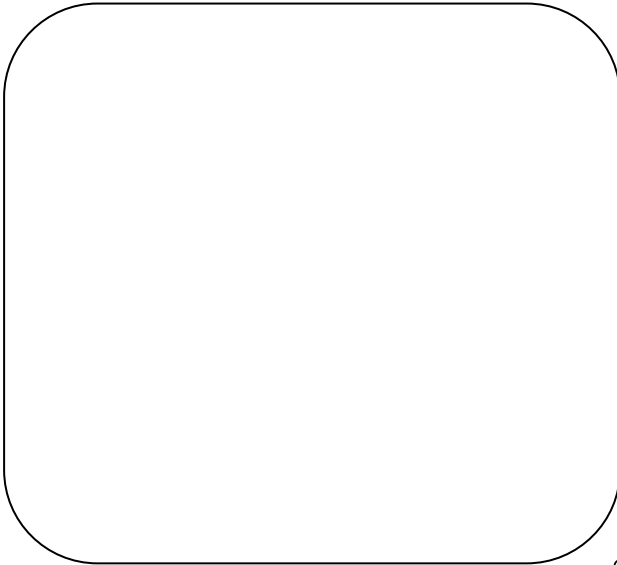


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Overview



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)

Ian Morrel	Headteacher	
Richard Foster	Deputy Head	(Pastoral and Academic Progress)
Richard Field	Assistant Head	(Quality of Education)
Simon Halliwell	Assistant Head	(Leadership & Management)

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

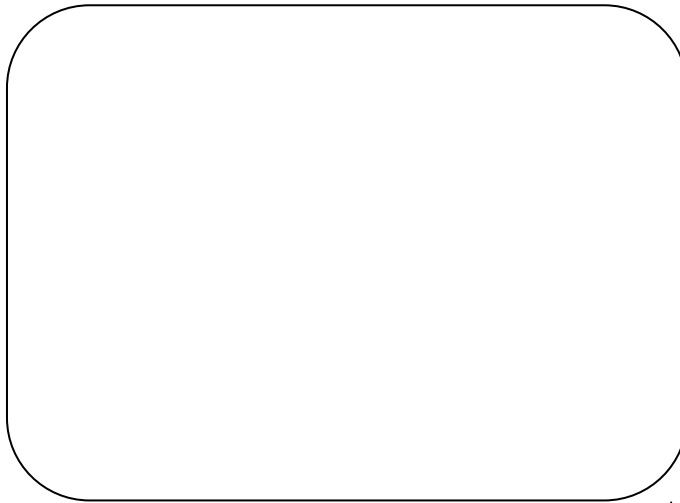
To support the focus on continued school improvement the Governing Body approved several Business Case proposals to increase capacity, plan for succession and meet the demands of the school's Recovery Plan. The roles and responsibilities include:

Nicki Barrow	Senior Leader	Achievement Years 7 to 11
Amanda Dutton-Taylor	Senior Leader	Leadership Development
Kev Simpson	Senior Leader	Pastoral
Philippa Jervis	Senior Leader	Inclusion
Julia Wilcox	Senior Leader	SENDCo
Max Robinson	Senior Leader	Leadership & Management
Greg Trusselle	Senior Leader	Behaviour & Attitudes
Alison Robinson	Senior Leader	Q of E Achievement





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 - **r**esilient - **a**mbitious - **c**aring

“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 and teachers 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.

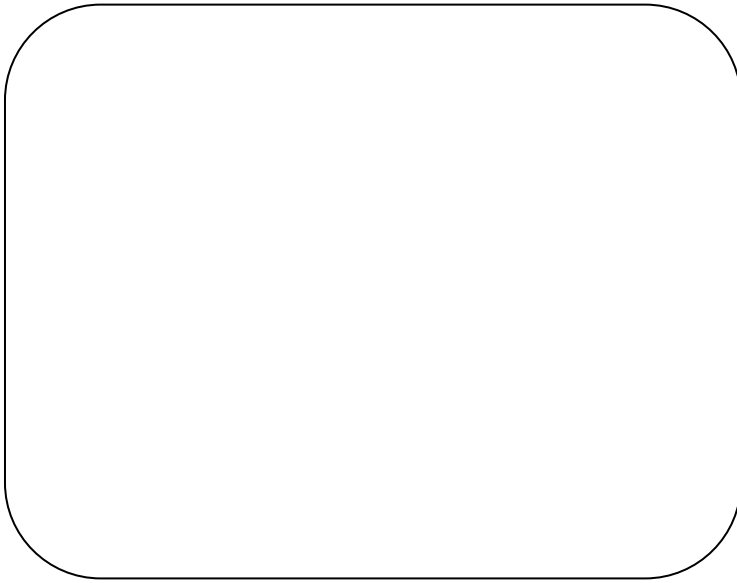
Visitors to the School comment upon the friendly ethos and the level of good relationships between members of staff and pupils. Parents and carers are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: “The school’s work to promote pupils’ personal development and welfare is outstanding.” (Ofsted February 2016). Our Achievement Support Faculty area houses our Pupil Support Centre, Learning Support Centre, Special Educational Needs Centre and our Designated Specialist Provision (DSP) 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 DSP has increased capacity to a thirty-place setting with demand for it to increase still further.

