

Deputy Head Teacher

Chalkhill Primary School

Candidate Information Pack

April 2024



Dear Applicant,

Thank you for your interest in the position of Deputy Headteacher at Chalkhill Primary School. Our extremely successful Deputy Head is retiring and will be leaving Chalkhill in July 2024.

We are looking for a dedicated, passionate leader who is willing to bring energy and drive to the school and to support us in continuing to move the school forward. We are currently a good school, (Ofsted February 2023) but we have ambitions to secure outstanding elements in the next Ofsted inspection. We seek a leader with strong interpersonal skills and secure leadership authority, with the ability to foster positive relationships with key stakeholders and the wider community.

There is already a strong drive from the leadership team to continue to raise standards and to improve the quality of teaching, learning and assessment at the school. The successful candidate will need to be extremely secure in their own practice as a teacher and to have experience of both supporting and challenging staff.

The Deputy Head is a key member of an effective and driven Senior Leadership Team (SLT) and together we are responsible for leading different areas of school improvement work, including managing budgets and leading staff development projects. You must:

- have a clear strategic view for school improvement yourself and be proactive in suggesting areas for development across the school.
- have excellent verbal and written communication skills, as they are essential for this post. You will be expected to communicate your ideas in writing through reports, plans, letters etc.
- in the absence of the Headteacher, the Deputy will be responsible for the day-to-day management of the school, and you must be able to commit to carrying out all the duties that the Headteacher performs. You must be able to manage and deploy staff and resources effectively and to make secure decisions quickly regarding a range of issues.

At Chalkhill, we have high expectations for all of our pupils to achieve academically; a strong curriculum, which reflects and embraces the rich cultural capital of our community; a celebration of creativity and the arts within the curriculum and through extra-curricular provision; an extremely positive and nurturing ethos; a well-developed inclusive culture, which promotes and celebrates diversity; a place where emotional and physical well-being are paramount in all that we do.

The key to a good school is a strong teaching, learning and assessment base. Formative Assessment is embedded at the school and the successful candidate will be expected to embrace and model this approach to teaching and learning. The Deputy Headteacher will take a lead role in developing and monitoring the quality of teaching, learning and assessment at Chalkhill working with the Senior Leadership Team. As a part of this role, the successful candidate will be expected to monitor teaching and learning through deep dives, lesson observations, book and planning scrutiny and to be able to moderate work for accuracy.

The Deputy Headteacher will also be expected to lead on developing secure teacher subject knowledge by identifying areas of need and leading on or facilitating training for all teaching staff. The successful candidate will also promote inclusive teaching practice at the school, providing guidance and support for colleagues to secure the best outcomes for all pupils at the school, including those with additional needs. The Deputy Headteacher will be responsible for supporting and monitoring the middle leaders. The Deputy Headteacher will also lead on Assessment. We use Target Tracker at Chalkhill and the use of assessment to inform teaching and learning is secure.

The Deputy Headteacher will lead on the Pupil Premium Strategy in the school, managing the budget, designing support packages and initiatives, setting targets and monitoring performance data.

The successful candidate must have a good range of behaviour management strategies. It is desirable that the candidate will have had experience of working in a similar school setting. The successful candidate will need to have a good understanding of some of the barriers to learning that pupils may be faced with.

We are a happy school and have a strong staff team. We support all new staff and have a clear induction programme to meet the individual needs of all staff.

If you feel Chalkhill is the school with the right professional challenges for you, please do apply. If you would like to arrange a visit, please contact the Bursar, Mrs S Shah by emailing sshah@chalkhill.brent.sch.uk

If you require any further information, feel free to contact me by emailing hshanker@chalkhill.brent.sch.uk

Chalkhill is committed to safeguarding its pupils and all staff are required to complete a DBS and undertake thorough recruitment checks. Online searches will also be carried out as a part of the shortlisting process.

Yours sincerely,

Heidi Shanker
Interim Headteacher

DEPUTY HEAD TEACHER JOB DESCRIPTION

Post: Deputy Head Teacher (September 2024)

PURPOSE OF POST: To lead and manage the school alongside the Headteacher

RESPONSIBLE TO: The Headteacher and Governors of Chalkhill Primary School

RESPONSIBLE FOR: Whole school responsibility with specific areas curriculum and assessment management

Salary: Leadership Scale L11-L15 £69,407 - £75,545

GENERAL REQUIREMENTS:

1. The Appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher status and other current legislation.
2. To demonstrate excellence in teaching, learning and assessment in a specified teaching role.
3. As a senior leader, foster good relationships with all staff, providing guidance and support in implementing policies. Foster good relations with parents, governors, volunteers and the wider community, ensuring, as far as possible, the involvement of all in the life and ethos of the school.
4. As a senior leader, demonstrate strategic vision and planning, leading on detailed information and statistical analysis.
5. As the Deputy Head, to take daily operational lead in the good running of the school, including staff disposition and cover, including as Acting Headteacher.
6. As a senior leader and manager, to meet with the senior leadership team and extended leadership team of the school as required, and to deputise for the Headteacher as required by the needs of the school.

