



Hoyle Court Primary School

Deputy Headteacher Recruitment





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Introductory Letter from the Headteacher and Chair of Governors



Dear Applicant,

Hoyle Court Primary School is a vibrant and welcoming school that is fully committed to providing the best start in life for its pupils. We enjoy a quiet location near the town of Baildon, in the Aire Valley and serve a diverse school community.

We are a 1.5 form entry primary school with 300 pupils and our school expanded in 2012, meaning many of our facilities are new. We offer hard working staff, a supportive governing board and fantastic children. Our school is on an exciting journey to improve standards whilst developing a first class curriculum. At the heart of this lies our commitment to developing the whole child through our shared values and to supporting our staff to achieve this.

We are outward looking, have strong links with local settings and are proud to be an independently minded LA school. We are building stronger mutual relationships so that all of the school benefits from supportive, constructive and challenging interaction with our partner schools. In 2017 OFSTED rated us 'good'. We are rightly proud of our inclusive approach which is forged on strong relationships with children, parents and each other. The school has a focus on developing resilient children and nurturing the more vulnerable. An emphasis on underlying values is also leading to children taking increasing responsibility for their progress.

Hoyle Court Primary School is an ambitious school with a vision to provide a curriculum where children and staff are supported to achieve their best. We act on the belief that every child deserves to leave as an inquisitive, independent and confident life-long learner. We have committed and reflective staff who are keen to learn from one another to consistently deliver excellent teaching. The use of rigorous data analysis and targeted interventions, combined with our developing curriculum, is producing improving rates of progress. But we can do more - and that's where you come in!

We plan to work with an ambitious leader to help embed our ethic of excellence. We expect the Deputy Head to provide clear and supportive professional direction through excellent communication skills and outstanding classroom practice; to be at the forefront of providing a truly whole- child-focused education. We seek someone who shares our drive and passion. This opportunity has arisen due to the promotion of our current, long-standing Deputy Headteacher. We are looking for an outstanding individual who will assist us in raising standards and to help us realise our vision of excellence for every child. This will require someone with an integrity borne from experience and a passion borne from a love of learning and a commitment to 'no child left behind'.

If you are excited by the idea of leading collaborative working in a school with supportive colleagues, great teachers, children who enjoy learning and forward-thinking governors, please apply to join us. We warmly invite to come and look around and decide for yourself if you are what we need to take us to the next level.

Yours sincerely,

Tim Phillips, Headteacher

Val Sherred, Chair of Governors

Our Values and Vision



Our Values

Respect

For yourself, others and the environment

Responsibility

Do the things you are expected to do

Resilience

Work hard when faced with challenges

Kindness

Give friendship and a helping hand to all

Teamwork

Work together and achieve together

Our Vision

- We will nurture children's self-esteem and enjoyment of school so they can all feel proud in achieving high standards and making progress in every part of life.
- We will create a school where everyone is inspired to succeed and where all staff, pupils, parents and governors play a collective role in its successes, through shared responsibility and involvement.
- We will develop learning which is engaging and meaningful and provide memorable experiences through learning, broader aspects of school life and developing children's interest in the wider world.
- We will support our school community and each other through our enthusiasm, compassion and through building trusting relationships where everyone feels supported and listened to.
- We will ensure positive attitudes to learning are nurtured and children's enquiring minds are challenged, inspiring them to become resilient and self-assured learners so they can be the best they can be.
- We will lead by positive example through demonstrating the very best standards of conduct, moral purpose and integrity so everyone involved in our school feels valued and respected.
- We will grow a safe and respectful environment where children are confident to make responsible choices, guiding them to grow into healthy, caring and productive citizens who are aware of their rights and responsibilities.

About Our School



We are very proud of our school and our children. Our pride is matched only by our *ambition* for the children and the school. We strive for excellence; that's why we don't take for granted what a great school we have. We're sure you will feel the same. We are a caring school with traditional values. We have fantastic facilities and Teachers who love learning. We strive to nurture happy and successful children who remember their primary school days as very special ones.