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 in return for hard work and enthusiasm we will work to ensure the successful candidate is fully prepared for the next step in their career.





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 archaeology 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 62,465, largely commuting into the nearby cities of Bradford and Leeds. The surrounding area is one of natural beauty with the Yorkshire Dales only a few miles away.

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.

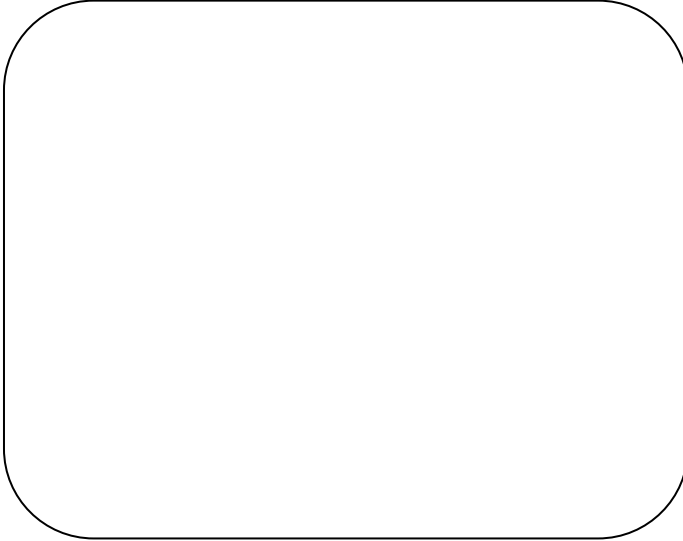
In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13 - 18 years upper school of 1,000 pupils into an 11 - 18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley. Within our mainstream setting we have a School-led Resourced Provision – 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, Glenaire, Christchurch Academy, Shipley CE, Low Ash, Wycliffe and High Crag. 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 2021 we have a Year 7 of 256 pupils.





School Organisation



At present our structure provides 72 members of staff in support and 102 teaching staff including the Headteacher, one Deputy Headteacher and two Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, there are seven Senior Leaders including our SENDCo. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are nine faculties: English, Mathematics, Science, Modern Foreign Languages, Technology, PE and Outdoor Education, The Arts, Humanities, Computing/Business/Media/Economics/Psychology & Sociology

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. 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

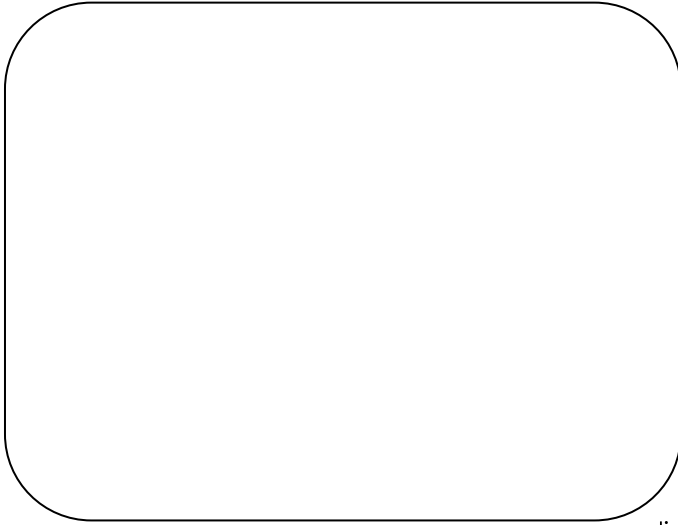
This provision has been increased over the past five years and will continue as we respond to the needs of a Recovery Plan. We already have in place:

