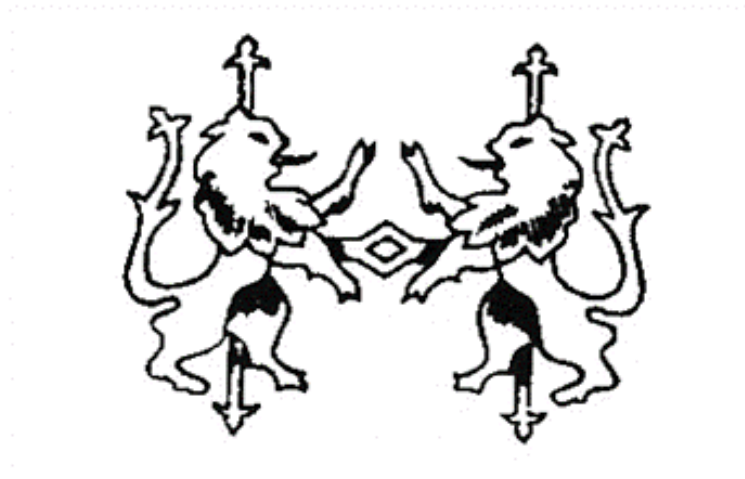


Hogarth Primary School

Be confident - Be kind - Be safe!



Appointment of Deputy Headteacher

Information for Candidates

Appointment of Deputy Headteacher

School	Hogarth Primary School
Telephone	01277 212216
Website	www.hogarthprimary.co.uk
Salary Range	L9 – L13
Start Date	April 2022

Selection Arrangements - The Process

Thank you for your interest in the post of Deputy Headteacher at Hogarth Primary School.

You are encouraged to apply for this post on-line, as feedback from colleagues and candidates for other roles have told us that using the Essex schools' website to apply for posts that they are interested in is easy and fast. You can access the website from any computer, complete and save your application in full confidence that it cannot be seen or accessed until you finish your application form and press the 'Apply' button.

When you apply on-line the school's Recruitment Team will be sent an email automatically and you will receive an email via the system confirming that your application has been received. Applying on-line is straightforward and the first step is to create your own profile, please follow the instructions below to apply for this post:

- Click [here](#) to register and create a profile
- When you have created your profile, please click the 'Apply' button at the foot of the online advertisement and complete your details.
-

Prior to appointment, the successful candidate will need Occupational Health medical clearance which will be arranged by the school.

A childcare disqualification form and a SD2 criminal convictions will need to be completed and returned to us at the shortlisting stage and these forms will be provided.

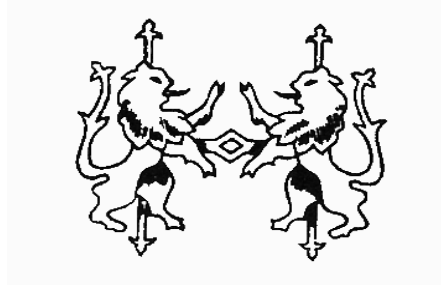
We look forward to receiving your application; please do not hesitate to contact Liz Whitelock on 03330130777 if you have any queries.

Closing date: Monday 31 January 2022

Interview date: Wednesday 09 February 2022

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

Hogarth Primary School



Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Hogarth Primary School. We are looking for someone to join our team who is passionate about education, and the well-being of children ensuring the best educational outcomes possible.

Hogarth Primary School is a maintained school in the town of Brentwood that is growing gradually to become a two-form entry school for children from three to eleven years. It has a new nursery that opened in September 2021. We have committed and hardworking members of staff and the children enjoy attending and receive the utmost care from all who work here.

A passion for leading a high quality of teaching and learning, as well as the ability to bring the curriculum to life are paramount if you are considering joining the Hogarth team. If you are committed to high standards, ensuring that all children make excellent progress, as well as ensuring their mental health and well-being is of the utmost importance then Hogarth Primary School is the place for you.

You will find more information about the school on our school website <https://www.hogarthprimary.co.uk>

Socially distanced visits to the school are highly recommended. Please contact Miss Cathryn Adams by email at CAdams@hogarth.essex.sch.uk to arrange a visit.

I look forward to meeting you soon. Best wishes,

A handwritten signature in black ink, appearing to read 'Cathryn Adams', is written in a cursive style.

