DEPUTY HEAD TEACHER
Information for Applicants
The Governing Board and Headteacher at Holland House Infant School and Nursery are seeking to appoint an inspirational, creative and dynamic Deputy Headteacher to work alongside the Head Teacher and governors to set and implement the school’s strategic vision to maintain a cycle of ongoing school improvement and development. We are looking for a Deputy Head Teacher to effectively lead on assessment and data management across the school.

The DHT will be working with a dedicated and conscientious team of professionals and staff who share our vision for all children at Holland House to be happy, hardworking, aspirational and to achieve their fullest potential in a safe and engaging learning environment.

We are an ‘Outstanding’ school and we are very proud of the success and achievements of all of our children and this is something that we share and celebrate in school consistently. We are now looking to appoint a Deputy Head Teacher who can join us and complement our dedicated and dynamic team of staff supporting our vision, to strive to be the best we can be.

We are looking for a senior leader who:

- Is dynamic, creative, ambitious and enthusiastic about teaching and learning.
- Has a proven track record of outstanding classroom practice and can coach and mentor other professionals to improve teaching and learning further.
- Has a thorough knowledge and understanding of assessment and data management.
  - Has the highest expectations of learning and behaviour.
  - Has excellent interpersonal skills and can lead and inspire others.
- Is able to actively promote the welfare, well-being and safeguarding of all children.

In return we can offer:

- Friendly and welcoming children who love to learn
- A supportive team of professionals, staff, governors and parents/carers.
- A caring and nurturing school with a strong sense of family and community.
  - A school where difference and diversity is celebrated.
- A school where children’s rights are taught, understood, implemented.
  - Exceptional CPD opportunities.

Holland House Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.
If you would like to visit school, please call Mrs Bond or Miss Kelly on 0121 464 3654 to arrange a visit. Initial visits will be on Friday 20th September at 9.30am, Monday 23rd September at 2.00pm or Wednesday 25th September at 2.00pm.

Closing date: Wednesday 16th October 2019. If you have not heard from us by Monday 21st October please assume that your application has not been successful.

Interviews will take place week commencing 21st October 2019.

Application packs can be obtained by contacting the school directly or online from the school website. The successful applicant will require an enhanced DBS check and will be subject to relevant pre-employment checks.

Holland House Infant School and Nursery is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status or pregnancy and maternity.
Holland House Infant School and Nursery

Job Description

Deputy Head Teacher

Full Time Position – Commencing Jan 2020

Summary of main duties/tasks of post

To assist the Headteacher, deputising in her absence, by providing leadership for the school and developing a strategic vision, which reflects its ethos and values, and ensures a high quality of education.

The post holder will be part of the safeguarding team acting in the role of Deputy DSL within the school.

To undertake responsibility for the management, collection, scrutiny and monitoring of assessment and data across the school including target setting to maintain high levels of pupil progress and achievement.

To manage and promote good attendance and punctuality across the school.

To monitor Pupil Premium spending and its impact on pupil achievement and progress.

Strategic Planning

To play a key role in the senior management of the school under the direction of the Head Teacher in:

➢ Formulating the aims and objectives of the school and establishing and reviewing policies through which they shall be achieved.

➢ Managing staff and resources to that end; and monitoring progress towards their achievement.

➢ Ensuring that the learning and teaching provided by EYFS and KS1 form a co-ordinated, coherent curriculum entitlement for individuals, including those with SEND and EHCP’s.

➢ Ensuring that information on pupil progress is scrutinised and used effectively to aid and inform future planning to meet the needs of all pupils and overall management of the school.

➢ Ensure that across the school systems are in place to track and plan for individual pupil’s continuity of learning and effective progression of achievement.

➢ Analysis of data and assessment of school performance against targets to identify strengths and areas for development.
➢ To assist the Headteacher in the formulation of whole school policies and procedures of the school and monitor and evaluate their effectiveness, as directed by the her.

➢ To contribute to the development of staff induction and appraisal policies appropriate to the school.

➢ To support the induction of new and newly qualified teachers and other staff.

➢ To provide professional advice and support to staff when appropriate.

➢ Contribute to the continued development of the school curriculum design, intent, implementation and impact.

**Operational management**

➢ The promotion among pupils of very high standards of behaviour and a respect for themselves, staff and each other, and establish high expectations and encouragement of good behaviour.

➢ The implementation of the school’s Rights Respecting work, anti-bullying policies, school rules and class charters on a day to day basis, planning and providing first response in line with school policy.

➢ To undertake class teaching, coaching, mentoring and team teaching, carrying a timetable of approximately 50% of a full time equivalent teacher or as directed by the Head Teacher.

➢ To provide an excellent role model to inspire, enthuse and support colleagues in terms of teaching and learning so that all teaching is good or outstanding good across the school.

