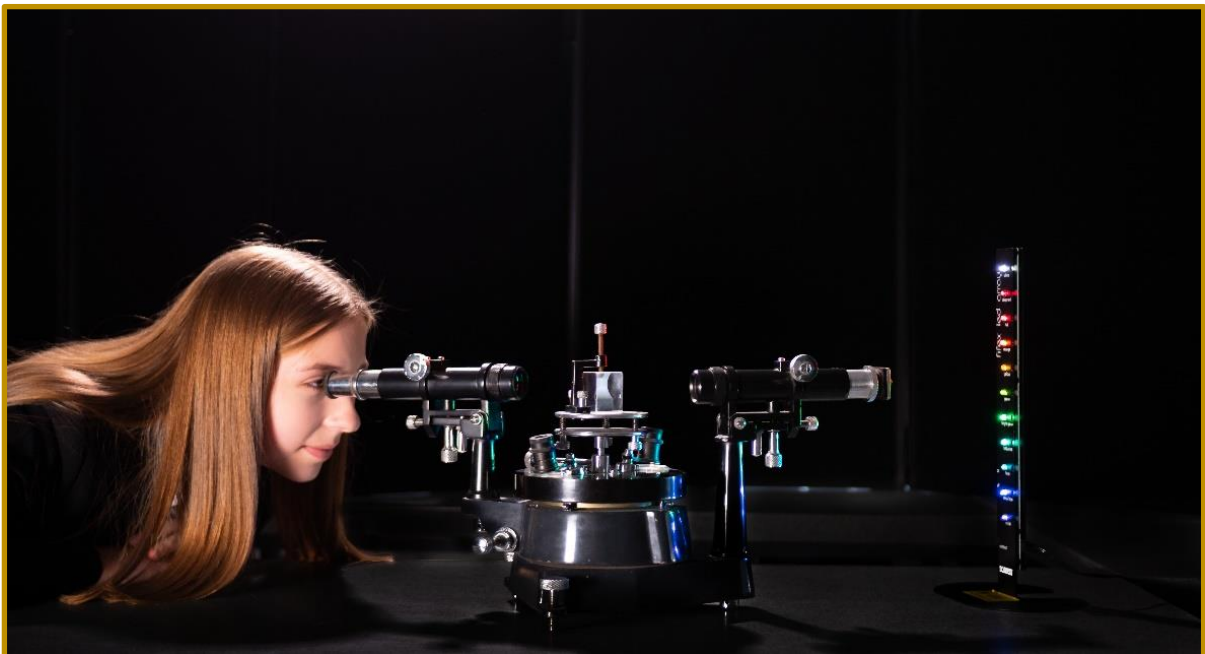




GREAT BADDOW HIGH SCHOOL
DEPUTY HEADTEACHER
APPLICANT INFORMATION PACK



'Always striving for higher things'



GREAT BADDOW HIGH SCHOOL
DEPUTY HEADTEACHER RECRUITMENT KEY DATES

2 & 3 May 2019 at 9.15am	School Tours
8 May 2019 (midday)	Completed applications submitted to Yvette DeFeo, HR Officer, at the school
14 & 15 May 2019	Interviews

JOB DESCRIPTION



School:	Great Baddow High School
Department	Senior Leadership Team
Job Title:	Deputy Headteacher
Responsible to:	Headteacher
Duties:	The School Teachers' Pay and Conditions Document specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

The Deputy Headteacher shares, with the Headteacher, the important role in providing effective leadership and for maintaining the ethos and distinctive nature of the school.

Key Role: To assist and support the Headteacher in providing educational excellence through professional leadership and management of the school to secure high quality teaching, continuous and sustained levels of pupil progress, effective use of resources, and high standards of learning and achievement for all pupils in the school.

Main responsibilities

- To provide strategic leadership in order to maximise opportunities for all pupils in the school.
- To undertake a range of organisational and supervisory duties to direct the day to day running of the school.
- To deputise for the Headteacher in the event of absence or other urgent business.
- To provide leadership, organisation and implementation of raising achievement strategies including intervention.
- To carry out line management of a number of subjects/ year groups/ learner groups or other responsibilities as agreed with the Headteacher.
- To ensure the maintenance of high standards of work and behaviour throughout the school.
- To have an understanding of all pastoral aspects in the school including behaviour, discipline, anti-bullying, attendance and punctuality.
- To make a leading contribution to the general school ethos and its vision; and by ensuring the school attracts the highest possible numbers of students from schools in the local and wider community.
- To assist the Headteacher in determining general school policy and managing its implementation.
- To carry out any other duties that may be reasonably requested by the Headteacher.