At Hoyle Court we believe that every child has the right to reach their potential in as many ways as possible. We are therefore committed to providing the best and broadest possible education for your child and strive to continually find ways to improve in order to meet this aim. Children begin their primary education by developing confidence, independence, resilience and self-esteem. They are encouraged to become self-disciplined, responsible and motivated learners within a caring and purposeful environment where every child is valued.

We believe that working together in partnership with parents is essential in order to equip every child with the necessary skills they will need to succeed in our ever changing world. Parental interest, encouragement and support are warmly welcomed.

Our curriculum is broad, encompassing sports, sciences, arts and humanities. There is a strong focus on reading, writing, maths and information technology. It is our responsibility to provide children with the key skills they will need for future success. However, learning should also be fun, hands-on and based on real-life experience. Learning should develop children's ability to think, reason, question and make informed choices in their ever-changing world.

In our 2018 parent survey 100% of parents said ...

- Their child is happy at school
- The child feels safe at school
- Their child makes good progress at our school
- Their child is well looked after at our school
- The school makes sure its pupils are well behaved
- The school is well led and managed
- The school responds well to any concerns they raise

What qualities our pupils are looking for in a Deputy Headteacher



What qualities our staff are looking for in a Deputy Headteacher





Advert

Hoyle Court Primary School

Deputy Headteacher

Required for September 2020

NOR 300

Salary L8 to L12

Hoyle Court Primary School is seeking to appoint a Deputy Headteacher from September 2020. The School's current Deputy Head has successfully secured a headship position after building a prominent profile as Deputy at Hoyle Court. This significant investment from the school reflects the ambition of the school and will provide additional capacity and expertise in order for us to continue to deliver the next phase of our journey to excellence. The successful candidate will play a pivotal role in driving our strategic plan and building on recent developments. You will be somebody who places children at the heart of every decision, and your leadership will motivate and inspire colleagues to do the same.

Hoyle Court Primary School is an exciting, diverse and dynamic school with a community of professionals working together to achieve the very best outcomes for its pupils; as such, this is a wonderful career opportunity for the successful candidate.

We can offer you:

- Fantastic Teachers who are both talented and committed
- A well-resourced school with fantastic facilities, in pleasant surroundings
- Engaged and enthusiastic parents who are keen to be involved
- Caring and enthusiastic pupils who are motivated to learn and thrive
- A supportive and knowledgeable Governing body
- Support in your career progression towards headship

We are looking for someone who:

- Has a successful track record of improving the quality of education through your leadership, and proven leadership experience in delivering the highest expectations and standards across the keys areas of senior leadership; curriculum and teaching and learning
- Is an outstanding communicator and team player who is able to work under pressure to effectively manage the complex process of change
- Has a 'can do' attitude and a desire to deliver excellence across all areas of leadership, as the school continues to grow. You will deputise for the Headteacher and be instrumental in shaping our whole learning community
- Is a person of vision and humanity, who demonstrates professionalism and presence. We value people who show independence of thought and creativity, whilst maintaining the highest standards of integrity
- Is engaging and effective in building relationships, highly articulate and an excellent classroom practitioner with a real interest in pedagogy, with the energy and charisma to lead and inspire others

To book a visit to the school on one of the following dates, please contact the school office on 01274 581898.

- **Thursday 30th January: 4.00pm**
- **Monday 3rd February: 9.00am**
- **Wednesday 12th February: 1.00pm**

Closing Date: Midnight, Sunday 16th February 2020

Shortlisting Date: Week Commencing 24th February 2020

Interview Date: Tuesday 10th and Wednesday 11th March 2020



Job Description

Post: Deputy Headteacher, Hoyle Court Primary School

CORE PURPOSE

The core purpose of the Deputy Headteacher is to assist the Headteacher in providing professional leadership and management for our school. The school objectives are to ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work. The School will expect the Deputy Headteacher to lead by personal example in demonstrating a full and professional commitment to excellence in primary education.

