



**OLDFIELD
SCHOOL**



DEPUTY HEADTEACHER

SCALE L20 – L24

Dear Candidate,

Thank you for your interest in the post of Deputy Headteacher (Pastoral) at Oldfield School. The successful candidate will play a key role in our drive to maintain and raise standards while having the opportunity to develop their own career with the support of an experienced and successful headteacher.

This is a new post in the leadership structure of the school and is a consequence of the growth in size of the school over the previous four years. The job description reflects the planned SLT responsibilities for January 2020; these may be subject to variation depending on the skills and experience of the successful candidate.

The key characteristics we require are the skills and experience to lead and manage change and to work as part of a larger team in driving school improvement. You should also show that you have the aptitude and potential to be a successful headteacher.

The enclosed application pack includes the following:

- the aims and values of the school;
- background information about the school;
- the deputy headteacher job description and person specification;
- proposed SLT roles and responsibilities and the management and leadership structures of the school.

The latest Ofsted Report (January 2020), the school prospectus and other information regarding the ethos, management and operation of the school can be found on the school website. The application documents can also be found on our website and applications by email are welcome. The closing date for this post is 12 pm on Saturday 10th October 2020 and interviews will take place on Tuesday 20th and Wednesday 21st October 2020.

Applications should be made by completing the application form which can be found on our website outlining within it why you think you have the experience and skills to be successful in this role.

We welcome applications regardless of age, disability, gender, ethnicity or religion. Our school is also committed to the protection and safety of its students. The successful applicant will be required to undertake an enhanced DBS check.

Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

I look forward to receiving your application

Stuart Weatherall
Chair of Governors



OLDFIELD
SCHOOL

Aims and Values

To Inspire

To Learn

To Succeed

Our ethos has always been the same: to provide an exceptional education.

We provide an environment that challenges all students and fosters ambition.

Our students have respect for themselves, each other and their school and are well prepared to face the world as compassionate, confident, resilient young people.



Nature of the school and location

Oldfield School is a successful, high attaining 11-18 mixed comprehensive with 1262 students located in the historic city of Bath. The school campus is on the outskirts of the north-west of the city and we benefit from a large, semi-rural setting with excellent transport links for students and staff. The school has an attractive, open and dispersed site. A notable feature is the location of teaching rooms and our sixth form in Penn House, this is an 18th century Georgian manor house.

Our school has an excellent reputation locally and in the wider community for academic achievement and the quality of its pastoral care and support. The school has an ability profile which is in line with the national average, with a comprehensive intake which reflects the diversity of the local community. The most recent Ofsted inspection was in January 2020, when the school was judged to be good in all areas. A feature of the inspection report was the inclusive nature of the school and the sense of community felt by staff and students. Inspectors commented that staff were overwhelmingly positive about the support that they receive from leaders and on how friendly and welcoming the school is for staff.

Oldfield is a school where staff development is an essential feature. The teaching and support staff at the school are an excellent team who work well together to provide opportunities for students to achieve or exceed their potential. The needs of our students are paramount and this is recognised by all staff, who have a common view that only the best is good enough. We have a commitment to sharing good practice in developing leaders, teachers and support staff.

The school has a successful and popular sixth form of 205 students. We offer a wide range of A Level courses and opportunities for our sixth form students and all faculties offer A Level courses. A Level classes are relatively small, which provides a personalised learning experience for our students.

Curriculum

The curriculum for Key Stage 3 follows the National Curriculum. Students study either Spanish or French throughout Key Stage 3 with the more able studying both languages. A wide range of courses additional to the core subjects are offered at Key Stage 4. Students are encouraged to study humanities and languages and the great majority do so. There is setting in ability groups in Key Stage 3 and Key Stage 4 where appropriate. Almost all Key Stage 4 examination entries are GCSEs, Year 10 and 11 students typically study 9/10 GCSEs. Subjects are organized in six learning areas with the leaders of learning line-managed by SLT.

Pastoral Care

Students remain in the same tutor group throughout their school career. The Heads of Year are responsible for the pastoral care of around 200-224 students from Years 7 to 11. The pastoral leaders are supported and line managed by a member of SLT. We also have a House System to encourage a sense of community. The four houses are led by a Head of House and there are regular interhouse competitions and fund raising events.

