



# Recruitment Pack

## Deputy Headteacher

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## Introduction from the Headteacher

Dear Candidate,

Thank you for your interest in the position of Deputy Headteacher at St. Stephen's CE Primary School.

I am delighted that you have taken the opportunity to consider joining our hardworking and dedicated staff team.

St Stephen's is a popular and thriving voluntary aided church school in the West Bowling area of Bradford where parents, staff and governors work closely together as a school family to make sure that all pupils have a positive experience and achieve their full potential.

Our ethos builds on the Church of England foundation of the school, promoting the belief that every individual has the right to be **nurtured** so that they can **grow** and **flourish** in their lives.

The dedicated staff team at St Stephen's provides a wide range of lessons and activities in order to enhance learning. We work hard to make sure that all our pupils, regardless of gender, class, additional support need, religion or ethnic heritage have equal access to a broad, balanced and differentiated curriculum, and are provided with opportunities to develop their sense of self-worth, increase their self-esteem and grow in confidence.

Keeping our pupils safe is one of the most important aspects of our work and we take Safeguarding very seriously.

Please take the opportunity to enjoy exploring our website to find out more about our school community <https://www.ststephens.bradford.sch.uk/>

Visits to the school are strongly recommended and we invite all prospective candidates to make an appointment to visit our school. Please contact Louise Hurley, School Business Manager, [louise.hurley@ststephens.bradford.sch.uk](mailto:louise.hurley@ststephens.bradford.sch.uk) to arrange a visit.

Please do not hesitate to get in touch if you have any questions about our school.

Mr Paul Urry  
Headteacher



## Our school

St. Stephen's is a two-form entry primary school with a 62-place nursery based on a split site. We serve the community of West Bowling, which sits just outside the centre of Bradford.

We operate from five buildings – Nursery, Willow (Reception & KS1), Sycamore (KS2), The Orchard (community space) and our very own standalone Digital Den.

We currently have 455 pupils on role and our pupils come from a wide variety of backgrounds with 36.6% of our pupils being eligible for Free School Meals.

St. Stephen's is at the heart of the local community and partnership is our watchword.

Our school is well resourced with support staff who support learning. We are lucky to have our own SEMH team who support our most vulnerable children and those with additional needs.

To find out more about our school, please visit our school website, Facebook page and Twitter.



## **Job Advertisement**

### **Deputy Headteacher (Required for a September start)**

#### **Salary**

L11 – L15

Permanent

#### **Job Summary**

- Taking a leading role in the day-to-day management of the school.
- Implementing, enforcing and exhibiting model adherence to all school policies and procedures.
- Attending and contributing to all meetings of the staff cohort and the school leadership team.
- Planning and chairing meetings where necessary.
- Contributing to the development of the school's vision, ethos, values and strategic direction.
- Contributing to the formulation, monitoring and implementation of the SDP.
- Supporting staff members to understand and adhere to the school's strategic direction.
- Keeping fully up-to-date with Education policy, including relevant legislation, statutory guidance and good practice recommendations within the sector.
- Contributing to decisions on all aspects of policy in the school.
- Providing advice and support to the governing body to aid it in conducting its strategic responsibility.
- Contributing to annual budget planning and monitoring.

#### **Job Information**

St. Stephen's Primary School is a vibrant, creative and aspirational school with a team of hard working and highly skilled staff and governors.

We are seeking to appoint a dedicated and organised individual who is a team player and will go the 'extra mile'. The ideal applicant should be able to work effectively with all stakeholders to ensure the best outcomes for our pupils.

We can offer you an opportunity to further develop your skills, knowledge and practice in a caring, forward thinking and dynamic school. You will be supported by a visionary leadership team, talented teachers and support staff, an encouraging community and amazing children.

**We are looking for a candidate who:**

- Has high expectations and a passion to raise standards
- Is creative and can contribute to the school's overall vision and aims
- Is organised, has a keen eye for detail and is able to prioritise daily workloads
- Is able to demonstrate effective communication skills both verbal and written
- Can lead teams in developing strong working relationships with all stakeholders

**We can offer:**

- A commitment to your on-going professional development, ensuring that you feel ready for the role.
- Children keen to learn with supportive families
- A hard-working and professional school environment
- A team of caring, hardworking and dedicated staff with a sense of humour who are committed to making the school the best it can be
- A supportive school that offers welfare as well as professional support to all employees.