SPECIFIC DUTIES TO INCLUDE:

1. Promote the vision, ethos and policies of the school and promote high levels of achievement.
2. Undertake key **strategic roles** of the school, to include:
 - i. Lead on Teaching, Learning and Assessment across the school; provide a model of outstanding practice; monitor, support & guide colleagues.
 - ii. Lead on Inclusive Teaching and Pupil Premium at the school in collaboration with the Headteacher to ensure consistent and school wide focus on effective pupil progress for pupils with SEND, EAL and those eligible for pupil premium: support and direct other staff to provide the highest quality of education for all pupils with including those with SEND, EAL and those eligible for pupil premium.
 - iii. Lead on the development of Equal Opportunities at the school, in collaboration with the Headteacher.

- iv. Contribute to School Improvement Planning; develop and ensure the completion of specific Action Plans over the year.
- v. Lead on the development of specific subjects within the curriculum as directed by the Headteacher.

The Deputy Headteacher's **operational roles** to include:

1. Lead on Inclusive Teaching Practice and Pupil Premium; update and oversee all other related policies.
2. Line manages members of staff as designated by the Headteacher.
3. Lead on Assessment.
4. Ensure that the school is GDPR Compliant and take a lead on whole school practices.
5. In liaison with the clerk to Governors ensure that the policy schedule is up-to-date and adhered to.
6. Teach for up to 10% of the timetabled week as directed by the Headteacher.
7. Ensure the principles of the school vision are reflected in the School Improvement Plan; that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.
8. Lead on school self-evaluation with the Headteacher, including monitoring the quality of teaching; reviewing learning standards and the achievement of pupils; and analysing performance data.
9. With attention to regulatory and inspection frameworks, make a significant contribution to formal reporting, e.g. Governing Body Reports and the school self-evaluation, working with governors to further improve governance.
10. Lead, with senior colleagues, in creating and promoting positive strategies for ensuring equality of opportunity, including developing good race relationships, promoting community cohesion and dealing with concerns and complaints appropriately.
11. Take responsibility for implementation and improvement of the Performance Management processes as required, to develop the personal and professional effectiveness of other staff, including as Team Leader for assigned teachers and groups of support staff.
12. Provide appropriate induction and support to newly appointed teachers and support staff; newly qualified teachers; supply and cover staff, including the provision of school-based in-service training (INSET) and wider CPD.
13. Undertake appropriate personal training and development to sustain professional effectiveness in this key role.
14. Deputise for the Headteacher in day-to-day administration and organisation of the school, including liaison with school governors and outside agencies, and takes on any additional responsibilities which might from time to time be determined.

15. Support the Headteacher in maintaining effective Safeguarding practices at the school.

ENTITLEMENTS

The Headteacher and Governing Body are fully committed to ensuring the professional effectiveness of the senior teacher in this role through:

- i. the provision of leadership and management time.
- ii. appropriate induction to the role and support for the provision of professional development opportunities e.g. through the Brent Deputy Heads' Network Group.
- iii. access to coaching, mentoring and career development planning.
- iv. access to the appropriate externally accredited leadership development eg NCSL.

DEPUTY HEAD TEACHER PERSON SPECIFICATION

<i>Expertise</i>	Criteria for Shortlisting
1. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • Exemplary and substantial teaching within the primary age range.
2. Experience	<ul style="list-style-type: none"> • Successful senior leadership experience, including managing staff effectively, leading curriculum development and demonstrating sustained, positive impact on outcomes for children. • Successful experience of monitoring, evaluating, coaching and modelling to improve the quality of teaching, learning and assessment.
3. Strategic Direction and Development of the School	<ul style="list-style-type: none"> • Ability to provide clear educational vision and direction and lead by example. • Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these. • Ability to work in partnership with the governing body. • Knowledge of current educational developments and statutory requirements.
4. Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to lead, manage and motivate whole school community. • Ability to plan, allocate, delegate support and evaluate work undertaken by groups, teams and individuals. • Successful experience of leading in service training for staff. • Ability to consult and negotiate effectively with different stakeholders involved with the school, including pupils.
5. Standards	<ul style="list-style-type: none"> • Evidence of raising standards. • Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including IT. • Ability to set and achieve challenging targets for the school, departments, teachers and pupils.
6. Teaching and Learning	<ul style="list-style-type: none"> • Understanding of the principles of effective teaching, learning and assessment and the ability to promote a culture of learning throughout the school. • Understanding of the principles of good curriculum provision. • Successful experience of reviewing and developing the curriculum. • Understanding of the role of assessment in children's learning. • Successful experience of monitoring, evaluating and improving the quality of teaching and learning.