STATUTORY REQUIREMENTS

Deputy Headteachers occupy an influential position within the school and are expected to use this influence to support the agenda for achieving standards with the school. Deputy Headteachers are lead professionals and significant role models within the school and the local community they serve.

A person appointed as a Deputy Headteacher, in addition to carrying out the professional duties of a teacher other than a Headteacher, must play a major role under the overall direction of the Headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- and monitoring progress towards their achievement;

The jobholder will carry out the duties of a Deputy Headteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department.

SUMMARY OF MAIN DUTIES AND RESPONSIBILITIES (not a comprehensive list)

Assist the Headteacher in:

- Communicating the school's values and vision, and help drive the strategic leadership, empowering all pupils, staff and themselves to grow and flourish in the pursuit of excellence, resourcefulness and resilience.
- Continuing and enhancing partnership working with parents, pupils, staff, governors, community organisations, local schools, Bradford Metropolitan District Council and other outside agencies, to improve academic, cultural and social outcomes for pupils.
- Working closely with the governing body to promote and develop the growth and best interests of the school community, ensuring the personal development of all pupils is central to our curriculum.
- Securing high standards of welfare and pastoral care for all members of the school community, including opportunities for moral, social and cultural development.
- Maintaining and managing excellent standards of attendance.



Have a strategic lead with a focus on improving teaching and learning and outcomes for our all pupils as follows:

- Maintaining and securing excellent teaching for all pupils through an understanding of the features of successful classroom practice.
- Setting and modelling high expectations and implementing stretching targets for the whole school community, supporting Teachers to achieve these.
- Maintaining ambitious standards for all pupils, so that barriers may be overcome and equality advanced in line and above national expectations.
- Inspiring and encouraging staff, whilst instilling in them a strong sense of accountability for the impact of their work on pupils' progress and achievement.
- Helping lead school development on the basis of monitoring evidence and an understanding of effective practice.
- Motivating all staff to develop their own skills and subject knowledge, supporting each other continuously to improve practice.
- Overseeing the schools ITT, NQT and undergraduate teaching programmes.
- Holding all staff to account for their professional conduct and practice.
- Maintaining rigorous and transparent systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
- Building a strong culture of continuous professional development for our staff ensuring that it is focused on the attainment of the school's vision and agreed objectives for school improvement.
- Identifying emerging talents at all levels, mentoring current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
- Ensuring that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

Act as the Deputy Designated Safeguarding Lead supporting the Designated Safeguarding Lead as follows:

- Providing a safe, calm and well-ordered environment for all pupils and staff, with a strong focus on safeguarding and the development of exemplary behaviour.
- Referring cases of suspected abuse to the local authority children's social care as required.
- Supporting staff who make referrals to local authority children's social care, acting as a source of support, advice and expertise for all staff.
- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, supported by an ability to keep detailed, accurate, secure written records of concerns and referrals.
- As required, liaising with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff.

Personnel Specification



This Job Description is based around the four 'Excellence As Standard' domains identified in the 2015 National standards of excellence for Headteachers. These four domains being 1) Qualities and knowledge; 2) Pupils and staff; 3) Systems and process and 4) The self-improving school system.

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Selection Test

Domain 1	Attributes required		
Qualities and Knowledge	Essential		Evidence
	QK1	Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	A, I, T
	QK2	Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.	A, I
	QK3	Experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you.	A, I
	QK4	A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	A, I, T
	QK5	The determination to work with political and financial astuteness, and the ability to work with the SLT to ensure that the school's vision and budget is managed and operates within a clear set of principles centred on the school's vision.	A, I, T
	QK6	Has the drive, commitment and ability to communicate compellingly the school's vision, empowering all pupils and staff to excel.	A, I, T
	QK7	Proven experience of raising standards of achievement within a school of a similar standing.	A, I
	Desirable		Evidence
	QK8	Ability to uphold, promote and nurture the distinctive character of our school.	A, I
	QK9	Ensures creativity, innovation and the use of appropriate technologies to achieve excellence.	A, I
QK10	Experience of or ability to manage a school budget.	A, I, T	
QK11	Knowledge of funding streams and experience of securing external funding for projects	A, I	