Additional Duties

The Deputy Headteacher would also be expected to fulfill the responsibilities of a teacher, with timetable commitment, age range and subject related elements agreed on appointment and reviewed annually.

School Leadership Team Job Description

The School Leadership Team (SLT) is the key leadership group within the school, as well as having a major role to play in its daily operation. All members of the SLT have particular responsibility for the development, delivery, monitoring and evaluation of whole school systems and practices, the support and supervision of middle leaders and ensuring high standards of discipline. They play a crucial role, through systems of line management, in ensuring that the School Improvement Plan continuously drives the school forward. This ensures that the ethos of the school remains a permanent focus. It is the responsibility of the SLT to ensure that the vision for the school is delivered by working effectively with all staff.

School Leadership Team members are expected to attend whole school functions, to represent the public face of the school and to organise programmes for inspectors and other visitors. This is vital for the school to maintain a good public profile and for positive relations within both the local and wider community.

Each member of the School Leadership Team is expected to take assemblies, chair working groups and establish SLT presence around the school. Line management is shared among the team.

Precise responsibilities within the School Leadership Team are determined based on the experience and skills of the team members. At regular intervals colleagues exchange some responsibilities for purposes of professional development. It would be useful for candidates to identify areas of expertise or interest in leading and managing in their application.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Deputy Headteacher Person Specification

Training and Qualifications	Essential	Desirable
Qualified teacher status	*	
Degree	*	
Higher Degree		*
Post-entry curriculum or management qualification		*
Recent participation in a range of relevant in-service training	*	
Experience of Teaching and School Leadership	Essential	Desirable
Leadership experience as Deputy Headteacher/Assistant Headteacher or other senior leadership position		*
Leadership experience at middle management level as HOD/HOF or HOY	*	
Pastoral Experience i.e. Form Tutor/Head of Year	*	
Experience of teaching in more than one key stage – including examination classes	*	
Professional Knowledge and Understanding	Essential	Desirable
Pupil's educational development	*	
Curriculum and assessment, including subjects and cross-curricular aspects	*	
Be able to make accurate judgements regarding the quality of teaching and learning across all key stages and implement effective strategies where appropriate	*	
Local and national policies, priorities and statutory frameworks		*
Knowledge of accountability process through Ofsted	*	
Ability to articulate and share a vision of education	*	
Be able to think strategically and convey our vision and ethos to all stakeholders	*	
Leading change, creativity and innovation	*	
School improvement strategies for raising achievement and achieving excellence	*	
Strategies for ensuring inclusion, diversity and access	*	
The relationship between managing performance, CPD and sustained school improvement	*	
Principles and models of self-evaluation	*	
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	*	
The work of other agencies and opportunities for collaboration	*	
Personal Skills and Abilities	Essential	Desirable
Be capable of personal reflection and self-criticism to continually develop leadership	*	
Display initiative and the ability to self-motivate	*	
Personal proficiency in ICT	*	
Excellent communication skills	*	
Display genuine interpersonal skills to motivate, inspire and lead	*	
Stamina and Resilience	*	
Confident and ambitious	*	
Effective team leader/team player with the ability to empower	*	

Strengthening the Community	Essential	Desirable
Collaborate and network with other schools	*	
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils	*	

GREAT BADDOW HIGH SCHOOL

HAPPY, SAFE AND SUCCESSFUL

GCSE RECORD RESULTS 2018

Both English and maths consistently in the **TOP TWO** mid-Essex non-selective schools.

"Expectations of pupils are high and their achievements are celebrated."
OFSTED 2017

"My son left school this summer with good GCSE's and went onto college. The school and staff helped him grow into the independent, responsible, respectful, kind and caring young man he is. The GBHS team helped to provide him with the strong foundation he needs for a great future."
Parent Quote - September 2018

78% Grade 4 or **HIGHER** in two or more sciences.

99% of parents agree that their child feels **safe** at GBHS.
98% of parents agree that their child is **well looked after** at GBHS.
96% of parents agree that their child is **happy** at GBHS.



