



**Deputy Headteacher
Curriculum/Quality of Education**

together resilient ambitious caring



Welcome from the Headteacher

Dear Candidate

Thank you for responding to our advert for the position of Deputy Headteacher at Titus Salt School, I hope you find all the information you need in this booklet to support your application. I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued. After two years as Deputy Headteacher and due to the retirement of the previous incumbent I am incredibly proud to have been appointed to the role of Headteacher from September 2024.

I passionately believe that Education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious Deputy Headteacher to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and Ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple
Headteacher





Overview



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent

opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Senior Leadership Team (SLT) – current structure

Phil Temple	Headteacher	
Hannah McKenzie	Deputy Headteacher	Pastoral and Academic Progress
Richard Field	Assistant Headteacher	Quality of Education, Teaching & Learning
Simon Halliwell	Assistant Headteacher	Leadership & Management
Philippa Jervis	Assistant Headteacher	Inclusion
Max Robinson	Assistant Headteacher	Leadership & Management
Greg Trusselle	Assistant Headteacher	Behaviour & Attitudes
Alison Robinson	Assistant Headteacher	Quality of Education, Achievement

Senior Leadership Team (SLT) – proposed for September 2025

Phil Temple	Headteacher
Hannah McKenzie	Deputy Headteacher Pastoral
New	Deputy Headteacher Curriculum
Richard Field	Assistant Headteacher
Philippa Jervis	Assistant Headteacher
Max Robinson	Assistant Headteacher
Greg Trusselle	Assistant Headteacher
Alison Robinson	Assistant Headteacher

As a Senior Leadership Team, we have established a clear rationale for our work – to promote inclusion in a context of comprehensive school principles, where all have opportunities to achieve their best. Titus Salt is a school with tremendous potential.





Senior Leaders

To support the focus on continued school improvement the Governing Body approved several Business Case proposals to increase capacity, plan for succession and meet the demands of the school's Recovery Plan. The roles and responsibilities include:

Amanda Dutton-Taylor	Senior Leader Leadership Development
Gemma Longbottom	Senior Leader SENDCo
Martyn Redhead	Senior Leader Director of Sixth Form
Mark Atkinson	Senior Leader Behaviour Operations

Our ethos and values



Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - resilient - ambitious - caring

“together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals.”

We regard achievement and success as a broad scale, from participating in Sports Day and breaking school records to having 100% attendance, from achieving a personal best to being finalists in the Big Bang, from winning

the national First Story competition to attaining target grades and, on Examination Results Days, we are delighted to have so many happy pupils, proud parents, carers and members of staff celebrating the success of examination outcomes.

It is so rewarding to see and experience the sense of achievement in gaining results for having done the best you can.

Visitors to the School comment upon the friendly ethos and the level of good relationships between members of staff and pupils. Parents and carers are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: “staff work hard to ensure the best outcomes for young people. They help pupils to become resilient to the many challenges of life. They show pupils what it means to be ambitious for their futures and care for others in the school community” (Ofsted March 2022).

We are very proud of our staff and pupils, especially the progress we have made. The role we are offering is a demanding one, but you will be joining a team that supports one another and enjoys each other's company. The development of all our members of staff is a key priority for us and valuing each other and the contributions made are highly valued.





Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive situated at the foot of Shipley Glen, on the Baildon side of the River Aire. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.

Over the moor above the school is Baildon. Once a small village, it now has a thriving population of 15,920, largely commuting into the nearby cities of Bradford and Leeds. The local landscape is one of natural beauty with the Yorkshire Dales only a few miles away. The school's catchment area encompasses Baildon, Shipley, Saltaire, Wrose and surrounding areas with a population of around 47,000.

Brief History of the School

Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College.

In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13 - 18 years upper school of 1,000 pupils into an 11 - 18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley. Within our mainstream setting we have a School-led Resourced Provision – Amelia Resourced Provision, of thirty places for pupils with moderate and multiple learning needs.

The main 'feeder' primary schools are Sandal, Hoyle Court, Baildon CE, Baildon Glen, Christchurch Academy, Saltaire Primary, Shipley CE, Low Ash, Wycliffe and High Craggs. The school has been over-subscribed for many years; the Governors agreed unanimously to increase the Pupil Admission Number to 250; each year there are Appeals for places and in September 2024 we have a Year 7 of 257 pupils.