Admin Assistant (2) Admin Operations Manager Attendance Safeguarding Manager Business Operations Manager Cover Supervisor Data Operations Manager Exams Officer Exams and Data Assistant Finance Manager Health Care Leader HR Manager IT Operations Manager IT Operations Technician (2)	IT Operations and Media Technician (Curriculum) Learning Resource Centre Manager Lettings Supervisor PA to Headteacher/SLT and Governor Link Parental Engagement Officer Procurement Officer Reception and Admin Assistant (2) SEND Admin Assistant Senior Admin Assistant (2) Science Technician (3) SIMS and Data Officer 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 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 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 post 16 pupils go on to higher education.

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. Bench marking 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 feeders.

Key Stage 3

The Key Stage 3 curriculum is developing as a 3-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 Work 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.





All pupils' study:

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

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 4 years ago we introduced a literacy lesson into the Year 7 curriculum which includes pupils having

dedicated one to one reading sessions and tackling the production of newspaper and media articles to support and extend a love of reading. 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.

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.

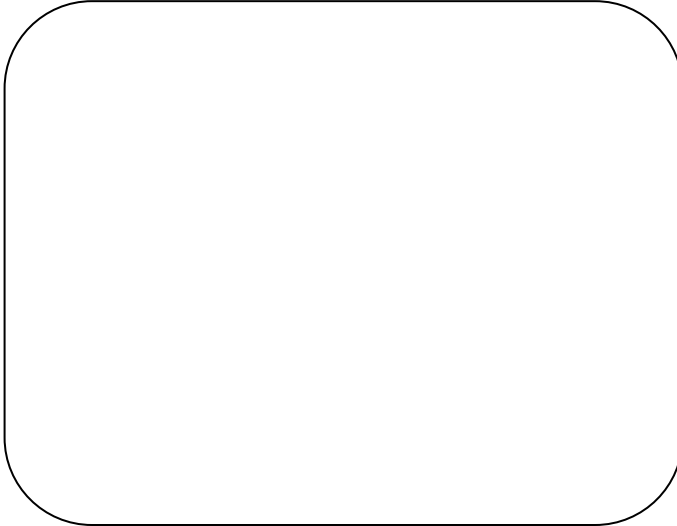
We have a strong EBacc focus with up to 40% of pupils studying the EBacc combination of subjects.

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, 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.





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 learner and has established high expectations supported by mentor programmes and quick response systems to underachievement. This is clearly understood by learners, parents, carers and members of staff and has proven very effective. NEET is 0% for Years 12 and 13. Progress outcomes for GCSE English and Maths continue to show improvement; in Maths, learners 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 team of two Academic and Pastoral Leaders who closely monitor learner progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure learners are on track to achieve their best. They are effectively supported by a Sixth Form Manager who also has responsibility for student wellbeing.

The following A Level courses are offered:

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

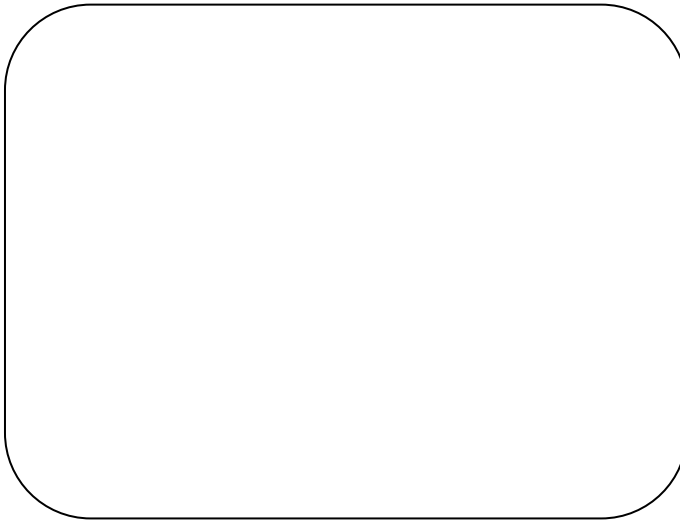
The following Vocational courses are offered:

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 new 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 which includes cycling, orienteering, an annual residential to Bewerley Park as well as a successful Duke of Edinburgh programme – we became a D of E 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 skiing trips to the USA; water-sports trips to the Ardeche; visits to London to enhance learning in Media Studies, Art, History, 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 (1.0 Full-time)
Scale: Leadership L22 to L26

Please complete the application form and instead of completing the Additional Information section please complete the statement as detailed below

You are required to write a statement of no more than two sides of A4 size paper explaining the success you have achieved as a strategic leader – this should link to the personnel specification

Closing Date for applications: 9.00am on Thursday 2 December 2021

Please return all applications to:

Jane Collett
HR Manager
col@titussaltschool.co.uk

Selection Process: Thursday 2 December 2021

Interviews will take place Tuesday 7 and Wednesday 8 December 2021

We look forward to receiving your application



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Job Description Deputy Headteacher – Academic and Pastoral Progress

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 in 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 school's Designated Safeguarding Lead or their Deputy.

