Deputy Head Teacher Appointment

Information to Applicants
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Deputy Head Teacher

Group 3 - L11 – L15 £52,643 - £57,986

Yorkmead J/I School (NC), York Road, Hall Green, Birmingham B28 8BB
Tel: 0121 464 4215

Head Teacher: Mr A Newman-Smith

Yorkmead is a thriving multi ethnic 2 form entry J/I school, with a 52 place part—time nursery. The Governing Body wish to appoint a candidate who will form a partnership with the Head Teacher in leading an excellent body of staff through coming challenges.

You will have:
- experience across the primary range
- the ability to develop children as active learners
- an interest in developing the curriculum to meet the needs of our diverse community
- commitment to raising standards of achievement in an improving school
- ability to develop positive supportive relationships with staff and pupils

We can offer you:
- a warm and welcoming environment
- enthusiastic, well behaved and polite pupils
- a school community committed to raising achievement

Visit us and see for yourself. Informal visits are warmly welcomed please contact school office.

Closing Date: 29 /01/2020, 12:00 noon
Completed applications should be returned to Performance, Engagement & Commissioning Services, PO Box 16461, Birmingham, B2 2DB or via email to: CSURecruitment@birmingham.gov.uk
Interviews will be held on 11/02/2020

This school is committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.
Yorkmead Junior and Infant School

Yorkmead School opened in 1937 and is located in the Hall Green area of Birmingham and serves an ethnically diverse community. The school is two form entry with a 52 place part time nursery unit. There are currently 460 pupils on roll in classes of mixed ability. Our pupil numbers have remained stable for several years and we have waiting lists in all year groups. A very high percentage of the children speak English as an additional language. Our Nursery unit opened in February 2002. This was formally the caretaker’s house and was refurbished to provide 52 place part time places. There are plans to further improve the accommodation as it is very cramped making some activities very difficult. However, nursery provision is considered essential for our children and we place a great deal of importance in establishing good relationships with the family before the child attends. All parents receive a home visit to assist them in preparing their child for school.

OFSTED

The school received an OFSTED inspection in October 2017 and was judged Good. Please see ofsted report for full details.

Staffing

The deputy head teacher became the acting head after the school went into Special Measures and became the substantive Head Teacher in May 2009. The post of deputy head remains unfilled at this present time.
We have two assistant head teachers who have a part time teaching commitment, and 17 class teachers. All classes in EYFS and KSI have a full time teaching assistant. Classes in KS2 have 3 teaching assistants in each phase. This includes 2 HLTA's. Two of our teaching assistants have recently taken on part time roles as learning mentors and ably support children with either behavioural or self-esteem issues. Other staff include; a bursar, school secretary, network manager, a site manager, 14 midday supervisors and 5 kitchen staff.

Curriculum

Whilst in Special Measures the main focus of our work was the delivery of literacy and numeracy. Therefore, developing a varied, rich and relevant curriculum is now a major area for development. All subject leaders have planned when and where specific units of work should be taught and have started making some cross curricular links. Good use is made of educational visits and of a variety of visitors to school enhances the children's interest in many subjects.
The school provides some extracurricular activities for pupils which are well attended and we are investigating ways to increase these further. During the time the school was in category we rapidly improved our resources, purchasing new reading and maths schemes. We use Rigby Star and Rigby Navigator as our main reading scheme and Abacus maths supports the numeracy framework.
We follow the new agreed syllabus for RE. We have also refurbished our ICT suite which is used by Y1 and EYFS. The remainder of pupils have access to 60 laptops.

**Behaviour and Pastoral Care**

Behaviour in school is very good due to the sound behaviour management system implemented across the school. Incidents of disruption in lessons are rare and poor behaviour in the playground is dealt with quickly. The school has invested time and money in improving the playground environment, providing a range of activities for children to enjoy. Learning Mentors also lead and supervise play at lunchtimes. Pupils are polite, friendly and considerate to adults and each other. They are tolerant of and interested in each other’s differences and mix well together. Staff take time to listen to pupils concerns or problems and aim to deal with these promptly and effectively.

**Parents**

There is no formal PTA at present, but parents are very positive and supportive of the school. They regularly attend INSPIRE workshops, parents evenings, special assemblies and information evenings. Communication between home and school is considered vital and has been improved through the use of planners, home/school diaries and regular newsletters. The school is taking a more active role in the Extended Schools cluster and is beginning to engage parents in a variety of ways helping them to support their children more effectively. These opportunities are positively welcomed by parents.

Further information can be found at: [www.yorkmead.co.uk](http://www.yorkmead.co.uk)
YORKMEAD SCHOOL

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB check is required for all successful applicants.