An Inclusive Ethos

Titus Salt School (TSS) is much larger than the average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and Difficulties. In addition, there are 75 pupils in mainstream school with an EHCP with the highest level of need being ASD – 31 pupils have an EHCP and ASD as their primary need, 53 pupils have an ASD diagnosis and no EHCP and a further 40 pupils are on the Autism Pathway. The school has a strong ethos of inclusion and champions the principles of comprehensive education. On average, 75% of our Sixth Form pupils apply to university with students studying a broad range of specialism from Veterinary Science at Liverpool University to Economics and Management at the University of Oxford. We also encourage students to apply for Apprenticeships as an alternative route after Sixth Form and recently we have had students gain apprenticeships with various companies including Rolls Royce and GCHQ.

The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures, at the November collection point, have been 0% prior to the impact of COVID-19 and for 2023 was 1.0% - the two pupils were non-PP. Success at Titus Salt School is for all children and young people to achieve.

Amelia Salt Centre

Our Amelia Salt Centre houses our Special Educational Needs Centre, Caroline Salt Centre, Support for Children in Care (CIC) and our Resourced Provision (RP) for pupils with a range of learning difficulties; this was originally a fifteen-place provision but due to its success and the growing demand across the District for mainstream specialist places our RP has increased capacity to a thirty-place setting with demand for it to increase still further.

Mary Salt Centre

The Mary Salt Centre was established in September 2023 as a Nurture provision for pupils in Years 7 and 8 with additional needs and emerging SEND. The focus is on supporting pupils to make an effective transition to the demands of learning in a mainstream secondary school setting. A significant part of the curriculum mirrors mainstream curriculum with elements that are bespoke. The aim is to meet learning need and accelerate this, so pupils on the Nurture programme have opportunities to develop and access mainstream as they progress through the school.

Helen Salt Centre

The Helen Salt Centre is a provision established in September 2023 as part of a partnership programme with Bradford Local Authority aimed at pupils who present with Emotionally Based School Avoidance/Refusal (EBSA/R). The school has a strong partnership with Bradford's Medical Needs and Hospital Education Service (MNHES) which has a provision based in Shipley. The aim is to provide pastoral and academic support for children and young people who have anxiety and other mental health conditions. For many of these children and young people school is a trigger for anxiety, so our work is bespoke and incremental.





School Organisation



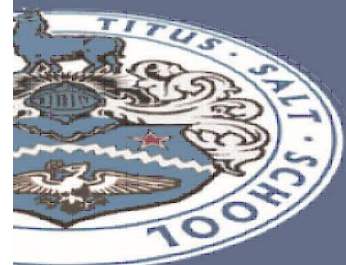
At present our structure provides 94 members of staff in support and 104 teaching staff including the Headteacher, one Deputy Headteacher and six Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, we have 4 Senior Leaders. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are ten faculties: English, Mathematics, Science, Modern Foreign Languages, DEFT (Design, Engineering, Food, Technology), PE and Outdoor Education, The Arts, Humanities, CBEM (Computing, Business, Economics, Media) and Social Sciences.

Linked into this structure is the pastoral system. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all and ensuring a curriculum fit for purpose.

School Operations and Administrative Support

This provision has been increased over the past five years and will continue as we respond to the needs of our children and young people. We already have in place:

Admin Operations Manager Admin Assistant (6) Health Care and Pupil Welfare Leader Attendance Safeguarding Manager Attendance Safeguarding Officer (2) Business Operations Manager Computing and Media Faculty Technician Display Technician Finance Manager Procurement Officer Data Operations Manager Data Officer with Exams Support	Data Officer with Timetabling Exams Officer HR Operations Manager HR & Careers Admin Assistant Cover Supervisor (3) IT Operations Manager IT Operations Technician (2) Lettings Supervisor PA to Headteacher/SLT and Governor Link SEND Officer Science Technician (3) Technology Technician (2)
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The School Today



In September 2008 we moved into our Building Schools for the Future (BSF) Pathfinder Building, with accommodation and resources befitting the 21st Century. Every faculty has its own suite of rooms, with break-out spaces, and interactive whiteboards and laptops available in every classroom. Sporting and Performing Arts facilities are extensive and are enhanced by a large, all-weather pitch with access and lighting for community use as well.