Domain 2	Attributes required		
Pupils and Staff	Essential		Evidence
	PS1	Proven ability of being able to demand ambitious standards for all pupils by instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes whilst overcoming disadvantage and advancing equality.	A,I,T
	PS2	Experience of securing excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design.	A, I
	PS3	A proven track record of establishing an educational culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis.	A, I
	PS4	Committed to creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	A,I,T
	PS5	Possesses the ability, drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard. The resolve, ability and resilience to hold all staff to account for their professional conduct and practice.	A,I,T
	PS6	Has a DFE recognised teaching qualification	A
	PS7	Experience of coaching and mentoring staff to improve the quality of teaching and learning across the school through regular one to ones, shared learning and early support plan interventions	A,I,T
	PS8	Experience of mentoring and coaching ITTs, NTQs and RQTs.	A,I,T
	PS9	Has an in- depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles.	A,I,T
	PS10	Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the school.	I,T
	PS11	Understands available school performance data, its analysis and use.	I, T
	PS12	An outstanding teacher with a minimum of 5 years relevant experience in Primary education.	A,I,T
	Desirable		Evidence
	PS13	A minimum of 3 years successful experience of senior leadership.	A
	PS14	Up-to-date knowledge of primary school improvement strategies.	I, T
	PS15	Understands school self-evaluation and its link with school improvement and the Ofsted inspection process.	A, I, T
PS16	Has a clear understanding of the SEN Code of Practice and experience of managing SEN	A, I	
PS17	Has a clear understanding of DSL role in primary school and experience of adhering to statutory child protection and safeguarding matters.	A, I	

Domain 3	Attributes required		
Systems and Process	Essential		Evidence
	SP1	Commitment to ensuring that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	A, I
	SP2	Committed to providing 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.	A, I
	SP3	The ability to assist in establishing and maintaining rigorous, fair and transparent systems and measures for managing the performance of all staff and the ability to assist in addressing any under-performance, supporting staff to improve and valuing excellent practice.	A, I, T
	SP4	A purposeful character who welcomes strong leadership and possesses a proven track record of supporting the governing board in understanding its role and delivering its functions effectively.	A, I
	SP5	An ability to demonstrate an understanding of curriculum-led financial planning in order to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.	I, T
	SP6	The commitment and ability to assist the Headteacher in distributing leadership throughout the organisation, through working with and supporting teams of colleagues who have distinct roles and responsibilities while holding each other to account for their decision making.	A, I, T
	SP7	Treats people fairly, equitably and with dignity to create and maintain a positive school culture	I
SP8	Able to balance work and personal life and is considerate of the well-being of others.	A, I	

Domain 4	Attributes required		
The Self-Improving School System	Essential		Evidence
	SIS1	Commitment to creating 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.	A, I
	SIS2	Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils.	A, I
	SIS3	The ability and confidence to 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.	A, I, T
	SP4	The ambition, drive and commitment to develop the quality of the teaching within the school through high quality training and sustained professional development for all staff.	A, I, T
	SIS5	The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement.	A, I
	SIS6	An ambitious character with the ability to inspire and influence others - to believe in the fundamental importance of education in young people's lives and to promote the value of education.	A, I, T
	Desirable		Evidence
	SIS7	Has experience of leading or participating in the implementation of school or DFE education initiatives.	A, I
	SIS8	Willingness to work out of operational hours as required.	I
SIS9	Experience of implementing and reviewing safeguarding processes and systems across the school	A, I, T	

Equal Opportunities

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow 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 school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make 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.

Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