The role of the Headteacher, Deputy Headteachers and Assistant Headteachers

1. 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:

1. 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
2. Deputies and Assistant Headteachers may undertake any professional duty of the Headteacher which is delegated to them
3. 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
4. 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:

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



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3. To share and proactively contribute to the process of whole school review and subsequent school action planning
4. To ensure the effective implementation of national and school agreed policy and practice
5. To ensure effective communication between all parties contributing to the process of education at Titus Salt School
6. To contribute to the process of recruitment, development and care of members of staff
7. To be line managers for members of staff with whole school responsibilities
8. To ensure equal opportunities for all pupils/students and all members of staff
9. 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

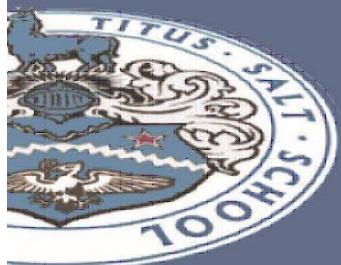
Specific Responsibilities:

- 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

Academic and Pastoral Progress

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

- The development of the culture of Safeguarding
- The development, organisation and implementation of the school's curriculum, school policies on curriculum and pastoral provision
- 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



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- To ensure that individual pupil's/student's continuity of learning and effective progression of achievement are provided
- The development, organisation and implementation of the school's policy for the personal and social development of students including pastoral care and guidance
- Oversight of the effective induction of pupils/students
- The determination of appropriate pupil/student groupings
- The promotion among pupils/students of standards of conduct/discipline and proper regard for authority and the encouragement of good behaviour
- The handling of individual pupil/student disciplinary cases

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:

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



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The internal organisation, management and control of the school:

To contribute to:

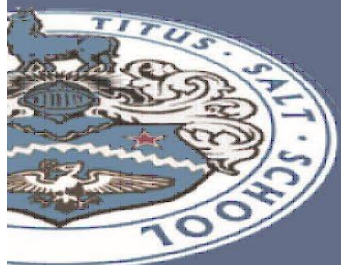
- Maintaining and developing the ethos, values and overall purposes of the school
- formulating the aims and objectives of the school and policies for their implementation
- to contribute to planning improvement which will translate school aims and policies into actions
- implementing the Local Authorities 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
- 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.



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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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Job Description Deputy Headteacher – Academic and Pastoral Progress

Key: A = assessed at application I = assessed at interview T = assessed through selection processes

Requirement	Attributes and how demonstrated	Desirable
<p>Developing Self and Working with Others - Qualifications and Training To be collaborative in approach when working in a range of contexts and groups. The breadth of involvement will include our pupils, staff, governors, parents/carers and other members of the community to build a professional learning environment that enables others to achieve. In addition, there has to be a clear willingness to learn from others.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Degree and Qualified Teacher Status. (A) • National Professional Qualification (A) • Evidence of continuing professional development and a willingness to continue further developing good or outstanding grades for teaching. (A, I) • Consistently achieving good or outstanding grades for teaching. (A) • Treats people fairly, equitably and with dignity to create and maintain a positive ethos. (I) • Demonstrate excellent working relationships with others. (I) • Acknowledge the responsibilities and celebrate the achievements of individuals and teams. (A,I) • Experience of developing individuals and teams in order to achieve personal and shared goals in the drive for improvement. (A,I) • Ability to balance work and personal life and is considerate of the well-being of others. (A,I) • Physically able to cope with the requirements of the post. (I, T) 	<p>Desirable</p> <ul style="list-style-type: none"> • Other relevant professional qualifications. (A)
<p>Shaping the Future - Experience Critical to the role of Deputy Headteacher at our school is the skill and ability to work with a range of teams to develop a shared, strategic vision and individual Action Plan, which inspires and motivates pupils, staff and other members of the school community, leading to increased levels of attainment, achievement and progress.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Able to demonstrate the implementation of a coherent vision supported by effective strategies and operational effectiveness (A, I) • Experience of leading initiatives across the school. (A, I, T) • Able to demonstrate effective working partnerships both internally and externally that positively impact on strategic development (A,I) • Experience of working with a range of staff at different levels that impact on strategic improvement. (A, I)Experience of successful teaching across the ability range of a secondary school. (A) • Successful Leadership impacting on school development. (A, I) • Success in leading subject/faculty or whole school initiatives that demonstrates leadership, management and/or guidance of staff. (A, I) • Experience of developing the use of new technologies and a range 	<p>Desirable</p> <ul style="list-style-type: none"> • Experience of working with, and offering guidance, to staff including student teachers and those new to the profession. (A)