Cathryn Adams

Chair of SIB/Governors

Deputy Headteacher Job Description

Contract type: Full Time/Permanent

Responsible to: Headteacher

Required: April 2022

Professional duties and responsibilities

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This job description may be modified by the Headteacher to reflect or anticipate the needs of the school and changes in the role, commensurate with the salary and job title. It will be reviewed in the context of the School Development Plan and Appraisal Cycle.

Main purpose

The deputy headteacher, under the direction of the headteacher, is responsible for:

- Deputising in the absence of the Headteacher;
- Developing teaching, learning and the curriculum across the school;
- To assist the headteacher in monitoring and improving standards of teaching, learning and pupil progress, evaluating and maximising its impact on learning outcomes for pupils;
- Undertaking the role of Deputy Safeguarding Lead;
- Communicate the school's vision compellingly and support strategic leadership.
- Establishing policies for achieving these aims and objectives
- Monitoring progress towards the achievement of the school's aims and objectives
- Lead and manage trainee teachers and Early Career Teachers

These responsibilities will be delivered through the following strategies:

- Working with the headteacher, senior leaders including governors, to develop a strong vision and ethos that unites staff and pupils and establishes a culture of self-evaluation leading to continuous improvement;
- the school's aims and providing vision and direction for all stakeholders. Making effective and efficient use of the school's resources to achieve the best outcomes for pupils;
- formulating, establishing and reviewing policies and practice through which the school's aims and objectives are to be achieved;
- carrying out performance management with teachers and support staff as directed by the headteacher, ensuring that all staff recognise and are able to fulfil their statutory responsibilities
- contributing to the recruitment, selection, appointment and induction of staff as required;
- providing professional leadership, management and development of teachers and support staff;
- championing inclusion, mental health, well-being and equality
- fostering harmonious and positive relationships between all members of the school community;

- communicating and coaching effectively so that solution-focused, open and honest discussions
- can be a key holder
- attend governing body meetings when required

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

Safeguarding

To fulfil personal responsibilities, and support the Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children Act, statutory DFE guidance and all relevant guidance and legislation in respect of safeguarding children, by demonstrating a commitment to promoting and safeguarding the welfare of children and young people in the school including 'Keeping Children Safe in Education'.

- Maintaining appropriate professional boundaries in relationships with children and families and avoiding behaviour that might be misinterpreted by others, in line with our staff code of conduct.
- Having satisfactory enhanced DBS clearance.
- Understanding and carrying out duties in accordance with the responsibilities of being in a position of trust and showing a duty of care appropriately at all times.
- Presenting a consistently positive image of the school and upholding public trust and confidence at all times.

Deputy Designated Safeguarding Lead Responsibilities:

- undertaking the role of Deputy Designated Safeguarding Lead and covering for the Lead as required;
- maintaining a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services; support the school's Designated Safeguarding Lead by assisting as a source of advice and expertise for staff, delivering appropriate induction, training and review of child protection and safeguarding policy and practice as required;
- being familiar with, understanding and applying the school's Child Protection Policy effectively;
- referring cases as required;

- refer cases to Disclosure and Barring Service and Police as required;
- liaising with the Designated Safeguarding Lead, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns;
- undergoing and regularly updating Level 3 safeguarding training (at least every 2 years) and safer recruitment training to ensure the appropriate level of knowledge and skill is maintained;
- keeping up to date with developments relevant to the role in line with Keeping Children Safe in Education as amended from time to time;
- assisting the Designated Safeguarding Lead with raising awareness of child protection, whistleblowing, recruitment and allegations, policies and practices as appropriate in line with Keeping Children Safe in Education as amended from time to time.

Teaching, curriculum and assessment

Under the direction of the headteacher, the deputy headteacher will:

- Teach a class or group of children as required
- Have thorough knowledge of the statutory framework for the early years foundation stage 2021 curriculum
- Have thorough knowledge of the Key Stage 1 and 2 National Curriculum
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence across the school
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs (SEN) and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enable all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Support the headteacher to ensure the school fulfils its statutory duties regarding the SEND Code of Practice.

Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

- sustain the school's ethos and strategic direction together with the governing body and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding,
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Develop and effectively implement strategies for school improvement that are suited to the school's context
- 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.
- Establish a culture for sharing best practice.
- Hold all staff to account for their professional conduct and practice.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution of leadership throughout the school.

Professional development

Under the direction of the headteacher, the deputy headteacher will:

- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Deputy Headteacher Person Specification

Specification	Essential	How measured	Desirable	How measured
Qualifications	<ul style="list-style-type: none"> • QTS • Degree 	1,4 1,4	<ul style="list-style-type: none"> • Good Honours Degree. • NPQSL / NPQH / NPQML • Evidence of further study leading to a professional qualification. 	1,4 1,4 1,4
Experience	<ul style="list-style-type: none"> • Being an exemplar teaching practitioner and role model. • Teaching across the primary age range and EYFS experience. • Successfully leading change resulting in a positive impact on pupil outcomes across more than one school. • Creating and implementing school vision, policies and procedures. • Demonstrable experience of successful line management and staff development. • Continuing career development. • Holding a leadership role. • Self-evaluation and school development planning. • At least 3 years leadership experience. 	1,2,3 1,2,3 1,2 1,2 1,2 1,2,3 1,2 1,2 1,2	<ul style="list-style-type: none"> • At least 5 years successful teaching experience. • A track record of having undergone school-based research which has impacted on school priorities. • Deputy/Acting Head experience. • Carrying out performance management for staff. 	1,2 1,2 1,2 1,2
Skills and knowledge	<ul style="list-style-type: none"> • An understanding of high-quality teaching and the ability to model high expectations to support others to improve. • Use effective strategies to promote and develop pupils' learning behaviours, attitudes and personal development. • An understanding and experience of the accountability to pupils, parents, governors and the Local Authority. • Use of assessment and data analysis to set targets and improve outcomes for all pupils. • A secure understanding of phase specific education from EYFS to KS2. • An understanding of, and a commitment to diversity and equality principles and practices. • A knowledge and understanding of effective school budget management including: SEND funding, pupil premium and sport premium funding • An ability to organise and manage people and resources to provide an 	1,2 1,2,3 1,2,3 1,2 1,2 1,2 1,2 1,2	<ul style="list-style-type: none"> • Experience of governance in another school / setting. 	1,2 1,2

	<p>aspirational and safe learning environment.</p> <ul style="list-style-type: none"> • Experience of managing the school effectively on a day to day basis in the absence of the Headteacher. • An ability to develop and coach others, identifying and delegating appropriate tasks and projects to support this. • An understanding of the need to develop / maintain community links and multi-agency working. • Confidence in the use of Information Technology to support leadership and pupil outcomes • Experience in monitoring, evaluating and developing the effectiveness of the curriculum. • Demonstrate exemplary, professional people leadership and management including support and challenge. • A demonstrable ability to lead and develop a core curriculum area / key aspect of learning. 	<p>1,2,3</p> <p>1,2</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2,3</p> <p>1,2</p>		
Personal qualities and attributes	<ul style="list-style-type: none"> • Ability to motivate and inspire staff and set high expectations. • Demonstrating high standards of personal integrity, loyalty, discretion and professionalism, publicly supporting all decisions of the Headteacher and Governing Body. • Maintaining high morale, confidence and presence amongst staff and stakeholders • Effective communication and interpersonal skills; parental communication, building teams, effective working relationships. • Demonstrable ability to think strategically, critically and to solve problems 	<p>1,2,3</p> <p>1,2</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p>		
Safeguarding	<ul style="list-style-type: none"> • Current level 2 Safeguarding training. • An up to date knowledge and understanding of child protection procedures and safeguarding of pupils. • Demonstrating a commitment to safeguarding and promoting the welfare of children and young people. 	<p>1,4</p> <p>1,2,3</p> <p>1,2,3</p>	<ul style="list-style-type: none"> • DSL / Level 3 Safeguarding training. • Up-to-date Safer Recruitment training. 	<p>1,4</p> <p>1,4</p>

How tested: 1 - application form, 2 – interview, 3 – interview process including tasks, 4- certificates

Recruitment and Selection Policy Statement

1. The Governing Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy or maternity, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
 - receipt of satisfactory references*
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with children
 - verification that you are not prohibited from teaching
 - verification of medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK

- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to any s128 directions preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis considering the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.