➢ Contribute to the timetable design across the school to ensure all pupils access a broad, balanced and differentiated National Curriculum.

➢ To effectively analyse pupil data to improve teaching and learning, to inform and motivate pupils and to inform parents/carers.

➢ To liaise with the SENCo in the identification of students at risk of underachievement and develop ways to improve their engagement and progress against their personal targets.

**Staffing**

➢ To make arrangements for the appraisal of teaching and none teaching staff across the school according to the appraisal policy and ensure that school staff are aware of their responsibilities for others and themselves as part of the process.

➢ To provide professional support and guidance to staff in relation their continuous professional development and coordinating whole school training initiatives.
Ensure that appropriate policies and procedures are in place and their effectiveness monitored.

Provide line management to teachers and teaching assistants working with pupils. This involves being involved in recruitment, induction, professional development and appraisal to ensure high quality teaching and learning is provided.

**Safeguarding**

- To be Deputy DSL and part of the Safeguarding team, dealing with all child protection issues to ensure that concerns are promptly dealt with and cases appropriately referred. This includes the review of school procedures and ensuring the provision of regular staff training in the identification of child protection issues and the requirements of the procedure to protect pupils.
- To be aware of all relevant school policies, protocol and procedures including; Right Service Right Time, Signs of Safety Toolkit and Holland House’s Safeguarding and Protection Policy. To participate in all Child Protection training required by the school and to attend CP meetings when required.

**Quality Assurance**

- To contribute to the implementation and review of school’s MER calendar and systems to monitor pupil progress and to ensure quality of teaching and learning, and set appropriate targets co-ordinating provision and evaluating the effectiveness of pupil tracking.
- To take part, as may be required, in the review, development and management of activities relating to the organisation and pastoral functions of the school.

**Communications and Liaison**

- Establish communication mechanisms between parents, and staff regarding pupil expectations and progress.
- To communicate effectively with the parents of pupils/carers.
- To communicate and co-operate with other professionals and external agencies or bodies outside the school.
- To lead and take part in liaison activities such as; school reviews, Parents’ evenings, open days, workshops, STEP events and special assemblies in school.

**Management of Resources**

- To co-operate with other staff to ensure a sharing and cost effective use of resources.

**School Ethos**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- To promote actively the school’s policies, procedures and protocols.
➢ To comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate.

General Duties

➢ To work in accordance with the school’s agreed policies and procedures as contained in the school handbook.
➢ To ensure that all activities are carried out in accordance with Equal Opportunities legislation and the school’s Equal Opportunities Policy.
➢ To undertake personal Health and Safety responsibilities.
➢ To undertake any other duties which are reasonably assigned to you commensurate with the level of the post.

Signatures:

This job description is current at the date below but will be reviewed on an annual basis (or as need arises) and following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: S. Bradford... Dated: 9th September 2019

Signed: ........................................... Dated: ...............
### Person specification

Holland House is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful applicant.

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| Qualifications and training | • Qualified teacher status  
                         | • Recent, relevant continuous professional development in current educational practice, including leadership and management and teaching and learning. |
| Experience              | • Experience in the leadership and management of the curriculum and/or other aspects of provision.  
                         | • Demonstrate a good understanding of School Improvement Planning.  
                         | • Demonstrate a sound understanding and experience of implementing appraisal and supporting the professional development of other staff.  
                         | • Experience of partnership working with parents, the wider community and other schools.  
                         | • Successful and varied teaching experience across EYFS and KS1.  
                         | • Demonstrate a sound understanding of whole school assessment and data management. |
| Skills and knowledge    | • Ability to monitor, evaluate and plan for School Improvement.  
                         | • Ability to manage the implementation of change effectively.  
                         | • Ability to work to high professional standards, strategically and operationally.  
                         | • Ability to manage and motivate individuals and teams effectively.  
                         | • To deal effectively with under performance in accordance with relevant policies and procedures.  
                         | • To understand and interpret complex data to inform effective decision-making.  
                         | • To have an understanding of financial planning and budget monitoring in schools.  
                         | • To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.  
                         | • Demonstrate a wide range of high level communication skills including new technologies.  
                         | • Ability to inspire and motivate staff, pupils, parents/carers and governors to achieve the aims of the school.  
                         | • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils.  
                         | • Experience of effective monitoring and evaluation of teaching and learning.  
                         | • Strong commitment to school improvement and raising achievement for all.  
                         | • Ability to use authority appropriately to maintain discipline.  
                         | • To promote and foster a positive school image and ethos. |
Other

- Evidence of emotional resilience in working with children exhibiting challenging behaviour.
- Ability to effectively implement safeguarding legislation and support a culture of safeguarding awareness, risk assessment and management.
- Ability to coach and develop all school staff appropriately.
- Evidence of the promotion of positive behavior strategies and constructive handling of problems.
- Evidence of actively involving all staff, parents, governors and the community in the life and work of the school.
- Willingness to undertake CPD and/or other appropriate professional development.
- Ability to remain calm when working under pressure and handle challenging situations sensitively.
- Ability to prioritise and organize tasks, make decisions and manage time effectively.
- Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well-being of the school community.

