Deputy Headteacher Candidate pack

A unique opportunity for an outstanding school leader

St George’s Newtown Church of England Primary Academy
Welcome message from the CEO

Thank you very much for requesting the details for the post of Deputy Headteacher for Academy: St. George’s Newtown Church of England Primary Academy

We are looking for an experienced, enthusiastic and inspiring Deputy Headteacher to lead our school Newtown, Birmingham. We are seeking to appoint a person who is able to develop and lead a strong Christian vision and who fully understands the Christian distinctiveness of a Church of England school. We are therefore looking for a Deputy Headteacher who will actively support and promote our vision and ethos in every aspect of school life.

We believe that success is found in who you are as well as what you do, and at all of our schools we aim to provide an outstanding education, supported by excellent pastoral care and high standards of behaviour, set within a distinctive ethos. We want to equip our pupils with academic achievement, experiences and personal attributes to enable them to succeed in the next stage of their education.

I hope the following pages will give insight into our vision and ambition for the work of the Trust as well as practical details about the post itself. An information pack can only partly reflect the role and therefore I encourage prospective candidates to contact the headteacher to discuss the post in greater detail.

Yours faithfully,

Christopher D. Mansell

Dr Christopher Mansell
Chief Executive Officer
The post

Academy: St. George’s Newtown Church of England Primary Academy
Job title: Deputy Headteacher
Salary: L5-10 – point dependant on experience
Location: Newtown Birmingham B19 3QY
Start date: January 2022
Closing date: Monday 4th October 12 noon

Interviews are scheduled for 11th October 2021

For informal enquiries, please contact Mrs. Nabila Iqbal n.iqbal@stgnewtown.bham.sch.uk

Application forms for the post can also be found at https://bdmatschools.com/vacancies/; alternatively, prospective applicants can request a form from: n.iqbal@stgnewtown.bham.sch.uk.

Further details of the school and the trust can be found at https://www.stgnewtown.bham.sch.uk and www.bdmatschools.com BDMAT application forms should be returned electronically to n.iqbal@stgnewtown.bham.sch.uk. All completed applications must be received by 12 noon Monday 4th October 2021.

Visits to the school are very much welcomed and encouraged and can be arranged through the school by emailing Mrs Nabila Iqbal. n.iqbal@stgnewtown.bham.sch.uk

Birmingham Diocesan Multi-Academy Trust (BDMAT) is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

We welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. BDMAT is a Disability Confident employer.
St. George’s C of E Primary Academy Newtown, is a school with a family feel where everyone is valued and respected. Our school is firmly rooted in the Birmingham Newtown community, which provides education to a diverse cohort. We believe in providing a life-long educational experience that will enhance the lives of our students and their families beyond our school gates. Through our provision we also aim to teach all of our students about how to; live ‘life in all its fullness’ (John 10:10), to be responsible, self-confident and to believe in themselves.
The biblical scripture chosen for our school is Jeremiah 29 vs 1. The scripture verse helps us to reflect on the wisdom God gave to Jeremiah. It also stresses the importance of Christians remaining hopeful during difficult times. Our core Christian values are derived from the concept of being ‘Together’. As a school community we are continuing to grow and learn together, our school motto is: 'Growing together in Newtown'.

**Taking every opportunity**  
**Opening hearts and minds**  
**Growing in confidence and independence**  
**Enriching and inspiring**  
**Thoughtful and forgiving**  
**High aspirations**  
**Engaging with our community**  
**Reaching out to God and to each other**

St. George’s C of E Primary Academy is located in Newtown Birmingham. The school is approximately a 10-minute walk from Snowhill Station and a five-minute walk from St. Paul’s tramline stop. It is therefore convenient to get to and from Birmingham city centre, Solihull, Staffordshire, Leamington and Coventry. The school is a happy and popular choice for many of our local families. It is set in quite extensive grounds which provide a wealth of opportunities for outdoor learning.

St. George’s joined the Birmingham Diocesan Multi Academy Trust (BDMAT) in September 2017.

St George’s currently has 315 children on roll taught in 14 classes. The last Ofsted inspection was in March 2019 when it was graded as a good school and the last SIAMS inspection was in June 2016 when the school was awarded a good judgement.

