



Laughton All Saints' C of E Primary School
Deputy Headteacher - L3 to L8 - Permanent



Required for September 2022

Laughton All Saints' C of E Primary School is seeking to appoint a Deputy Headteacher from September 2022. We are looking to secure a dedicated, inspirational and highly motivated practitioner to join our team and become an integral part of this successful school. They will have the vision to share in the leadership and continued development and improvement of our school needed to take it to the next level.

The successful candidate will play a pivotal role in driving our strategic plan and building on recent developments. You will be somebody who places children at the heart of every decision, and your leadership will motivate and inspire colleagues to do the same. The ideal candidate would be a person with an excellent teaching profile in KS2 as they will have a teaching commitment in the Y5/6 class, which has a high proportion of SEN. They will have a good understanding and track record of raising standards and expectations across the primary age range. We want someone with a desire to make a difference to the children and families in our community. Our children are well behaved and welcoming and deserve a teacher who can hook them into their learning with an inclusive yet challenging approach to the curriculum and a solid understanding of how children learn best.

The current Headteacher has been in post since September 2021 and is committed to having an impact on school improvement and aiming for excellence. They will provide a coaching and supportive environment to the successful candidate in a collaborative relationship. Laughton All Saints' is an exciting, exceptional and energetic school with a community of professionals working together to achieve the very best outcomes for its pupils; as such, this is a wonderful career opportunity for the successful candidate.

Laughton All Saints' is a small and popular school with exceptional staff and pupils. We work in a supportive and strong network of schools across the Diocese of Sheffield Academies Trust (DSAT).

We can offer you:

- ✓ A happy, supportive and positive atmosphere with a drive for high standards and excellence
- ✓ Fantastic teachers who are both talented and committed
- ✓ Caring and enthusiastic pupils who are motivated to learn and thrive
- ✓ A welcoming and nurturing school in outstanding surroundings and with a true community feel
- ✓ Engaged and enthusiastic parents who are keen to be involved
- ✓ A supportive, dedicated and knowledgeable Headteacher
- ✓ CPD and support in your career progression
- ✓ A focus on your well-being and manageable workload

We are proud of being a Christian school. The successful candidate does not need to be a practising Christian but should be willing and able to support our Christian ethos.

Visits to the school are warmly encouraged and can be made by contacting Miss Jenny Birks, Headteacher, on 01909 550531 or by email at office@las.dsat.education.

For further information about our fantastic school, please see our website at <https://laughtonallsaints.org/>

For application information, please contact Mrs Karen Hague, School Administrator, either at office@las.dsat.education or by telephone at 01909 550531.

We take our safeguarding responsibilities very seriously and the successful candidate will be required to complete a Disclosure and Barring Service check at an enhanced level and will be required to demonstrate their knowledge and understanding of safeguarding children as part of the selection process.

Closing date: 16th May 2022 @ 12pm

Interviews: w/c 23rd May 2022



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Job Description – Deputy Headteacher

Required for September 2022

Job Title	Deputy Headteacher
Scale	L3 – L8
Responsible to	Headteacher

Job Purpose

- To provide leadership, development and management of the teaching and learning of all pupils.
- To deputise for the Headteacher in their absence
- To lead, develop and support outstanding quality first inclusive teaching and learning practice, whereby all pupils, including those with particular learning needs, make the required progress and realise their potential
- To lead the school practice in pastoral care and organisation.
- Contribute to planning curriculum lessons that target pupils of all abilities
- The post will require you to work in partnership with the headteacher, governors and staff to ensure the continuous improvement of the school.
- The position will have a teaching commitment with non-contact management time – providing release time to support delivery of the school improvement plan.

Main Responsibilities

Shaping the Future

- Support the headteacher and governors in establishing and communicating a vision for the future of the school, demonstrating inspirational leadership and creativity
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with National and local initiatives
- To work with colleagues across the Trust to enhance teaching and learning and the implementation of our thematic curriculum
- Contribute to the identification of key areas of strength and weakness in the school.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues
- Promote a culture of teamwork, in which views of all members of the school community are valued and taken into account
- Contribute to the self evaluation of the school
- Acting as a “sounding board” and “critical friend” to the Head teacher, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Head teacher, Governing Body and DSAT.

School, ethos and culture

- Maintain a strong school community, characterised by consistent, orderly behaviour, caring and respectful relationships
- To maintain a high visible presence around the school ensuring that the highest standards of behaviour are upheld; contributing to the overview and review of student behaviour as required
- To be active in issues of staff and pupil welfare and support
- To demonstrate a commitment to equality of opportunity for all members of the school community
- Maintain the school culture and ethos that is committed to achievement for all

- Develop and maintain strong partnerships and ensure regular and productive communication with parents.
- Take responsibility for promoting and safeguarding the welfare of children in the school

Teaching and Learning

- To identify strategies for raising the attainment of all pupils
- Lead on the training and development of teaching staff to improve the quality of teaching and raise the level of challenge and support in lessons
- Use regular assessments to monitor progress, set targets and respond accordingly to the results of such monitoring
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community and encouraging all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.
- Promote the active involvement of pupils in their own learning.
- Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.

Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people.
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
- Support the development of collaborative approaches to learning within the school and beyond
- Support the headteacher in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Support the induction of staff new to the school
- Set high expectations for your own performance and that of others
- Engage in relevant professional development activity as necessary

Other duties and responsibilities

- Promote high standards of personal professional conduct and integrity in accordance with the Trust Employee Code of Conduct
- Be aware of and comply with Trust policies and procedures including child protection, financial regulations, health, safety and security, confidentiality and data protection
- Contribute to the guiding principles and values of the Trust
- Attend and participate in relevant meetings as required
- Flexible and willing to work between different sites as required
- Undertaking such duties as reasonably correspond to the general character of the post and commensurate with being a member of the school's senior leadership team.
- Other reasonable duties commensurate with the scale of the post as directed by the Headteacher

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.



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Person Specification – Deputy Headteacher

Required for September 2022

	Essential	Desirable	Evidence
1. Qualifications/ Professional Development	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning ▪ Ability to identify own learning needs and to support others in identifying their learning needs. 	<ul style="list-style-type: none"> ▪ Postgraduate level qualification ▪ NPQSL award or Leadership Pathways certification ▪ Experience of working with other schools/organisations/agencies ▪ Experience of leading/coordinating professional development opportunities. 	A I
2. Experience	<ul style="list-style-type: none"> ▪ At least 5 years successful teaching experience across the primary age range ▪ Successful experience of leading one or more subject areas ▪ Has a successful track record of improving the quality of education through their leadership, and proven leadership experience in delivering the highest expectations and standards across the key areas of senior leadership, curriculum and teaching and learning ▪ Substantial, successful teaching experience at outstanding grade ▪ Successful experience in a leadership and management role. 	<ul style="list-style-type: none"> ▪ Teaching experience in at least 2 of the 3 key stages. ▪ Curriculum leadership in one or more core subjects ▪ Experience of teaching in more than one school ▪ Experience as Deputy Head/Assistant Head 	A I
3. Strategic Leadership	<ul style="list-style-type: none"> ▪ Ability to articulate and share a vision of primary education within the context of the school's mission statement ▪ Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ▪ Evidence of successful strategies for planning, implementing, monitoring and evaluation school improvement. ▪ Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these ▪ Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and 	<ul style="list-style-type: none"> ▪ Knowledge of the role of the governing body ▪ Evidence of having successfully translated vision into reality at whole school level. 	A I

	Essential	Desirable	Evidence
	<p>strategies for raising standards and the achievement of all pupils</p> <ul style="list-style-type: none"> Understanding of and commitment to promoting and safeguarding the welfare of pupils. 		
4. Teaching and Learning	<ul style="list-style-type: none"> A secure understanding of the requirements of the National Curriculum and Early Years development Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning Experience of effective monitoring and evaluation of teaching and learning Secure knowledge of statutory requirements relating to the curriculum and assessment Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management. 	<ul style="list-style-type: none"> Understanding of successful teaching and learning across the entire curriculum across all key stages Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management Whole school curriculum leadership 	A I
5. Leading and Managing Staff	<ul style="list-style-type: none"> Experience of working and leading staff teams Ability to delegate work and support colleagues in undertaking responsibilities Experience of appraisal and supporting the professional development of colleagues. Has a 'can do' attitude and a desire to deliver excellence across all areas of leadership, as the school continues to grow. 	<ul style="list-style-type: none"> Experience of working with governors to enable them to fulfil whole school responsibilities Successful involvement in staff recruitment, appointment/induction, Understanding of how financial and resource management enable a school to achieve its educational priorities. Leadership of middle management / phase leaders. 	A I
6. Accountability	<ul style="list-style-type: none"> Ability to communicate effectively, orally and in writing to a range of audiences – e.g., staff, pupils, parents, governors Experience of effective whole school self-evaluation and improvement strategies Ability to provide clear information and advice to staff and governors. 	<ul style="list-style-type: none"> Experience of presenting reports to governors Understanding the criteria for the evaluation of finance and budgets Leading sessions to inform parents Experience of offering challenge and support to improve performance Secure understanding of current practice in performance management, including capability. 	A I

	Essential	Desirable	Evidence
7. Skills, Qualities & Abilities	<ul style="list-style-type: none"> ▪ High quality teaching skills ▪ Strong commitment to the ethos of the school ▪ Is an outstanding communicator and team player who is able to work under pressure to effectively manage the complex process of change ▪ Very high expectations of pupils' learning and attainment ▪ Is engaging and effective in building relationships, highly articulate and an excellent classroom practitioner with a real interest in pedagogy, with the energy and charisma to lead, challenge and inspire others ▪ Very strong commitment to school improvement and raising achievement for all ▪ Ability to remain positive and enthusiastic when working under pressure ▪ Ability to organise work, prioritise tasks, make decisions and manage time effectively ▪ Empathy with children ▪ Good interpersonal skills ▪ Stamina and resilience ▪ Effective ICT skills 		A I
8. References	<ul style="list-style-type: none"> ▪ Positive recommendation in professional references ▪ Satisfactory health and attendance record. 	<ul style="list-style-type: none"> ▪ Professional reference without reservations. ▪ Strong positive examples of leadership impact. 	
9. Safeguarding	DSAT 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 all successful applicants.		I R

KEY:

A= mainly evidenced from application form

I = mainly evidenced from interview

R = mainly evidenced from references