Resources and Accommodation

The provision of high quality resources is a priority for the school. There are specialist teaching rooms for all subjects and most teachers have their own teaching room. ICT facilities are excellent with specialist ICT teaching rooms as well as comprehensive ICT facilities in many general teaching rooms. The school is very well maintained, ensuring that learning spaces of the highest possible standard is a priority.

Oldfield School is a fantastic place in which to work. Students are keen and helpful and staff are enthusiastic and dedicated to bringing about the highest quality learning outcomes for our students

Job Description and Person Specification

Position:	Deputy Headteacher: Pastoral
Responsible To:	Headteacher
Grade:	L20 to L24
Disclosure Level:	Enhanced DBS

Job Description

Core purpose of the post:

- Undertaking responsibilities as a member of the senior leadership team (SLT) of the school.
- To deputise for the headteacher in their absence.
- The leadership, day-to-day management and maintenance of high standards of conduct and behaviour for learning in the school along with the setting, development and implementation of policies, plans, targets, practices and procedures related to these responsibilities.
- Leadership of the Heads of Year team.
- Oversight of the School's quality assurance /self-evaluation procedures for the pastoral areas.
- To play a central role in SLT.

Responsibilities as a member of the Senior Leadership Team

To promote the vision and aims of Oldfield School.

To provide leadership and management to secure:

- improvement in achievement and attainment for all students;
- raising of aspirations and standards of learning and teaching;
- high quality provision of all services;
- effective strategic direction, leadership and management at all levels;
- effective deployment of resources;
- a safe and healthy environment for members of the school community;
- outstanding levels of compliant behaviour and behaviour for learning.

To directly assist the headteacher with:

- determining, planning and implementing the direction of whole school issues;
- meeting student and staff needs on a day-to-day basis;
- the supervision and control of student behaviour (compliance and behaviour for learning) around school at all times;
- being a presence around school; a role model to all.

Generic expectations of all members of the senior leadership team:

- act with professional integrity at all times;
- dress in formal and smart business attire;



- notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work;
- identify and improve those areas relevant to your role which are identified in the SEF and SIP;
- maintain school policies and procedures relevant to your area and update whenever required;
- be present where required at meetings, performances and other functions / events;
- where requested to do so, attend stakeholder and governing body meetings to inform members of issues related to your role;
- undertake a proactive part in:
 - those activities that are part of the self-evaluation of the school;
 - being a presence around school;
 - appraisal, performance and line management systems;
 - student voice.
- set an example in undertaking a regular commitment to duties and the assembly rota;
- work as part of a team, submitting draft proposals and documents for further development by the senior leadership team, and accepting and supporting final senior leadership team decisions;
- with regard to leadership team meetings;
 - all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the headteacher;
 - all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the headteacher. A consistent message should be given to staff and students at all times;
 - when requested to do so by the headteacher prepare and present reports on progress / issues related to areas of accountability and responsibility;
 - traverse the conflicting expectations of transparency and confidentiality.
- at all times work as one team with the staff;
- annually complete two day's SLT planning in holiday time (dates set by headteacher);
- undertake specific tasks reasonably delegated by the headteacher from time to time.

Duties and responsibilities attached to this post are as follows:

Leadership & management

1. Support the headteacher in providing a clear direction for the development of the school;
2. Deputise for the headteacher and share leadership at the most senior level.
3. Make significant contributions to meetings of the senior leadership team, and extended leadership team.
4. To chair the pastoral leaders meeting as this group are key implementers of school policy and have considerable influence on behaviour for learning and conduct. The deputy headteacher, as chair, has a pivotal role in pulling together the views of the team of pastoral leaders and inspiring them to move forward in a coherent way.
5. To line manage the Heads of Year 10 and 11 and be the SLT point of contact for achievement, behaviour and pastoral issues in this year group.

6. Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively;
7. Be a highly visible presence around the school and model expectations of staff and students;

Leadership & management of behaviour systems

1. Have strategic oversight and implementation of the school's behaviour systems.
2. To implement the behaviour systems directly through the work of the Heads of Year and Assistant Heads of Year.
3. Ensure school policies related to the behaviour systems are followed by all staff and that all staff are held accountable for their implementation and success.
4. Lead in the development of processes to enhance the way the behaviour systems work in school.
5. Hold regular meetings with Heads of Year, have oversight, lead and monitor the work of HOY (including tutor time, assemblies programme, etc.).
6. Line manage the non-teaching Assistant heads of Year in their role in supporting HOY.
7. Maintain an overview of funding held in budget cost centres related to the behaviour systems.
8. Undertake self-evaluation of the behaviour systems and year group structure in order to contribute to school systems of monitoring, evaluation and review.
9. Provide any information that Ofsted may need in relation to conduct and behaviour for learning in the school.
10. Be aware of and ensure that the school is meeting the 'good' and 'outstanding' criteria in the Ofsted Evaluation Schedule.
11. Contribute to the School Improvement Plan by identifying clear targets, timescales and success criteria for the development and / or maintenance of the behaviour systems and year group structure.

Leadership & management of behaviour for learning

1. Ensure that the highest standards of behaviour (both conduct and behaviour for learning) are implemented and maintained in line with relevant school policies.
2. Work with all members of staff to ensure that they are contributing to maintaining high expectations with regards to behaviour for learning.
3. Ensure that teachers are aware of the implications of the school's Behaviour for Learning Policy and that this policy is effectively and consistently implemented and monitored.
4. Allocate tutors appropriately to tutor groups.

Sanctions procedures

1. Have oversight and implementation of the School's sanctions systems.
2. Evaluate the effectiveness of the sanctions systems.

Attendance

1. Develop, implement and monitor attendance policies and procedures in order to improve levels of attendance by students.
2. Lead on strategies for addressing issues associated with attendance, absence and persistent absence.
3. Line manage the Education Welfare Officers and Attendance Administrator in their attendance roles.

4. Contribute to the School Improvement Plan by identifying clear targets, timescales and success criteria for student attendance.
5. Provide any information on attendance requested by Ofsted or other relevant outside agencies.

Alternative Provision /Internal exclusion

1. Have strategic oversight and implementation of the school's own alternative provision base and internal exclusion room (BASE).
2. To implement this provision through the work of the Behaviour Support Workers.

Managed Moves

1. To have oversight for the managed move process.

Effective Deployment of Staff and Resources

1. To participate in the recruitment and deployment of teaching and support staff.
2. To complete safer recruitment in education training.
3. To participate in arrangements made in accordance with the regulations for the annual appraisal of staff.

Safeguarding

1. To deputise for the DSL (AHT Inclusion) in their absence.

Teaching commitment

1. As an outstanding teacher, teach consistently good and outstanding lessons;
2. To teach up to 12 hours per fortnight (24%).

General

1. To actively support the vision, ethos and policies of the school.
2. To promote and safeguard the welfare of children you come into contact with.
3. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.

Special Notes and Conditions

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.

Oldfield School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

Person Specification

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

Essential / Desirable (D)

Qualifications

- Good honours degree.
- Qualified Teacher Status.
- Evidence of wider, recent and relevant professional development related to whole school leadership issues.
- Masters (D).
- Evidence of continuing professional development including working towards or attainment of Leadership Pathways, NPQH or NPQSL (D).

Experience:

- Successful leadership and management of the delivery of leading edge, high quality education.
- Experience of successful leadership and change management.
- Leading significant and sustainable improvement (e.g. across a whole school area).
- Outstanding teaching practice.
- Securing high achievement of students.
- Proven leadership, management and teaching skills.
- High level of engagement in own professional development.
- Relevant experience of senior leadership level in secondary education.
- Working in a range of educational settings (D).

Strategic development

- Strategic planning processes.
- Strategies for communication both within and beyond the school.
- Strategies for raising achievement and achieving excellence.
- Strategies for ensuring inclusion, diversity and access.
- Strategies for developing effective teachers and support staff.
- The principles and practice of monitoring, evaluation and review.
- The work of other agencies and opportunities for collaboration.
- Current initiatives in education.



Skills and attributes

- Think strategically, build and communicate a coherent vision.
- Inspire, challenge, motivate and empower others to carry the vision forward.
- Model the values and vision of the school.
- Access, analyse and interpret data.
- Acknowledge excellence and challenge poor performance across the school.
- Develop, empower and sustain individuals and teams.
- Lead, coordinate, delegate and empower.
- Collaborate and network with others within and beyond the school.
- Establish and sustain appropriate structures and systems.
- Manage the school efficiently and effectively on a day-to-day basis.
- Delegate management tasks and monitor their implementation.
- Prioritise, plan and organise themselves and others.
- Think creatively to anticipate and solve problems.
- Identify and promote school improvement in creative and innovative ways.
- Excellent interpersonal skills.
- Maintain a positive and supportive culture within Oldfield School.

