



# **THINK BIG**

Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

## **Deputy Headteacher Recruitment Pack September 2022**

## Contents

	Page
Message from Chair of Governors	3
Message from Headteacher	4
Advert	5
Recruitment Process	7
Key school information	8
At a glance data sheet	9
About the school	11
Messages from our children	14
Messages from our staff	15
Job description	16
Person Specification	18

## A message from the Chair of Governors

Dear Candidate,

Thank you for your interest in this post as Deputy Head Teacher at Mile Oak Primary School.

Mile Oak Primary School is a very special place. It is a truly inclusive community school, both in terms of our intake and in terms of the education and support we want to offer to pupils of all backgrounds to reach their true potential.

As Governors, we are proud of the commitment of our staff and the determination of everyone in the school to achieve the best possible experience and outcomes for our pupils. We were delighted with the strong validation of the school's progress in the recent good Ofsted inspection, which is a tribute to the dedicated resolve shown by the school leadership and the whole school team.

We are now seeking a full-time Deputy Headteacher with a track record of successful school improvement and leadership experience, who will be able to build on our school's existing strengths in teaching and learning. As governors, we are ambitious for continuous improvement in pupil progress from the early years to a supported transition to secondary school. The school has exciting plans including the development of pre-school provision within the school and a programme of parallel learning for children with additional needs using Forest School and outdoor learning. We have a focus on ensuring the curriculum is tailored for Mile Oak children and helps to develop cultural capital as well as core learning skills.

We are looking for an inspirational, creative, caring and forward-thinking school leader who understands our community and who will work in partnership with the Headteacher, governors, staff, parents, carers and pupils in leading us to the next phase of our development. We believe that Mile Oak Primary has a lot to offer to the right candidate to become part of this vibrant school community and the wider educational community of Brighton and Hove City.

This pack, our website (<http://www.mileoakschool.co.uk>) and our Facebook page (<https://www.facebook.com/mileoakprimaryschool>) provide a flavour of the school, but we hope you will arrange to visit our school and see for yourself what a very special place it is.

To arrange an informal conversation with the Headteacher, Luke Lording, or arrange a visit, please contact Lynne Szkolar, School Business Manager on 01273 077114 or [lynneszkolar@mileoak.brighton-hove.sch.uk](mailto:lynneszkolar@mileoak.brighton-hove.sch.uk).

Details of how to apply, the job description and person specification are all in this pack, and the application form is attached. Completed application forms should be sent by noon on Friday 30 September 2022 by email to Lynne Szkolar, as above.

We look forward to receiving your application.

Best wishes,

Rosalind Turner, Chair of Governors

## A message from the Headteacher

Dear Applicant,

Thank you for your interest in the position of Deputy Headteacher at Mile Oak, which is being advertised following the current Deputy successfully securing a headship of her own. This is an exciting time to join our leadership team and play a pivotal role in maintaining and driving the high standards and expectations that we expect at the school. Our recent Ofsted inspection moved the school's judgement from requires improvement to good in all areas [with the transition statements not being applied]. The report highlighted the transformational changes that have taken place along with acknowledgment of the breadth of learning opportunities and pastoral support that the school now provides to all pupils.

I am honoured to lead Mile Oak Primary School where all staff care passionately for our children and the local community. At Mile Oak, we lead by example in thinking BIG and believe in the importance of upholding our school values, which we hold so dear. We pride ourselves on the support we provide to our children, parents and staff in exceeding their aspirations.

At our school, the children are at the heart of every decision we make. This ensures that each individual is valued and prepared for the next stage in their education. Pupil and staff wellbeing is embedded within our whole school practices. We develop the whole child academically, socially and emotionally, so that they are able to reach their full potential and in turn make a positive contribution to the society they live in, both now and in the future.

We passionately believe in providing all children with an outstanding holistic education. Our bespoke curriculum has been designed by staff to meet the needs of our children. It is inspiring and built on the acquisition and development of language in all subjects. The school's extensive grounds offer a broad range of quality opportunities for all children to experience. At Mile Oak, we place no limit on an individual's potential and work tirelessly to provide unforgettable learning, memories and experiences for children within our school.

As a school with limited diversity, we are fully committed, without compromise, to celebrating diversity and challenging all forms of prejudice. Every day is a fresh start with a new set of opportunities ready to be taken.