Notes:

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

Last review date: September 2019

Headteacher signature: ______________________________________

Date: ______________________________________________________

Post holder's signature: _____________________________________
Dear Applicant,

We thank you for your interest in the Deputy Headteacher post at Holland House Infant School. We are delighted that you are considering applying to support the leadership of our happy and hardworking school. This role presents an excellent opportunity for an experienced or aspiring Deputy Headteacher to embrace the opportunities and challenges offered in an outstanding infant school to ensure our continuous improvement.

We hope that you find the information contained in the applicant pack useful and informative and we strongly encourage you to visit our warm and welcoming school to see for yourself what a special place it is.

We want to employ a leader to help build on the strengths of our outstanding school. The new Deputy Headteacher should be a strong, approachable, compassionate and supportive leader who is passionate and knowledgeable about the pursuit of teaching and learning in school and has a love of working with children. The person specification provides more detail about the qualities we are looking for, but, ultimately, we wish to appoint somebody with the experience and confidence to take the school forward.

The successful candidate can be assured that they will be supporting the leadership of a dedicated and skilled team of staff supported by a committed Governing Body.

We hope you share our ethos, aims and values. If so, we would be delighted to receive an application from you.

Yours faithfully,

Chair of Governors

Holland House Infant School and Nursery
Our School

Holland House Infant School and Nursery is a two form entry infant school that takes pupils from Nursery class through to Year 2. Our school is located in Sutton Coldfield and serves a very wide and diverse community. We work very closely with nine other local Sutton Coldfield Primary schools as part of the North Birmingham Company of Schools and we also work very closely with the Boldmere Teaching School Alliance.

Holland House is a fully inclusive school and our motto is that we are all ‘happy and hardworking…and that no learning time is wasted.’ At Holland House we firmly believe that an exciting and challenging curriculum will engage and enable all of our children to enjoy school life, succeed and achieve in all aspects of their development as well as preparing them for the next stage of their learning.

We work very closely with our local feeder Junior school, the wider local community and with parents/carers and by working so closely with all stakeholders we feel that the best outcomes will be achieved for all children. We also work in partnership with a number of professional agencies to provide the best opportunities and specialised support for all children as and when it is required.

The Holland House family is made up of children and families from a range of different home backgrounds, cultures, religions and abilities and as reflected in our school ethos and values we celebrate and embrace these differences.

Safeguarding is at the heart of everything we do at Holland House and Holland House Infant School and Nursery is committed to safeguarding and promoting the welfare of all pupils.

Our last Ofsted Inspection was in 2009 and we were graded ‘Outstanding.’ We work continuously and relentlessly to continue to develop and improve our school further and over the past two years we have been diligently reviewing and developing our school curriculum to ensure that it is enriched, broad, engaging, challenging and enjoyable for all pupils.

The Governing Board

The school is governed in accordance with an Instrument and Articles of Government, by a governing board comprising of: 2 Parent Governors, 1 Local Authority Governor, 3 Co-opted governors and the Head Teacher.

Governors take an active role in the life of the school and all governors are linked to a class within the school and undertake class visits periodically throughout the year.

Governors also attend a special governor merit assembly at the end of each term to help celebrate the achievements of our children. Other governors take on more specific roles such as, safeguarding or pupil premium governor.
The DHT will work very closely with the HT and Governing Board to help identify and develop the strategic overview for ongoing school improvement.

### School Values and Ethos

**At Holland House we aim to:**

- Encourage everyone in our school to strive for excellence by always celebrating their successes and achievements.

- Care for everyone in our school and value what each person brings.

- Welcome families and the wider community to take an active part in school life.

- To create a stimulating environment that promotes independence where learning is fun!

### A Rights Respecting School

As part of our school improvement plan this year we are working towards the achievement of our Right’s Respecting Gold Award after achieving our Silver Award in March 2018. The UNICEF UK Rights Respecting School Award (RRSA) is based on the principles of equality, dignity, respect, non-discrimination and participation and at Holland House we are aiming for these principles to underpin our schools’ values and ethos.

The RRSA seeks to put the United Nation’s Convention on the Rights of the Child (UNCRC) at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A Rights Respecting School is a community where children’s rights are learned, taught, practised, respected, protected and promoted.

At Holland House Infant School, we believe the ‘Rights Respecting Schools’ Award (RRSA) will ensure our pupils grow into confident, caring and responsible young citizens, both in school and within the wider community. By learning about their rights they also learn about the importance of respecting the rights of others.