**Information about BDMAT**

St. George’s C of E Primary Academy is part of the Birmingham Diocesan Multi-Academy Trust (BDMAT) and therefore will be supported by and connected with a network of Church of England schools within the region. The Trust was established in 2017 by Birmingham Diocesan Board of Education, which has a strong track record of providing excellent educational provision and achieving rapid school improvement across all phases. In September 2021 the Trust has 19 schools, spread across three local authority areas: Birmingham City (10 schools), Warwickshire (6 schools) and Solihull (3 schools).
The vision of the Trust is to ensure pupils have ‘life in all its fullness’; providing an education that will offer a wide range of opportunities and experiences within a Christian framework.

The BDMAT board consists of Members and Directors with committees to support and challenge the leadership team and local governing body of Woodside C of E Primary School.

**BDMAT’s mission is:**
To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good work / life balance and are fulfilled in their roles.

**BDMAT’s strategic aims:**
Education is led by BDMAT’s vision and values, and for our Church of England schools these are embedded within a Christian ethos.
We work in partnership with parents and carers to promote pupils’ social, moral, spiritual, cultural and physical development within happy and caring environments.
Every school provides a broad and balanced curriculum that equips all pupils to thrive, achieve their goals, succeed in later life, contribute to a diverse society and respect the environment.

Pupils are provided with effective pastoral support and safeguarding arrangements meet all national and local requirements.

Our schools are at the heart of the communities that they serve, collaborating with the church, other schools, stakeholders and organisations in the area to best support their community.

Working in partnership with parents and carers, we promote pupils’ intellectual development as evidenced through external and internal indicators that demonstrate the vast majority of pupils make good or better progress in our schools and as a result, attainment is high in all of our schools or improving rapidly.

All of our schools are graded at least ‘good’ by Ofsted or are improving quickly towards achieving ‘good’ at the next inspection.

The practice of staff is enhanced by high quality professional development and performance management systems.
The Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff.

The Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools are able to concentrate on providing effective provision for their pupils.

**Christian Ethos**

The Church of England, and the Birmingham Diocesan Multi-Academy Trust, believes that every child is unique and deserves the very best education, and therefore we believe that education should be provided for pupils that allows:

**Educating for Wisdom, Knowledge and Skills**

Church of England schools provide excellent academic education and enable every individual to know *how* to apply those skills.

**Educating for Hope and Aspiration**

In Church of England schools, education goes beyond the classroom and affects every part of our pupils’ lives. Through ongoing pastoral support for young people and their families, Church of England schools aim to encourage confidence, generosity and compassion, and to equip every individual to engage effectively with those around them and the wider world.

**Educating for Community and Living Well Together**

Church of England schools are places where collaboration, teamwork and respect for each other are valued and prioritised within the school life. A Church of England school is a safe environment where people respect and care for each other, behave well and share the belief together we can achieve more.
Job description:
St. George’s C of E Primary Academy Newtown Deputy Head

St. George’s C of E Primary Academy Newtown is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Post: Deputy Headteacher
Responsible to: Headteacher

Core Purpose
The Deputy Headteacher shall carry out the professional duties as described in the School Teachers’ Pay and Conditions Document including those duties particularly assigned by the Headteacher and would be expected to have considered these in relation to the school where you are based.

The Deputy Headteacher will support the headteacher: in ensuring the educational success of the school within the framework of the school’s and BDMAT’s strategic plans; in establishing a culture that promotes excellence, equality and high expectations of all pupils and will support and promote the Christian distinctiveness of the school (for our church schools) and the aims of BDMAT.

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document. Main Pay Range Teachers are required to act in accordance with the school’s ethos, policies and practices, under the direction of the Headteacher. In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as a Deputy Headteacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the School are substantial and sustained.

Strategic direction and development of the school
- Working with the Headteacher to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context.
- Acting as a “sounding board” and “critical friend” to the Headteacher, always demonstrating high standards of personal integrity, loyalty, discretion and
professionalism and publicly supporting all decisions of the Headteacher and Local Academy Board.

Teaching and Learning

- Working with the Headteacher to secure and sustain high expectations and excellent practice in teaching and learning throughout the school.
- Monitor and evaluate the quality of teaching and standards of pupil’s achievement, use benchmarks and set targets for improvement.
- Providing an example of excellence as the leading classroom practitioner, inspiring and motivating other staff. As detailed below, practice should be consistent with that of a UPS teacher:
  - Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation;
  - Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential;
  - Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications;
  - Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs;
  - Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher;
  - Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people;
  - Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge;
  - Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice; and
• Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning.