In addition to working in close partnership with the Headteacher on the strategic and day to day leadership of the school, the Deputy Headteacher role has specific responsibility for leading on teaching and learning, the curriculum and assessment. In addition, the Deputy also leads on the disadvantaged strategy and staff CPD. We will offer the successful candidate the opportunity to be fully involved in the leadership of the school, as well as significant autonomy in the areas of responsibility.

To be successful, you will need to be aspirational, optimistic and full of energy. You will relish challenge, be resilient and be prepared for hard work. You will enjoy working with a wide range of people and communicate well. You will be at the forefront of educational developments and must feel that your values align with our vision statement.

Visits to the school are strongly encouraged and we would welcome the opportunity to show you around and answer any questions that you may have.

Applicants are requested to read the information carefully, particularly the job description and person specification. Please ensure your application addresses all of the criteria in the person specification and that you display clear evidence of this.

We look forward to meeting you when you visit and to receiving your application.

Yours sincerely,



Luke Lording, Headteacher



## Deputy Headteacher

Group 4 school, pay range L10 – L14 (£52,723 - £58,135)

We are seeking to appoint a permanent, full-time Deputy Headteacher. Mile Oak is a lively community primary school, based on the edge of Brighton and Hove City, next to the South Downs National Park.

Mile Oak Primary School is a large school in Portslade with 421 pupils on roll. We have been on a rapidly improving school journey over the last four years and following a successful Ofsted inspection, we are now at the stage of refining our development work across the school. We believe that relationships are the key to children experiencing success and this is underpinned by the highest expectations of learning and behaviour. All staff share the collective responsibility of ensuring that every child thrives, succeeds and has their needs met.

You will need to share our core vision of thinking big and the school values of ambition, courage, pride and respect. The successful candidate will be fully involved in the life of the whole school community.

### **Our new Deputy Headteacher will:**

- Be an effective and experienced senior leader with excellent management and organisational skills.
- Be an outstanding communicator and team player who is able to work under pressure to effectively manage the complex process of change
- Have sound knowledge of education best practice and be able to effectively challenge and support staff to ensure high quality teaching and learning.
- Monitor progress and performance to ensure there are high aspirations for every child and member of staff in order for them to experience continued, high levels of success
- Be innovative, working in partnership with our community, local schools and with the Local Authority.
- Be committed to all forms of diversity and equality and be able to tackle all barriers to learning, well-being and inclusion.
- Have a holistic focus on children's well-being to ensure a safe and inspirational learning environment and culture.

### **In turn, we offer you:**

- Enthusiastic and caring pupils who are motivated to learn and be inspired.
- An excellent range of professional development opportunities.
- An incredibly talented, committed and supportive staff team.
- A positive, exciting and motivated school environment.
- A large and engaging outdoor learning environment.
- A supportive and knowledgeable Governing body
- Caring and enthusiastic pupils who are motivated to learn and thrive
- A well-resourced school with fantastic facilities and outdoor learning environment
- Support in your career progression towards headship

Our Website and social media pages provide a wealth of information and we strongly encourage visits during the mornings of 20 & 22 September and 27 & 28 September. If you are unable to attend on these dates, we would be happy to schedule an alternative time.

To arrange an informal conversation with the Headteacher, Luke Lording, and to arrange a visit, please contact Lynne Szkolar, School Business Manager on 01273 077114 or [lynneszkolar@mileoak.brighton-hove.sch.uk](mailto:lynneszkolar@mileoak.brighton-hove.sch.uk).

**Closing Date: Friday 30<sup>th</sup> September 2022 at midday**

**Shortlisting: Tuesday 4<sup>th</sup> October 2022**

**Interview Date: Thursday 13<sup>th</sup> and Friday 14<sup>th</sup> October 2022**

#### **Additional Information**

Please note that this post is exempt from the Rehabilitation of Offenders Act 1974 and is subject to a Disclosure & Barring Service (DBS) check.

Mile Oak Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Mile Oak Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are committed to promoting equality and challenging inequality and stereotype.

Brighton and Hove City Council does not accept CV or resume.



## **Recruitment Process Summary**

**Role:** Deputy Headteacher

**ISR:** L10 – L14

**Visits:** Visits are strongly encouraged and can be arranged by contacting School Business Manager: [lynneszkolar@mileoak.brighton-hove.sch.uk](mailto:lynneszkolar@mileoak.brighton-hove.sch.uk) or telephone Lynne on 01273 077114.