	<ul style="list-style-type: none"> • Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils.
7. SEND, Pupil Premium and Medical Needs	<ul style="list-style-type: none"> • Understanding of the principles of effective learning for children with SEND and EAL and the ability to promote a culture of learning throughout the school.
	<ul style="list-style-type: none"> • Successful experience of teaching SEND pupils and knowing how to ensure progress for pupils with complex needs.
	<ul style="list-style-type: none"> • Ability to provide clear vision and direction and articulate plans to ensure the best outcomes for those entitled to pupil premium and those pupils with additional medical needs.
8. Ethos and Inclusion	<ul style="list-style-type: none"> • Ability to create and maintain an environment which promotes good behaviour and discipline.
	<ul style="list-style-type: none"> • Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.
9. Relationship with Parents and the Wider Community	<ul style="list-style-type: none"> • Successful experience of creating and maintaining effective partnerships with parents and the community, to support pupils' learning.
10. Deployment of Staff and Resources	<ul style="list-style-type: none"> • Ability to interpret monitor and manage a budget.
	<ul style="list-style-type: none"> • Ability to manage, monitor and review the use of all available resources, ensuring Best Value.
	<ul style="list-style-type: none"> • Experience of recruiting, selecting and deploying staff.
11. Safeguarding	<ul style="list-style-type: none"> • A commitment to uphold and implement rigorous safeguarding policies and practices at the school.
12. Suitability to work with children	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
	<ul style="list-style-type: none"> • Emotional resilience in working with challenging behaviours.
	<ul style="list-style-type: none"> • Appropriate attitudes to use of authority and maintaining discipline.
13. Other Skills and Abilities	<ul style="list-style-type: none"> • Ability to manage time well and work under pressure to deadlines.
	<ul style="list-style-type: none"> • Effective computing skills.
	<ul style="list-style-type: none"> • Effective interpersonal, communication and presentation skills.
	<ul style="list-style-type: none"> • Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience.
	<ul style="list-style-type: none"> • Resilience, flexibility and ability to retain a sense of perspective.

Valuing Diversity

We are proud that Brent is one of the most diverse boroughs in the UK and aim to develop a workforce that reflects the community in which we operate.

We are committed to recruiting, developing and retaining the most talented people from all backgrounds and valuing the varied skills, experiences and perspectives they bring to us in

Brent. We strive to ensure that applicants are considered solely on the basis of their skills and abilities. We monitor the diversity of applicants and appointments to check that all our employment procedures are fair.

We particularly encourage applications from disabled people, as they are currently under-represented in our workforce. We are a Two Ticks employer and offer guaranteed interviews to disabled applicants who meet the minimum criteria for a role.

Important Information about this role:

Disclosure & Barring Service (DBS) Check

Successful applicants will be required to obtain an Enhanced DBS check considered satisfactory by the Council. The London Borough of Brent is an Equal Opportunities employer and having a criminal record will not necessarily bar you from working with us.

This will depend on the nature of the position and the circumstances and background of your offences. We will not unfairly discriminate against you on the basis of conviction or other details revealed.

However, we are also fully committed to protecting our vulnerable clients and will fully comply with the DBS code of practice. For a copy of the code, please visit <http://www.homeoffice.gov.uk/dbs> or request a copy from Human Resources.

Failure to disclose information or providing deliberate false information in order to gain employment may lead to your dismissal or a withdrawal of an offer of employment.

As part of the shortlisting process, we will carry out an online search as part of our due diligence on the shortlisted candidates. This is an essential legal requirement.

Rehabilitation of offenders Act

This post is exempt from section 4 (2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.

Application information

For your information, please note the following when completing your application:

- Read the job description and person specification carefully
- **Complete a supporting statement as part of the application form, making sure you address each of the criteria indicated in the job description and the person specification**
- As space for your supporting statement is only 12,000 characters on the system, you may prefer to choose the document upload option to attach a word version of your statement.

Applicants may only be shortlisted if they indicate in their application that they meet the shortlisting criteria on the Person Specification. Your completed application form and attachments are the only basis for considering your initial suitability for the post.

Unfortunately, we are unable to provide feedback to applicants who are not shortlisted for interview.

Disabled Applicants

Applicants who are disabled and are covered under the Disability Provision of Equality Act 2010 and meet the essential criteria for the role will be invited to the selection process.

Recruitment stages

This is to inform you of the proposed recruitment timeline and different stages candidates will follow during this recruitment process.

Closing date for applications: Thursday 16th May 2024 by 12pm

Shortlisting: Friday 17th May 2024

Interview: Tuesday 21st May 2024

Application and supporting documentation can be downloaded via Chalkhill Primary Website <https://www.chalkhillprimaryschool.uk>

Candidates will normally receive confirmation of the start date within 4 weeks of their conditional offer, but this will depend on:

- How quickly candidates complete and return all necessary information
- Whether a Health Referral is required and how detailed, the request for medical information is.