DEPUTY HEAD TEACHER - JOB DESCRIPTION
Salary scale: Group 3, Pay Scale L11 – L15

As required by Paragraphs 65-67 of the School Teachers' Pay and Conditions Document

1. Job Purpose
To promote the general educational progress and well-being of pupils in the school.

2. Duties and Responsibilities

2.1 General
2.1.1 To undertake the professional duties of a teacher other than a head teacher, as set out in paragraphs 73-76 inclusive of the School Teachers' Pay and Conditions Document, including those duties particularly assigned by the head teacher.
2.1.2 As required by paragraph 65.2 of the School Teachers' Pay and Conditions Document, to play a major role under the overall direction of the head teacher in:
   (a) formulating the aims and objectives of the school
   (b) establishing the policies through which they shall be achieved
   (c) managing staff and resources to that end
   (d) monitoring progress towards their achievement
in accordance with the policies of the Education Committee and the City Council and the school development plan determined by the Governing Body.
2.1.3 To undertake any professional duties of the head teacher reasonably delegated by the head teacher.
2.1.4 To undertake, to the extent required by the head teacher or the governing body, the professional duties of the head teacher in the event of the head teacher’s absence from the school.

2.2 Specific
2.2.1 To provide a role model for the quality of teaching expected throughout the school by participating regularly in the teaching programme of the school.
2.2.2 To support the development of quality learning and teaching and participate in arrangements for the Performance Management of staff.
2.2.3 To lead the development and implementation of a curriculum that meets the needs of all learners.
2.2.4 Lead and evaluate impact of Pupil Premium spending.
2.2.5 To work with the head teacher and governing body in the strategic financial planning and management of resources of the school.

2.2.6 To work with the head teacher and staff to raise standards of achievement across the school for all children irrespective of their physical, intellectual, social, emotional, linguistic or other conditions.

2.2.7 To take a leading role in developing and sustaining new and ongoing initiatives in school.

2.2.8 To take part in partnership activities and prepare presentations for governors, staff and children.

2.2.9 To assist with the analysis of data and the setting of targets for school improvement.

2.2.10 To liaise closely with the head teacher to ensure that information and issues about staff, parents and pupils are raised and dealt with at an appropriate time.

2.2.11 To work with the head teacher to ensure that decisions taken in meetings are communicated appropriately and actioned, then followed up with suitable checks.

2.2.12 To report back on successes and areas of concern to the staff and head teacher in all areas of school life.

2.2.13 To assist with the preparation of the school timetables.

2.2.14 To co-ordinate, develop and formulate, in discussion with the head teacher, the continuing professional development programme of staff, which addresses school and individual needs and to contribute to staff meetings and other in-service training.

2.2.15 To contribute to the development of all colleagues by displaying leadership skills and encouraging others to develop their role further as well as providing guidance and support to all members of staff. To be a DSL of school and provide safeguarding at all times.

**Line Management — responsibility to and for**

3.1 responsible to the head teacher

3.2 responsible for the supervision of designation teaching and support staff

**4. Conditions of Employment**

4.1 The above responsibilities are in accordance with the requirements of the School Teachers' Pay and Conditions Document in terms of duties and working time, also any local agreements and LEA guidance on interpreting teacher’ conditions of service.

**5 Review and Amendment**

5.1 This job description is normally subject to annual review. It may be amended at the request of the head teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

**6. Complaints**

6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation ___________________ Signature of head teacher

Copy received by ___________________ Signature of the post holder

Date ___________________
### PERSON SPECIFICATION: DEPUTY HEAD TEACHER

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<th>ESSENTIAL</th>
<th>DESIRABLE</th>
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<tr>
<td>INITIAL QUALIFICATIONS</td>
<td>*Qualified teacher status</td>
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<tr>
<td>FURTHER QUALIFICATIONS/PROFESSIONAL DEVELOPMENT</td>
<td>*Recent, relevant in-service training in current educational practice, including management.</td>
<td>*Degree/post graduate study</td>
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<td>EXPERIENCE</td>
<td>*Successful and varied teaching experience in appropriate phase(s).</td>
<td>*Teaching across the primary age range and experience of ethnic minority children</td>
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<td>*Leadership of an aspect of school improvement and/or curriculum area.</td>
<td><em>Experience in more than one school</em></td>
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<td>**Leadership in aspects of school life involving contact with parents and the wider community.</td>
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<td>**Experience of managing a budget.</td>
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<td>SKILLS AND ABILITIES</td>
<td>**The ability to plan, monitor, evaluate, review and lead by example.</td>
<td>*Ability to interpret data and assist staff in its use to set targets for improvement</td>
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<td>**Ability to manage the implementation of change sensitively.</td>
<td>*Good ICT skills</td>
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<td>**Ability to lead and work as part of effective teams.</td>
<td>*Awareness of VAK; accelerated learning, mind maps and thinking skills.</td>
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<td>High level of *written and oral communication skills.</td>
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<td>**To be able to provide evidence of having influenced the quality of teaching and learning in present school.</td>
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<td>**Good reasoning powers and good judgement in a variety of situations.</td>
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<td>**Ability to promote a &quot;Can do&quot; ethos and motivate staff.</td>
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**A commitment to involve parents, governors and the community in the work of the school.

"Promotion of positive behaviour strategies and constructive handling of problems.

**An awareness, understanding and commitment to equal opportunities.

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Those elements marked *will be assessed in your application.

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NB references will be used to support the selection panel's as