**Lead Governor for recruitment process:** Rosalind Turner

**Closing date for application:** Friday 30<sup>th</sup> September 2022 at noon

**Shortlisting date:** Tuesday 4<sup>th</sup> October 2022

**Interview dates:** Thursday 13<sup>th</sup> and Friday 14<sup>th</sup> October 2022

**Please note:** After gathering feedback on Day 1, selected candidates will be asked to attend further interviews on Day 2

**References required:** Two references will be sought

**Start date:** January 2023

**Application:** Completed application forms (attached to this pack) including a supporting statement of no more than four sides of A4. The person specification will be used to shortlist and therefore please ensure that you address these in your statement.

**Application to be returned by email only to Lynne Szkolar:**

[lynneszkolar@mileoak.brighton-hove.sch.uk](mailto:lynneszkolar@mileoak.brighton-hove.sch.uk)

All applications will be acknowledged.

## Key School Facts and Statistics

<b>Type of school</b>	Primary school L.A. maintained
<b>Location</b>	Graham Avenue, Portslade, Brighton and Hove, BN41 2WN
<b>Age range</b>	4 years to 11 years
<b>Number of Pupils</b>	421
<b>Number of teaching staff</b>	27
<b>Average class size</b>	26
<b>Date School established</b>	25 <sup>th</sup> May 1966
<b>Last Ofsted inspection</b>	15 <sup>th</sup> March 2022 (Good Judgement in all areas)
<b>Annual budget</b>	£2,373,572 (including Pupil Premium, Supplementary Grant & High Needs Income)
<b>% of Children with SEN</b>	17.42
<b>% of Children with English as an additional language</b>	3.82
<b>% of Children on free school meals /Pupil Premium?</b>	FSM: 32.21 PP: 33.17
<b>% of Pupil absences</b>	5.07



## 2022 At a Glance Data Sheet

School At a Glance					
Mile Oak Primary School	8462100 DfE number	Good Ofsted judgement	15 March 2022 Inspection date		
School Context (LA and national relate to primary phase settings)					
Indicator	2020	2021	2022	LA	National
Number of pupils	507	483	454	292	
% Disadvantaged pupils (R-Y11)	26.8	31.9	33.3	33	25
% Free School Meals pupils (R-Y11)	20.3	28.4	32.8	34	22
% EHCP pupils	1.0	1.4	2.2	3	2
% SEN Support pupils	12.0	12.8	14.1	12	13
% Not SEN pupils	87.0	85.7	83.7	86	86
% Planned Admission Number	96.7	86.7	95.0		
Absence and Exclusions (LA and national relate to primary phase settings)					
2022 for schools refers to autumn term only. 2021 did not include majority of the spring term and 2020 refers to autumn term only due to Covid-19 disruption. LA and national benchmarks are 2021.					
Indicator	2020	2021	2022	LA	National
% Authorised absence	3.3	2.1	3.5	2.7	2.7
% Unauthorised absence	0.8	0.8	0.9	0.6	0.9
% Overall absence	4.2	2.9	4.4	3.3	3.6
% Persistent absence (10% threshold)	9.6	3.4	11.0	7.4	8.8
Number of fixed term exclusions	5	0	no data	214	
% Fixed term exclusions	1.0	0.0	no data	1.2	1.0
Number of permanent exclusions	0	0	no data	0	
Early Years Foundation Stage Profile					
All Pupils	2018	2019	2022	LA	National
Number of pupils	58	80	57	2,484	
% Good level of development	58.6	63.8	64.9	66	72
Disadvantaged (FSM) Pupils	2017	2019	2022	LA	National
Number of pupils	10	12	16	510	
% Good level of development	50.0	50.0	37.5	43	57
Phonics					
Year 1	2018	2019	2022	LA	National
Number of pupils	83	59	53	2,465	
% Working at (Wa)	78.3	71.2	90.6	75	82
By end of Year 2	2018	2019	2022	LA	National
Number of pupils	80	85	60	2,531	
% Working at (Wa)	86.3	96.5	95.0	85	91