Committed to:

- A collaborative school vision of excellence and equity that sets high standards for every student.
- The setting and achieving of ambitious, challenging goals and targets.
- Inclusion and the ability and right of all to be the best they can be.
- The raising standards for all in the pursuit of excellence.
- The continuing learning of all members of the school community.
- Evidence of a commitment to your own professional development.
- The developing and sustaining of a safe, secure and healthy school environment.
- Collaborating with others in order to strengthen the school's organisational capacity and contribute to the development of capacity in other schools.
- Individual, team and whole-school accountability for student achievement.
- Effective team work within the school and with external partners.
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school's vision
- Being a high profile presence in and around the school.
- Supporting the full life of the school.

Personal Qualities

- High levels of motivation and energy; ambitious and upbeat.
- Calm under pressure with a good sense of humour.
- Flexible and collaborative with a positive attitude.
- Ability to work under pressure whilst maintaining an appropriate work/life balance.
- Be passionate about high standards, achievement and excellence for all.
- Enthusiasm for the well-being of students and their success and happiness.



	Headteacher	Deputy Headteacher	Deputy Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher
		Achievement	Pastoral	Pastoral	Teaching and Learning	Inclusion	Sixth Form
Responsible for:	<ul style="list-style-type: none"> ➤ Overall strategy and vision for improvement / SIP ➤ Monitoring effectiveness of provision / SEF ➤ Whole school external accountability ➤ SLT roles and responsibilities ➤ Personnel & HR ➤ Staff wellbeing ➤ Finance ➤ Governance ➤ Policies ➤ Curriculum design and staffing ➤ Local and wider community representation ➤ Union relations ➤ Exclusions ➤ Prospectus ➤ PR and Marketing ➤ OSA 	<ul style="list-style-type: none"> ➤ Raising Achievement Lead ➤ Curriculum Reporting ➤ Data ➤ Student targets ➤ Year 9 options ➤ Trips & visits ➤ Activities week ➤ IT network & curriculum 	<ul style="list-style-type: none"> ➤ Pastoral Quality Assurance ➤ Behaviour for Learning ➤ Sanctions ➤ Attendance ➤ BASE / AP ➤ Managed Moves ➤ Duties 	<ul style="list-style-type: none"> ➤ Pupil Premium ➤ More able ➤ Rewards ➤ Student voice ➤ Prefects ➤ House System ➤ Extra-curricular 	<ul style="list-style-type: none"> ➤ T & L Quality Assurance ➤ CPD ➤ Staff Induction ➤ NQTs & ITT ➤ Timetable ➤ Cover ➤ Calendar 	<ul style="list-style-type: none"> ➤ Safeguarding ➤ SEND ➤ Well-being ➤ Anti-bullying ➤ PSHE ➤ Year 7 transition / primary liaison 	<ul style="list-style-type: none"> Sixth Form Careers, WEX & WRL UCAS Exams
Line Management	SLT FFHR Manager Head's PA Marketing and Events	Leaders of Learning Data Manager IT Manager Digital Learning Coordinator	Heads of Year 7-11 Assistant Heads of Year Behaviour Support Officer Education Welfare Officers	Heads of House Behaviour Support Officer	Training Manager (ITT/ NQT). Cover Supervisors	SENCO Pastoral Support Officers Medical Officer	Head of Year 12 Sixth Form PA Careers Advisor
Policies	See policy schedule	See policy schedule	See policy schedule	See policy schedule	See policy schedule	See policy schedule	See policy schedule
Curriculum link		English/maths/science/MFL			Humanities/creatives/ PE		
Pastoral link			Years 10 & 11	Years 8 & 9		Year 7	Years 12 & 13
Events	Year 7 BBQ	Information evenings Options evening Activities Week	Year 11 events	Celebration Evenings Oldfest	Open Evening / Days Sports Day	Year 6 -7 transition events	Sixth Form Open Ev Careers Fair Primary school links
Governance	FGB CC PSW F&A	FGB CC	PSW	PSW	CC	PSW	CC
Budget/s	Whole School	Trips and Visits	AP / Rewards/ Attendance	Pupil Premium / MABLE	CPD	Inclusion	Post 16 Bursary