We have an enviable record of achievement and a reputation for the quality of education we offer; for the care we show for individuals and for our growing links with colleges and businesses. We are proud

of our academic record and our achievements across a wide range of sporting and extra-curricular activities. Our ethos is positive, friendly and courteous with a premium placed upon mutual respect between all members of staff and pupils. We expect high standards from our pupils in all aspects of school life - in academic work, in sport and recreation, in behaviour and uniform.

Our pupils and students have received commendations from Examination Boards at GCSE and A level; pupils have been placed amongst the first five in the country for a range of subject and the majority of our Sixth Form students go on to higher education.

Titus Salt School is an inclusive school and significant investment has been made to develop provisions and resources to target needs. This ensures learning needs are met and that we are ambitious for them and their future. Being inclusive brings challenges in comparison to national benchmarks. We firmly believe meeting individual needs is more important than constructing systems to chase headline figures.

The Curriculum and Setting Arrangements

There are nine teaching groups in Years 7-11, which are set according to subject criteria. This setting is regularly reviewed and revised as necessary. Benchmarking is undertaken through KS2 projections. Transfer information is also used, as well as primary commentaries on ability and progress which have developed significantly with our emphasis on close liaison with all feeder schools.





Key Stage 3

The Key Stage 3 curriculum is developing as a three-year focus on knowledge acquisition and skills development with Year 9 as a bridging year in preparation for being able to apply key skills and knowledge to learning at KS4. Schemes of Learning have been either adapted or re-written to focus on a model of "Competency" to ensure pupils are able and have the knowledge and understanding as well as skills to apply to different learning contexts. Through the work of Faculty Leaders there is a developing focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralsised curriculum.

All pupils' study:

Science, English, Mathematics, Numeracy (Year 7), History, Geography, French or German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development.

Our approach to changes at KS3 has been to build on the incremental changes already in place. The groups in KS3 mirror the personalised learning pathways at KS4. Many of our pupils arrive with low levels of literacy especially in reading and our Literacy Leader within the English Faculty is developing accelerated learning opportunities. In addition, many of our pupils struggle with the ability to understand and work with numbers which is why in September 2018 we introduced numeracy as an additional lesson for pupils in Year 7 within Maths.





Key Stage 4

We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

Pupils are placed in to sets in core subjects as well as in some other subjects. The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to the more able. Pupils are encouraged to take at least one foreign language, but the opportunity exists to take three – French, Spanish and German.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, Food Technology, Design, French, Spanish and German. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we are introducing unitised certification and Entry Level Qualifications throughout the curriculum.



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STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.

Sixth Form – Denys Salt Sixth Form Centre

The KS5 leadership team rigorously monitors the progress of each individual student and has established high expectations supported by mentor programmes and quick response systems to support underachievement. This is clearly understood by students, parents, carers and members of staff and has proven very effective. Examination performances this year have seen our grades at A*– A above the national average at 27.88% and our A*– B grades at over 50%. Progress outcomes for GCSE English and Maths retakes continue to show improvement; in Maths, students improve by over half a GCSE grade and in English the average improvement in attainment is over one third of a grade. The Leadership in Sixth Form has become more rigorous with a Director of Sixth Form and a Sixth Form Manager who closely monitor student progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure students are on track to be the best they can be; they also have responsibility for student wellbeing and we are very proud of our pastoral support given to students.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Criminology, Product Design, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Performing Arts Dance, Health & Social Care, Performing Arts Music, Applied Science, IT and Sports Science.





Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Since moving into our new school, we have had annual productions including Joseph and his amazing technicolour dream coat, Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals and Annie. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have recently completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing; our PE Faculty was revised in 2015 to include Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we became a DofE Direct Licensed Centre in 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.





Information for candidates



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Application Process

Post: Deputy Headteacher – Curriculum/Quality of Education

Scale: Leadership Spine Range L22 – L26

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Monday 24 February 2025

Please return all applications to:

Jane Collett
HR Manager
col@titussaltschool.co.uk

Selection Process: on 24 and 25 February 2025

Interviews will take place on 5 and 6 March 2025

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application

Visits to the school are welcomed, please email col@titussaltschool.co.uk to make arrangements.



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Job Description

Post: Deputy Headteacher – Curriculum/Quality of Education
Scale: Leadership Spine Range L22 – L26

The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the school. However, the following points should be noted:

- The post holder is required to carry out the duties of a schoolteacher as set out the School Teachers' Pay and Conditions Document; and such particular duties as the Headteacher may reasonably direct from time to time.
- The details set out below describe the main duties and responsibilities relating to the post; however, a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying them out, and no part of it can be so construed.
- All teachers must adhere at all times to the School's Child Protection and Safeguarding policy ensuring all concerns are immediately passed on to the schools Designated Safeguarding Lead or their Deputy.