Key Stage 1					
All Pupils	2018	2019	2022	LA	National
Number of pupils	80	84	60	2,528	
% Expected standard in Reading	68.8	76.2	76.7	64	75
% Expected standard in Writing	65.0	67.9	51.7	54	69
% Expected standard in Maths	75.0	75.0	63.3	66	76
% Greater depth within Reading	8.8	16.7	11.7	17	25
% Greater depth within Writing	2.5	2.4	0.0	5	15
% Greater depth within Maths	6.3	7.1	3.3	12	22
Disadvantaged Pupils	2018	2018	2022	LA	National
Number of pupils	25	23	19	594	
% Expected standard in Reading	64.0	60.9	78.9	46	62
% Expected standard in Writing	60.0	56.5	52.6	35	55
% Expected standard in Maths	68.0	73.9	63.2	45	62
Key Stage 2					
All Pupils	2018	2019	2022	LA	National
Number of pupils	69	78	71	2,642	
% Expected standard in Reading	72.5	64.1	80.3	78	74
% Expected standard in Writing	76.8	78.2	73.2	71	79
% Expected standard in Maths	59.4	69.2	70.4	72	79
% Expected standard in GPS	66.7	67.9	60.6	73	78
% Expected standard in RWM	52.2	48.7	60.6	60	65
% Greater depth within Reading	21.7	11.5	29.6	30	27
% Greater depth within Writing	5.8	10.3	2.8	10	20
% Greater depth within Maths	8.7	16.7	14.1	20	27
% Greater depth within GPS	23.2	20.5	23.9	26	36
% Greater depth within RWM	0.0	3.8	2.8	5	11
Reading Progress	-1.7	-0.6	2.7	0.8	0.0
Writing Progress	-2.7	0.6	1.3	0.0	0.0
Maths Progress	-3.7	-0.5	0.2	-0.1	0.0
Disadvantaged Pupils	2018	2019	2022	LA	National
Number of pupils	19	33	27	770	
% Expected standard in Reading	52.6	51.5	66.7	65	62
% Expected standard in Writing	57.9	72.7	63.0	55	68
% Expected standard in Maths	42.1	54.5	55.6	55	67
% Expected standard in GPS	36.8	54.5	44.4	59	68
% Expected standard in RWM	31.6	30.3	40.7	41	51
Reading Progress	-2.2	-1.0	1.3	-0.6	-0.6
Writing Progress	-4.5	0.5	1.8	-0.9	-0.5
Maths Progress	-4.1	-2.3	-1.1	-1.6	-0.7

## About the School

Further information about our curriculum, school day and policies are all on the school website:

<http://www.mileoakschool.co.uk/brighton-hove/primary/mileoak>

### OUR OUTDOOR ENVIRONMENT

Mile Oak is lucky to have extensive school grounds, in which we have developed a number of different areas to enrich children's learning and provide them with opportunities beyond the classroom. We pride ourselves on our approach to raising children's awareness of our local and global environmental responsibilities.

In addition to our playgrounds and large, secure school field, the school has:

- A central garden area with raised growing beds and a greenhouse
- An enclosed school orchard of heritage apples and plums.
- A pond with raised dipping platform and wildlife area.
- A paved "quiet retreat" area with picnic benches, table tennis tables and a variety of "big games" to play.
- A Forest School site with fire circle and camp areas.
- An array of solar panels installed, which as well as saving over 32 tonnes of carbon emissions annually, enable us to fund a number of other eco initiatives.



### PRIMARY SCIENCE QUALITY MARK

In 2019, we were very proud to have been awarded the Primary Science Quality Mark - Gilt Award. All of the staff and children pulled together to achieve this highly regarded accolade.

Achieving this award shows that Science has a high profile within the school and that we are constantly striving to drive up the quality of teaching and learning in this vital subject.

As part of the PSQM process, the school has agreed that our principles of Science should be:

Science is Fun

Children are curious

We are skilful scientists

Science is important.

These principles underpin all of our science learning. We have also introduced a Science Ambassador scheme where children can apply to represent this subject.

The children have always enjoyed the chance to go on to our amazing Science Bus, and the changes we have made this year have made the experience even more rewarding.

Schools that achieve PSQM demonstrate commitment and expertise in Science leadership, teaching and learning.





## PE and Sport

At Mile Oak, we provide all children at our school with a wide range of sporting opportunities and embed paramount sporting values before they leave Mile Oak.

In July, we were awarded the Gold mark for School Games and are already gathering evidence to achieve the Platinum accreditation.