If you are ready to take on this challenging and rewarding role as Deputy Headteacher then please apply at <https://prospectsonline.co.uk/>

A visit to the school is strongly encouraged and individual times can be arranged by contacting Louise Hurley, School Business Manager on 01274 731698 or at [louise.hurley@ststephens.bradford.sch.uk](mailto:louise.hurley@ststephens.bradford.sch.uk)

**Closing Date:** 12 noon, Monday 29<sup>th</sup> April. Shortlisted candidates will be notified by email.

St. Stephen's CE Primary School is committed to safeguarding and promoting the welfare of our pupils and we expect all prospective candidates to share this commitment. All candidates are subject to an Enhanced DBS Check and recruitment checks satisfactory to the school.

Please note: CVs are not accepted for this post.

## **JOB DESCRIPTION**

<b>POST TITLE:</b>	<b>DEPUTY HEADTEACHER</b>
<b>PAYSCALE:</b>	<b>L11 – L15</b>

### **GENERIC INTRODUCTION:**

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

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.
3. St. Stephen's Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
4. St. Stephen's is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### **CORE PURPOSE:**

St Stephen's Primary School is a school with an excellent reputation for standards of attainment and behaviour. 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.

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. 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 for Education. 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 Deputy Headteacher will be expected to undertake any professional duties of a headteacher reasonably delegated by the Headteacher.

Where the Headteacher is absent from the school the Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the governing body

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 & 4) The self-improving school system.

## **RESPONSIBILITIES:**

### **Strategic Direction and Development of the school**

- To work with governors, staff, parents, children and the head teacher to create and implement a strategic plan which identifies priorities and targets to ensure that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- To assist the head teacher in meeting the school's aims.
- To assist the head teacher in promoting the development of teamwork and a collective responsibility for implementing policy.
- To assist the head teacher in ensuring policies and practices take account of national, local and school data and research findings.
- To assist the head teacher to monitor, evaluate and review the effects of policies, priorities and targets.

### **Teaching and Learning**

- To assist the head teacher in creating an environment and a code of behaviour which promotes good teaching, effective learning and high standards of achievement and behaviour
- To assist the head teacher in the organisation and implementation of the curriculum.
- To assist the head teacher with monitoring and evaluating the quality of teaching.
- To assist the head teacher with monitoring the standards of learning and pupil achievement.



- To assist the head teacher with monitoring the policy and practice of assessment and record keeping throughout the school.
- To be responsible for the education and welfare of a designated group of pupils, as may be negotiated.

### **Leading and Managing Staff**

- To take full responsibility for the school in the absence of the head teacher.
- To assume a leading role in Senior Management meetings.
- To demonstrate high standards of classroom practice, organisation and display.
- To support, encourage and guide staff in their continuing professional development
- To assist the head teacher to implement effective systems for the management of staff performance.
- To be a team leader in Performance Management.

### **Pastoral**

- To support and develop the ethos of the school.
- To lead collective worship as agreed.
- To promote partnership between home, school and the wider community.
- To play a major role in ensuring the school's pastoral programme contributes positively towards children's spiritual, social and emotional development.
- To support colleagues in personal and professional matters, as required.

### **General**

- To assist the head teacher in developing effective communications within the school and between the school and the community.
- To assist the head teacher in planning public functions or events.
- To act as liaison between the head teacher and staff, as required.
- To act as 'critical friend' to the head teacher.
- To carry out any additional responsibilities as required by the head teacher.