The role of the Headteacher, Deputy Headteachers and Assistant Headteachers

- The distinct role of a Deputy Headteacher is to support the Headteacher and Governing Body to provide professional and strategic leadership and management of the School's Strategic Priorities

General points:

- The Senior Leadership Team shares a common role in the school. The essential difference is that the Headteacher is ultimately responsible for all aspects of school life, and hence the Deputies/Assistant Headteachers are accountable to the Headteacher for their work
- Deputies and Assistant Headteachers may undertake any professional duty of the Headteacher which is delegated to them
- Deputies and Assistant Headteachers may undertake in the absence of the Headteacher and to the extent required by the Headteacher or Governing Body, the professional duties of the Headteacher
- Aspects of the role and responsibilities described below may be delegated to other senior managers, for whose work the Senior Leadership Team are responsible

Common Roles of members of the school's Senior Leadership Team:

- To maintain an updated overview of the total school experience of pupils/students, teachers and parents
- To take a lead role in the development of policy and practice in the school



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Job Description

- To share and proactively contribute to the process of whole school review and subsequent school action planning
- To ensure the effective implementation of national and school agreed policy and practice
- To ensure effective communication between all parties contributing to the process of education at Titus Salt School
- To contribute to the process of recruitment, development and care of members of staff
- To be line managers for members of staff with whole school responsibilities
- To ensure equal opportunities for all pupils/students and all members of staff
- To undertake such general duties as may be assigned to Deputies/Assistant Headteachers within the spirit of the appropriate national conditions of service

The Deputy Headteacher will:

- Assist the Headteacher in leading and managing the school
- Undertake such duties as are delegated by the Headteacher
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:
 - Establishing the policies through which they shall be achieved
 - leading and managing staff and resources to that end
 - monitoring progress towards their achievement
- Undertake the normal responsibilities of the class teacher in accordance with any curriculum or timetabling need
- Model good practice for all staff, taking a lead responsibility in promoting an ethos of academic rigour, encouragement and resilience
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues
- Work to promote equality of opportunity for all pupils and staff, both current and prospective

Specific Responsibilities:

- Deputy Headteacher responsibilities reflect the needs of the school as determined by the review of the school's Strategic Priorities and School Action Plan. Responsibilities are published annually, subject to agreement in the Distributed Leadership Model.

Curriculum/Quality of Education

To be responsible for support and challenge of members of staff and be responsible for:

- To contribute to the culture of Safeguarding
- The promotion among pupils/students of standards of conduct/discipline and proper regard for authority and the encouragement of good behaviour



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Job Description

- The development, organisation and implementation of the school's curriculum, school policies on curriculum
- To ensure quality assurance systems are effective so the learning and teaching provided by different faculties and teaching teams form a co-ordinated, coherent curriculum entitlement for pupils/students
- To ensure that individual pupil's/student's continuity of learning and effective progression of achievement are provided
- The determination of appropriate pupil/student groupings
- To provide strategic curricular leadership across the school. Identifying key priorities for development that align with the school's purpose and values
- To work closely with other senior colleagues to ensure that the curriculum plan, staffing model and timetable is fit for purpose in delivering an excellent school education
- To further develop a stimulating and successful learning culture in every aspect of school life to enable young people to become effective and enthusiastic lifelong learners able to navigate their academic journey
- To support class teachers and subject leads with oversight of programmes of lesson observation, learning walks, work scrutiny and other quality assessment
- To be excited by research-led advances in pedagogical understanding and have the ability to assess their value for application at Titus Salt School and what they could mean for improved pupil outcomes
- To ensure comprehensive CPD and support, to develop staff skillsets and confidence to enable effective teaching and learning in all areas of the school
- To ensure all groups of children are supported to overcome barriers to learning and make exceptional progress

Main Tasks

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

The final duties assigned to the Deputy Headteachers will to some extent depend upon an element of negotiation with the Headteacher and other members of the SLT. The key driver for all members of the Senior Leadership Team is to secure achievement for all through the integration of both pastoral and academic systems. The role of Deputy Headteacher is to share the leadership of specific strategies and support the overlap that exists between them. There is a common format to the job descriptions of the Senior Leadership Team which includes those responsibilities seen as a joint responsibility for the whole team. However, there are some specific responsibilities that will be assigned to the successful candidate.