We currently offer sporting activities such as karate, football, swimming, netball, multi-sports, cricket, dodgeball - with the view to expanding the sports offered to meet the needs of the children. This year we will be teaching the cycling curriculum on our school site.

The children have two quality curriculum lessons a week, one with our PE specialist and another taught by the class teacher; these lessons aim to improve the physical literacy of our children.

Our PE lessons encourage a competitive spirit, whilst ingrain sporting values such as teamwork, communication and sportsmanship. We promote ambition through sport in our school, by encouraging children to participate in sports teams and becoming sports leaders. Our sports leadership program began last year, giving students the opportunity to lead activities during playtimes and showcase their leadership skills, even if they do not thrive in a sporting environment.



## SEND

Our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience. We value all children and are committed to our whole school vision of "Think Big". The mission statement of our school affirms our commitment to valuing the individuality of children and providing them with every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs.

We pride ourselves on our positive, nurturing environment, where emotional wellbeing is supported and children are encouraged to thrive. We have our own nurture group, which addresses the social, emotional and learning needs of individual children by providing the necessary support to overcome barriers to learning. Identified children are immersed in a warm environment that supports language and positive relationship development.

We have three highly-trained, learning mentors in school, who support children's social and emotional growth and provide support through issues such as bereavement, parental separation, foster care and many more. Our learning mentors also have excellent relationships with our families and support the work of the school's family champion.

We passionately believe in creating an inclusive school experience for all children. We are committed to meeting the needs of all pupils, ensuring that they make progress from their own individual starting points. Work is differentiated for children with SEND, who are supported to achieve their full potential through the use of targets and carefully planned support. Parental engagement is encouraged and

welcomed, as we believe working in partnership with our families promotes and supports consistency in school and at home for all children, particularly for our most vulnerable.

This year, the school has created a parallel provision to support high needs children from across the school. This will form part of the schools extensive pastoral support offer. The alternative outdoor provision will support children who have experienced significant trauma and have identified SEND needs. Three learning mentors will deliver a daily programme of outdoor learning to children with high needs from across the whole school where the development of social, emotional and self-regulation skills and wellbeing support are the primary needs.

## **Our Curriculum**

We are so proud of our curriculum design. We have worked to create a meaningful curriculum, which meets the needs of our school community. We are best placed to understand the needs of our children and therefore, pride ourselves on our 'Mile Oak' curriculum.

This carefully designed curriculum centres on the development of oracy and demonstrates our commitment to building cultural capital right from the Early Years. Staff have worked to ensure a rigorous, well-sequenced learning journey that ensures children become better learners and are equipped with the skills, knowledge and language required to support further study beyond the primary phase.

Our phonics programme is testament to our dedication to providing what we know is right for our children. We intentionally rejected the idea of an 'off the shelf scheme' and have designed our own programme which satisfies the requirement of the DfE and has secured some of the highest phonics results in the city.



At Mile Oak, early intervention is fundamental to the school ethos. Through forensic assessment and a flexible curriculum approach, we are able to provide effective intervention to address barriers to learning in the early years thereby ensuring our children keep up rather than catch up.

The successful candidate will be committed to providing a flexible, cohort specific curriculum approach for Mile Oak and have the skills and knowledge to evaluate the impact of the curriculum design on pupil outcomes.

## **Safeguarding**

At Mile Oak Primary School, we are committed to safer recruitment practices and to safeguarding and promoting the welfare of all children. We require all staff and volunteers to share this commitment.

This post is subject to an Enhanced Disclosure and Barring Service check.

***The children want a Deputy Headteacher who is:***

Greets us on the gate at the start  
and end of the day

Fun with a  
smile

Loves working at  
the school

Joins in with the children

Knows and  
demonstrates  
the school  
values



Takes regular  
assemblies, especially  
singing

Out in the  
playground and  
on the field

Is always thinking  
BIG!

Visits classes every day and  
teaches when possible

***The Staff want a Deputy Headteacher who:***

Has a proven record of excellent people skills

Is personable, professional and has an open door policy for staff, children and families

Is innovative and a leader of change

Values the importance of a work life balance

Is a mentor



Is both a consistent and fair leader

Has the ability to support a shared vision of where our school needs to go and the ability to drive that forward, bringing everyone along

Inspires, supports and encourages the school community

Able to recognise and support the staff skill set

Has a positive and visible presence in the school

## **Deputy Headteacher at Mile Oak Primary School**

### **Job description**

#### **Job details:**

**Contract type:** Full time, permanent

**Reporting to:** The Headteacher

**Responsible for:** Line management of the teaching staff team and support staff team.

The supervision of all subject leaders.

