resourcing for the specific areas of responsibility.
- Monitoring the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning.
- Working with outside agencies and stakeholders to inform future action.

Leading Teaching and Learning

Developing and enhancing the teaching practice of others:

- Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- To fulfil up to 50% teaching in the school, providing coaching, team teaching and modelling.
- Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on pupils learning.
- Develop whole staff, phase teams and individuals to enhance performance.
- Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
- Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
- Plan, delegate and evaluate work carried out by teachers, subject leaders and phase.
- Create, maintain and enhance effective relationships.
- Work with the head teacher to recruit and select teaching and support staff.

Securing Accountability

- Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others:
 - Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.
 - Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.
 - Provide guidance on a choice of teaching and learning methods/ strategies.
- Exemplify good practice.
- Undertake shared planning, team teaching etc.
 - Develop and implement systems for recording individual pupil's progress.
 - Evaluate the quality of teaching and standards of achievement, setting targets for improvement.



Developing self and working with others

- Work with the Headteacher to build a professional learning community which enables others to achieve.
- Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
- Be committed to your own professional development.
- Implement successful performance management processes with allocated team of staff.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own professional development.

Specific duties for Deputy Headteacher

- To exemplify high standards of teaching and learning.
- To provide professional leadership and management of a key area of the School Development Plan as agreed, on an annual basis, with the Headteacher.
- To provide professional leadership and management of the curriculum.
- To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- To lead the Performance Management of a group of teachers.
- To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the Headteacher who will give support throughout).
- To analyse data and lead pupil progress meetings (alongside the Headteacher)



Strengthening community

- Work with the Headteacher to engage with the internal and external school community to secure equity and entitlement.
- Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.
- Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.