We are a versatile team, but clearly there is an expectation that the Deputy Headteacher has a wide range of experience and has the ability, skills and understanding to be strategic.

The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the school. However, the following points should be noted:



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Class teacher responsibilities

The following is dependent upon the school's curriculum and timetabling requirements:

- To carry out duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers
- To be responsible for teaching across all key stages

The internal organisation, management and control of the school:

To contribute to:

- Maintaining and developing the ethos, values and overall purposes of the school
- formulating the aims and objectives of the school and policies for their implementation
- to contribute to planning improvement which will translate school aims and policies into actions
- implementing the Local Authorities and Governing Body's policies on equal opportunity issues for all members of staff and pupils/students in relation to sex, gender, race, disability and special needs
- the efficient organisation, management and supervision of school routines

The management of staff

- To be responsible for the line management and performance management of a range of members of staff
- To participate in the recruitment and development of teaching and non-teaching of members of staff
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements for the appraisal of the performance of teachers
- The provision of professional advice and support and the identification of training needs

Relationships

- To be responsible for fostering positive relationships across the school community
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports
- To help in maintaining and developing effective communications and links with parents/carers and to provide positive responses to concerns and problems regarding their children's educations and wellbeing





Job Description

- To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments
- To develop and maintain positive links and relationships with the community, local organisations and employers.

Appraisal and CPD

To support Appraisal and CPD monitoring of individuals/groups by:

- Participation in the school's Appraisal system, this is linked to the national Teachers Standards.
- Specifying areas for development identified through the Faculty Review/Development Plan and with regard to individual needs and aspirations.
- Involvement in the Professional Development Review systems and processes.
- Overseeing the effective induction and development of ECTs and new staff.
- Participating in staff development schemes as implemented by the school.
- Exploring opportunities to extend own personal development.

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Please note:

- a) The provisions regarding working days and working hours respectively, will be the subject of separate statements issued by the LA and/or Headteacher as appropriate.
- b) This job description is subject to amendment. Reviews will normally take place at the end of the academic year or earlier where necessary; and following consultation with yourself.
- c) Should there be a disagreement under either paragraph a or b above then you have a right to appeal following the Grievance Procedures of the Personnel Manual 'General Scheme of Conditions of Service for Schoolteachers'.



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Personnel Specification

Post: Deputy Headteacher – Curriculum/Quality of Education
Scale: Leadership Spine Range L22 – L26

Key: D = Desirable E = Essential A = assessed at application I = assessed at interview P = Pre-employment check including references

Deputy Headteacher Domain

Qualifications and Training	D or E	How Assessed
• Degree and Qualified Teacher Status (QTS)	E	A, P
• Holds a National Professional Qualification at Senior Leadership level or equivalent experience	D	A, P
• Evidence of continuing professional development and a willingness to continue further development as appropriate	E	A, I
• Other relevant professional qualifications	D	A, P
• Experience of supporting whole school CPD	D	A, I

Experience	D or E	How Assessed
• Senior Leadership experience in a large mixed comprehensive school	E	A, P
• Leadership experience in more than one secondary school	D	A, P
• Demonstrate vision and values in everyday work and practice	E	A, P
• An inspirational leader, able to motivate and empower staff	E	A, I
• Ensure creativity, innovation and use of appropriate technologies to achieve excellence	D	A, P



Personnel Specification

• Able to make difficult decisions and follow them through	E	A, I
• Able to demonstrate the implementation of a coherent vision supported by effective strategies and operational effectiveness	E	A, I
• Experience of excellence in secondary teaching practice, including appropriate teaching and learning styles; ensuring learning is at the centre of strategic planning and resource management	E	A, I
• Demonstrable experience of contributing to the development, review and implementation of a school's strategic plan, together with the Governing Body, ensuring that key objectives are used to develop School Improvement Plans	D	A, I
• Demonstrable experience of building and implementing a culture of high performance, accountability and ethical standards across all staffing groups within the school	D	A, I
• Demonstrable experience of creating an environment and culture that raises attainment, sets high expectations and continually raises standards of teaching and learning	E	A, I
• Able to implement a climate of learning which enables the best possible outcomes for all pupils	E	A, I
• Demonstrate experience of linking and evaluating school data to a forward-facing vision and strategy	D	A, I
• Experience of building productive, trusted relationships and successful partnerships with a wide range of stakeholders	E	A, I
• Able to demonstrate commercial acumen and understands the principles of best value	D	A, I
• Experience of working with a range of staff at different levels that impact on strategic improvement	E	A, I
• Success in leading subject/faculty or whole school initiatives that demonstrate leadership, management and/or guidance of staff	E	A, I
• Experience of developing the use of new technologies and a range of strategies to enhance and positively impact on Teaching and Learning	E	A, I
• Experienced in strategies for developing effective teachers, including the monitoring and evaluating of performance and providing high-quality training and development opportunities	D	A, I