Requirement	Attributes and how demonstrated
<p>Special Knowledge - Learning and Teaching To make significant contribution to the provision of effective learning and teaching. The contribution made will be to set high expectations, so that pupils achieve their maximum potential. The work of Deputy Headteacher is to help inspire our pupils to become effective, enthusiastic, independent learners.</p>	<p>of strategies to enhance and positively impact on Teaching and Learning. (A, I)</p> <ul style="list-style-type: none"> • Ability to communicate effectively with pupils, staff and parents. (A, I) • Ability to perform tasks that require attention to detail. (A, I) • Knowledge of the use of pupil performance data to inform planning, target setting and monitoring of progress that leads to improved outcomes. (A, I) • Experience of recent effective curriculum developments. (A) <p>Essential</p> <ul style="list-style-type: none"> • Knowledge of curriculum at all key stages and understanding of the implications of the Education Act 2011. (A, I) • Experience of leading initiatives across the school. (A, I, T) • An understanding of successful strategies for raising achievement. (A, I) • The ability to inspire colleagues to improve the quality of teaching and learning that leads to improved outcomes for pupils. (A, I) • 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.(A, I) • Understanding of the critical role of target setting, monitoring and relevant assessment procedures. (A, I) • The ability to use different teaching approaches in response to pupils learning needs, including innovative approaches to enrich the experiences of pupils. (A, I) • Willingness to take risks to develop teaching strategies and be collaborative to impact on pupil learning. (A, I) • Ability to relate to pupils and to evaluate and enhance pupils' achievement in its widest sense. (A, I) • Knowledge of best practice in teaching and learning relating to KS3 and 14-19 provision. (A, I) <p>Desirable</p>



<p>Managing and Leading the Organisation - Practical and Intellectual Skills To make significant contribution to the effective leadership, organisation and management of the school, having specific responsibilities. To lead and seek ways of improving organisational structures and functions. To fully support the Headteacher in ensuring that provision, the people and resources within it, are organised and managed to provide an efficient, effective and safe learning environment, managing available resources and ensuring value for money through effective performance management.</p>	<p>Essential</p> <ul style="list-style-type: none"> • The ability to challenge and support colleagues to effectively drive up standards that leads to improved outcomes for pupils. (A, I) • The ability to challenge established ways of working to move the quality of school provision forward. (A, I) • Able to plan strategically and operationally, allocate resources effectively and evaluate the work of teams and individuals. (A,I,T) • Manage financial and human resources effectively and efficiently to achieve educational goals and initiatives. (I,T) • Excellent organisation and record-keeping skills. (A) • Good time management. (A, I) • Good interpersonal skills. (A, I) • Ability to delegate appropriately. (A) • Sense of humour, with a calm and confident manner. (A, I) • Identify successes and failures and positively embrace change to secure continuous improvement. (I) • Work with senior colleagues and Governors to ensure that staff of the highest calibre are recruited. (I, T) • Make a significant contribution to promote good behaviour and a positive school ethos. (I) • Experience of performing tasks that require attention to detail. (A, I, T) • Ability to communicate effectively and achieve shared understanding. (A, I, T) 	<p>Desirable</p> <ul style="list-style-type: none"> • Experience of leading or participating in the implementation of school or DfE education initiatives. (A,I)
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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 committed to safeguarding and promoting the welfare of children. All posts are subject to an enhanced DBS check. Proof of eligibility to work in the UK will be required

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.



Job Description Deputy Headteacher – Academic and Pastoral Progress

Headteacher	Ian Morrel BA (Hons) NPQH
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together resilient ambitious caring