**Leading and Managing Staff**
• Working with the Headteacher to lead, motivate, support, challenge and develop all staff to secure continual improvement; including her/his own continuing professional development.
• To be responsible for the performance management of teaching and support staff.

**Efficient and effective deployment of staff and resources**
• In consultation with, and by the direction of the Headteacher deploy people and BDMAT’s resources efficiently and effectively to meet specific objectives in line with the school’s plans and financial context.

**Accountability**
• Supporting the Headteacher in accounting for the efficiency and effectiveness of the school to all relevant stakeholders.

Undertake such reasonable activities as the Headteacher and Governors may, from time to time, require.

As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed. The work of all MATs and schools change and develop continuously which in turn, requires employees to adapt and adjust. The functions/responsibilities above should not therefore be regarded as immutable but may change commensurate with the grading of the post. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation. Any major changes will involve discussion and consultation, which if wished, may involve a Trade Union/Professional Association representative.
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<thead>
<tr>
<th>Qualification and training:</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>Qualified Teacher Status</td>
<td>*</td>
<td>A/D</td>
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<tr>
<td>A degree or equivalent</td>
<td>*</td>
<td>A/D</td>
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<tr>
<td>Further relevant qualifications relating to education or leadership</td>
<td>*</td>
<td>A/D</td>
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<td>Evidence of sustained participation in CPD</td>
<td>*</td>
<td>A/D</td>
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<tr>
<th>Experience:</th>
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<tr>
<td>A variety of recent teaching experience across the Primary age range</td>
<td>*</td>
<td>A</td>
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<tr>
<td>Recent leadership and management experience in a primary school</td>
<td>*</td>
<td>A</td>
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<tr>
<td>Involvement in curriculum development within a school</td>
<td>*</td>
<td>A/I</td>
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<tr>
<td>Responsibility for developing, monitoring and evaluating an aspect of school provision</td>
<td>*</td>
<td>A/I</td>
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<td>Managing people and resources</td>
<td>*</td>
<td>A/I</td>
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<td>Working successfully in partnership with parents and the wider community</td>
<td>*</td>
<td>A/I</td>
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<tr>
<td>Active contributor to a Christian school</td>
<td>*</td>
<td>A/I</td>
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**Knowledge and Understanding of:**

<p>| Current education issues and developments                                                | *         | A/I       |
| National Curriculum, national strategies and assessment                                  | *         | A/I       |
| Implications of equal opportunities and SEN code of practise and a understanding of working with higher ability children | *         | A/I       |
| Strategies for improving the quality of teaching and learning                            | *         | A/I       |
| Strategies for school improvement and raising standards of achievement                   | *         | A/I       |</p>
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<tr>
<th>Understanding of appropriate strategies for managing pupils’ behaviour</th>
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<th>A/I</th>
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**Skills and Abilities:**

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<tr>
<th>A highly motivated, energetic and enthusiastic team leader who is approachable and promotes positive relationships</th>
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<tr>
<td>A proven track record as an excellent, creative teacher who motivates children</td>
<td>*</td>
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<tr>
<td>Able to relate well to children and share their interests and enthusiasms</td>
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<tr>
<td>Ability to communicate orally and in writing to a wide range of audiences</td>
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<tr>
<td>Working knowledge of ICT for teaching and administrative purposes</td>
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<td>A/I</td>
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<td>Ability to cope with the pressures of a demanding management position</td>
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**Personal Qualities**

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<th>Commitment to providing an effective learning environment appropriate to the needs and abilities of all pupils</th>
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<tbody>
<tr>
<td>Commitment to the development and maintenance of positive partnerships between the school, parents and the community</td>
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<td>Recent participation in professional development activities and willingness to undertake other training including for NPQH</td>
<td>*</td>
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<td>Uses assertiveness, warmth, humour and empathy appropriately to build and maintain good professional relationships with children, staff, parents and the wider community</td>
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<td>Display enthusiasm, energy, perseverance, confidence and resilience with diverse groups of people</td>
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<td>Well organised and able to manage time effectively</td>
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