Specialist Knowledge and Skills	D or E	How Assessed
<ul style="list-style-type: none"> Committed to delivering a broad and balanced curriculum, which includes innovative approaches to enrich the experiences of all pupils 	E	I
<ul style="list-style-type: none"> Able to develop school self-evaluation and its link with school improvement and Ofsted inspection processes 	D	I
<ul style="list-style-type: none"> Up to date knowledge of Curriculum Intent, Implementation and Impact especially Curriculum Design and Spiralisation 	E	A, I
<ul style="list-style-type: none"> Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils 	D	I
<ul style="list-style-type: none"> Ability to analyse and interpret comparative data, establishing benchmarks and set targets for improvement 	E	A, I
<ul style="list-style-type: none"> Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the school 	E	A, I
<ul style="list-style-type: none"> Experience of networking and working collaboratively with other schools and education providers, agencies, the wider community, multi-faith communities and businesses involving them in enriching the learning experience of pupils 	D	A, I
<ul style="list-style-type: none"> Ability to engage in a partnership with parents and carers to enhance pupil's enjoyment, wellbeing, achievement and personal development 	E	A, I
<ul style="list-style-type: none"> Knowledge of the use of pupil performance data to inform planning, target setting and monitoring of progress that leads to improved outcomes 	E	A, I
<ul style="list-style-type: none"> An effective ability in observing and feeding back on learning and teaching to staff in order to further improve the quality of learning and teaching 	E	A, I
<ul style="list-style-type: none"> The ability to use different teaching approaches in response to pupils learning needs, including innovative approaches to enrich the experiences of pupils 	E	A, I
<ul style="list-style-type: none"> Willingness to take risks to develop teaching strategies and be collaborative to impact on pupil learning 	E	A, I
<ul style="list-style-type: none"> A strong knowledge of the latest technological developments and the opportunities and challenges they present for learning and teaching 	D	A, I



Personal Qualities including Leadership	D or E	How Assessed
<ul style="list-style-type: none"> Abides by the framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles) 	E	I
<ul style="list-style-type: none"> Treats people fairly, equitably and with dignity to create and maintain a positive ethos 	E	I
<ul style="list-style-type: none"> Prepared to challenge staff and established ways of working to move the quality of school provision forward 	E	I
<ul style="list-style-type: none"> The ability to challenge established ways of working to move the quality of school provision forward 	E	I
<ul style="list-style-type: none"> Ability to champion and sustain a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils 	E	A, I
<ul style="list-style-type: none"> Create a culture where SEND pupils experience a positive and enriching school life regardless of age ability, aptitude or SEND 	E	A, I
<ul style="list-style-type: none"> Is a visible and high-profile role model with a professional approach that demands excellence, confidence, trust and respect through inspiring and empowering staff to succeed 	E	A, I
<ul style="list-style-type: none"> Ensures staff have access to high quality, sustained professional development opportunities to raise standards of teaching and learning for all pupils 	D	A, I
<ul style="list-style-type: none"> Committed to safeguarding, inclusion and promoting the welfare of all stakeholders 	E	A, I
<ul style="list-style-type: none"> Visionary educationalist who ensures pupil outcome are relevant and meet societal needs 	E	A, I
<ul style="list-style-type: none"> Able to plan strategically and operationally, allocate resources effectively and evaluate the work of teams and individuals 	E	A, I
<ul style="list-style-type: none"> Work with senior colleagues and Governors to ensure that staff of the highest calibre are recruited 	E	A, I
<ul style="list-style-type: none"> Make a significant contribution to promote good behaviour and a positive school ethos 	E	A, I
<ul style="list-style-type: none"> Experience of leading or participating in the implementation of school or DfE education initiatives 	D	A, I



Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Headteacher	Phil Temple
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together resilient ambitious caring