	Attributes required
<p><b><u>Domain 1</u></b></p> <p><b><u>Qualities and Knowledge</u></b></p>	<p><b><u>Essential</u></b></p> <ol style="list-style-type: none"> <li>1. Able to hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. <b>(A,I,T)</b></li> <li>2. Able to demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community. <b>(A, I)</b></li> <li>3. 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. <b>(A, I)</b></li> <li>4. A determination to sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. <b>(A,I,T)</b></li> <li>5. 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. <b>(A,I,T)</b></li> <li>6. Has the drive, commitment and ability to communicate compellingly the school's vision, empowering all pupils and staff to excel. <b>(A,I,T)</b></li> </ol> <p><b><u>Desirable</u></b></p> <ol style="list-style-type: none"> <li>a) Proven experience of raising standards of achievement within a school of a similar standing. <b>(A, I)</b></li> <li>b) Ability to uphold, promote and nurture the distinctive character of our school. <b>(A, I)</b></li> <li>c) Ensures creativity, innovation and the use of appropriate technologies to achieve excellence. <b>(A,I)</b></li> <li>d) Experience of or ability to manage a school budget. <b>(A,IT)</b></li> <li>e) Knowledge of funding streams and experience of securing external funding for projects. <b>(A,I)</b></li> </ol>
<p><b><u>Domain 2</u></b></p> <p><b><u>Pupils and Staff</u></b></p>	<p><b><u>Essential</u></b></p> <ol style="list-style-type: none"> <li>1. 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. <b>(A,I,T)</b></li> <li>2. 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. <b>(A,I,T)</b></li> <li>3. 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. <b>(A,I)</b></li> </ol>

	<ol style="list-style-type: none"> <li>4. 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. <b>(A,I,T)</b></li> <li>5. Possesses the ability, drive and commitment to coach current and aspiring leaders in a climate where excellence is the standard. <b>(A,I,T)</b></li> <li>6. The resolve, ability and resilience to hold all staff to account for their professional conduct and practice. <b>(A,I,T)</b></li> <li>7. Has a DFE recognised teaching qualification. <b>(A)</b></li> </ol> <p><b><u>Desirable</u></b></p> <ol style="list-style-type: none"> <li>a) An outstanding teacher with a minimum of 5 years relevant experience in Primary education. <b>(A,I,T)</b></li> <li>b) A minimum of 3 years successful experience of senior leadership. <b>(A)</b></li> <li>c) Has in depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles. <b>(A,I,T)</b></li> <li>d) Understands available school performance data, its analysis and use. <b>(I,T)</b></li> <li>e) Up-to-date knowledge of primary school improvement strategies. <b>(I,T)</b></li> <li>f) Understands school self-evaluation and its link with school improvement and the Ofsted inspection process. <b>(A,I,T)</b></li> <li>g) 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. <b>(I,T)</b></li> <li>h) Has a clear understanding of the SEN Code of Practice and experience of managing SEN. <b>(A,I)</b></li> </ol>
<p><b><u>Domain 3</u></b></p> <p><b><u>Systems and Process</u></b></p>	<p><b><u>Essential</u></b></p> <ol style="list-style-type: none"> <li>1. 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. <b>(A,I)</b></li> <li>2. 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. <b>(A,I)</b></li> <li>3. 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. <b>(A,I,T)</b></li> <li>4. 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. <b>(A,I)</b></li> <li>5. 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. <b>(I,T)</b></li> </ol>

	<p>6. 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. <b>(A,I,T)</b></p> <p><b><u>Desirable</u></b></p> <p>a) Treats people fairly, equitably and with dignity to create and maintain a positive school culture <b>(I)</b></p> <p>b) Able to balance work and personal life and is considerate of the well-being of others. <b>(A,I)</b></p>
<p><b><u>Domain 4</u></b></p> <p><b><u>The Self-Improving School System</u></b></p>	<p><b><u>Essential</u></b></p> <p>1. 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. <b>(A,I)</b></p> <p>2. Experience of developing effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils. <b>(A,I)</b></p> <p>3. 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. <b>(A,I,T)</b></p> <p>4. 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. <b>(A,I,T)</b></p> <p>5. The confidence to adopt and adapt model entrepreneurial and innovative approaches to school improvement. <b>(A,I)</b></p> <p>6. 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. <b>(A,I,T)</b></p> <p><b><u>Desirable</u></b></p> <p>a) Has experience of leading or participating in the implementation of school or DFE education initiatives. <b>(A,I)</b></p> <p>b) Willingness to work out of operational hours as required. <b>(I)</b></p>

## **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to safeguarding; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Designated Safeguarding Lead or Headteacher.
- To act in accordance with Data Protection Act principles and maintain confidentiality at all times.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.