#### **Main purpose**

The deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- If the Headteacher is absent, the deputy Headteacher will deputise, as directed by the governing board.
- The deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

#### **Duties and responsibilities**

##### **Qualities and knowledge**

Under the direction of the Headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs
- To be an outstanding teacher who understands and can demonstrate excellent teaching across all phases of the school
- To take responsibility for co-ordinating curriculum areas as directed by the Headteacher
- To attend governing body and committee meetings where required.



## **Pupils and staff**

Under the direction of the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring staff including leaders
- Hold all staff to account for their professional conduct and practice
- To ensure equal opportunities with regard to all aspects of practice and provision.

## **Systems and processes**

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

## **The self-improving school system**

Under the direction of the Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

## **Other areas of responsibility**

The deputy Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

## **Deputy Headteacher at Mile Oak Primary School**

### **Person Specification**

**Please ensure you provide a supporting statement with your application form (not longer than 4 sides of A4 – font 12) to show how you meet the skills and qualities set out in this specification**

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• QTS</li> <li>• Evidence of continuous professional development</li> <li>• Evidence of/ commitment to further training in leadership and management</li> </ul>	
Safeguarding	<ul style="list-style-type: none"> <li>• Commitment to the protection and safeguarding of children</li> <li>• Up to date knowledge of relevant safeguarding legislation and the ability to promote a culture of safeguarding across the school community.</li> <li>• An understanding of the importance of safeguarding, forming and maintaining appropriate relationships and personal boundaries with children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• DSL Training</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience as a senior leader within a primary school setting</li> <li>• At least 5 years successful classroom experience within the primary age range</li> <li>• Evidence of improving classroom practice to deliver good and outstanding teaching</li> <li>• Experience of/commitment to working with external partners and other agencies for the well-being of all pupils and their families</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement</li> <li>• Experience of monitoring and evaluating curriculum delivery.</li> <li>• Proven record of successful curriculum / subject leadership</li> <li>• Resilience in the face of challenging circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Some experience and/or understanding of nursery provision within a school setting</li> </ul>
Strategic leadership	<ul style="list-style-type: none"> <li>• Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these</li> <li>• Ability to communicate the school's vision and inspire others</li> <li>• Evidence of planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to delegate where appropriate and to support others in undertaking responsibilities.</li> <li>• Commitment to the promotion of a diverse and inclusive school community</li> <li>• Experience of managing underperformance</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of undertaking effective performance management</li> <li>• An understanding of financial and resource management within a budget</li> </ul>

Teaching and Learning	<ul style="list-style-type: none"> <li>• Understanding of high quality teaching, the ability to model this for others and support colleagues to improve and develop their practice.</li> <li>• Secure understanding of the requirements of the national curriculum</li> </ul> <p>Ability to use data analysis to develop strategies for raising achievement and monitoring progress. Knowledge of the impact of current educational challenges and future trends</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• Secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring of teaching and learning</li> <li>• Clear understanding of the characteristics of successful behaviour management</li> </ul> <p>Ability and experience in managing staff performance and development</p>	<ul style="list-style-type: none"> <li>• Experience in identifying and supporting vulnerable groups effectively</li> </ul>
Knowledge and Skills	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences; e.g. staff, pupils, governors, parents</li> <li>• Knowledge of ways in which links with external agencies can be used to extend learning opportunities for the school and pupils</li> <li>• Excellent personal organisational skills</li> <li>• Ability to prioritise workload and work to specific deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use data management systems</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>• Understanding of and commitment to nurture and inclusion, and their impact upon learning.</li> <li>• High expectations for all pupils</li> <li>• Ability to inspire, challenge, motivate and empower others</li> <li>• Belief in and ability to foster a fair, open and supportive culture</li> <li>• Self-motivation and a commitment to continued professional development</li> <li>• An ability to dynamically problem solve and risk assess as and when issues arise</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other stakeholders and/or members of the community</li> </ul>

**Notes:**

This job description may be amended at any time in consultation with the post holder.