72% 5 or more GCSEs at grade 4+/C+ Inc. English and maths

50% Grade 5+ in both English & maths
3rd ranked non-selective school in Essex



"Safeguarding children is at the heart of what the school stands for."
OFSTED 2017

"My wife, daughter and I came to Open Evening and were shown around by a Year 7 pupil. I wanted to make a point of emailing the school to express our gratitude and to make you aware of how impressed and pleased we were with how helpful, polite and informative he was during the evening. Great Baddow High School is a great school and he was an absolute credit to you."
Parent Quote - October 2017

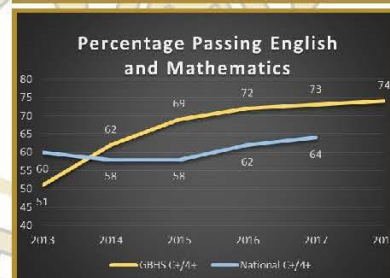


74% Grade 4+ in both English & maths
1st amongst similar schools across Essex



69% Grade 5+ in English.
Significantly higher than national and Essex averages.

40 Grade 9s in **SCIENCE** subjects



Attainment 8 score: 51.6
2nd ranked non-selective school in mid-Essex.
(Based on students best 8 GCSE results)

"There is a 'buzz' of purposeful learning at Great Baddow High School."
OFSTED 2017

ALWAYS STRIVING FOR HIGHER THINGS

GREAT BADDOW HIGH SCHOOL SIXTH FORM

HAPPY, SAFE AND SUCCESSFUL

A LEVEL RECORD RESULTS 2018

"Many Sixth Form students apply for, and are successful in gaining places at, the more prestigious universities."

OFSTED 2017

95% of students are studying at their 1st or 2nd choice university.

"Sixth Form students are happy individuals who express great pride in what the school has done for them."

OFSTED 2017

17% increase in the number of Sixth Form students in the last year, building on excellent GCSE results.

A choice of **30** different courses to study post-16.



100 Grades at
A* - A
Distinction* - Distinction



54% A*-B

A Level and Vocational



84% A*-C

100%

Pass Rate

in 19/21 A Level courses



100% Pass

Vocational courses



"Sixth Form students select appropriate programmes of study and are well supported in preparing for the next stage of their educational career."

OFSTED 2017

2018 breaks school records and places us
4th in Essex
for A*-C grades.

(out of 46 non-selective schools)

ALPS Score of 3*
shows 'EXCELLENT'
progress of students at
A Level.

* A Level Progress Score (national comparison)

"Congratulations to the teaching staff at Great Baddow High School on brilliant GCSE and A level results. They are testament to the hard work, time, diligence and dedication put in by all."
Parent Quote - August 2018

ALWAYS STRIVING FOR HIGHER THINGS



KEY INFORMATION SHEET FOR APPLICANTS FOR THE POST OF DEPUTY HEADTEACHER AT GREAT BADDOW HIGH SCHOOL

This sheet sets out the key information for any candidates applying for the post of Deputy Headteacher. Please read this information carefully and retain this sheet for reference during the application process.

Application process

Applicants must complete the application form together with a covering letter and submit it to the school by no later than midday on the closing date of 8 May 2019. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process

Applications will be ranked against the person specification for the role.

All shortlisted applicants will be subject to assessment tasks as per the person specification.

Shortlisted candidates

Prior to the interview date referees will be contacted to request references on all shortlisted candidates.

Interview date

Interviews will be held at Great Baddow High School on Tuesday 14 and Wednesday 15 May 2019.

Further information and school visits

Applicants who require further information or would like to visit the school should contact Mrs DeFeo on 01245 293711 or by email yd@gbhs.co.uk

Key information for candidates regarding terms and conditions

Full time post

Annual leave is taken by arrangement with management and normally during school closure periods. Time off during term time can only be taken with permission of the school as set out in the school's leave of absence policy.

Pay

This post is paid on the Pay Band specified in the advertisement. Employees are paid monthly in twelve equal months per year.

Probation

All individuals new to the school will be required to satisfactorily complete a six month probationary period.

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, 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 setting:
 - 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 2018 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 2018 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 taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg 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.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment procedure. On the conclusion of the procedure, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.