



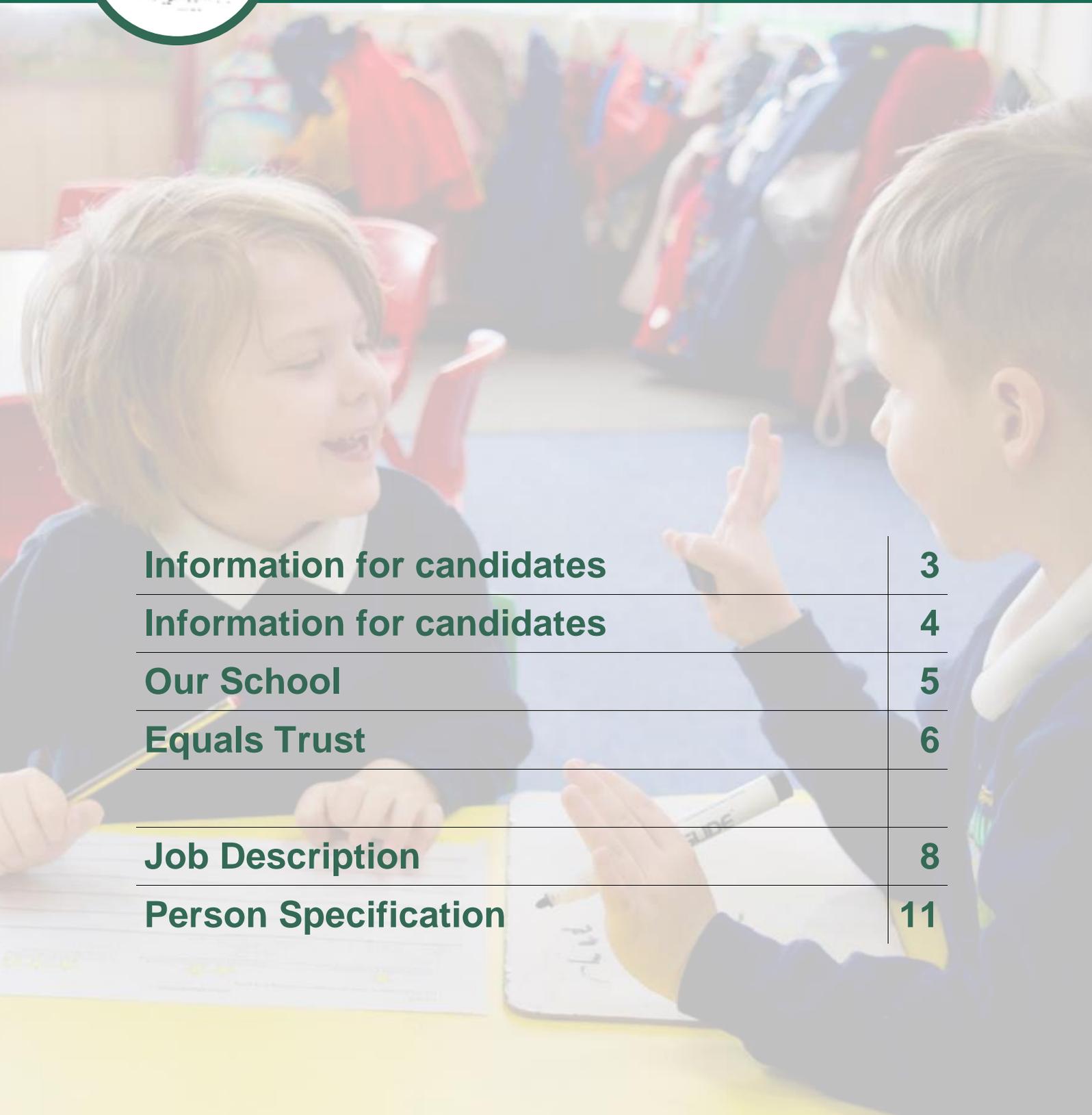
Deputy Head Teacher Application Pack

Willow Farm Primary School

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recruitment@equalstrust.org

www.willowfarm.notts.sch.uk



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Deputy Head Teacher required for September 2021

April 2021

Deputy Head Teacher

Salary points L4-L8

£45,434-£50,151

Due to the retirement of our current Deputy Head Teacher, the Governors have seized the opportunity to appoint a new Deputy Head Teacher into the leadership structure from 1st September 2021. The new Deputy will work alongside the new Headteacher who has been in post since January 2021. We are looking for an outstanding and inspirational practitioner to support the team with confidence and excellent. This position would suit a driven leader who can provide a positive contribution to school improvement

It is intended that the successful applicant will initially teach in KS2 and lead this key stage as part of their role. The successful applicant will be given Senior Leadership release time on a weekly basis.

The successful candidate will:

- Be an outstanding and inspirational practitioner with a commitment to high standard and progress for all children;
- Use their proven skillset and leadership and management experience to support the Head Teacher and staff in developing the school from its current position;
- Work alongside the Head Teacher and SLT to develop and embed a new vision and set of values for the school;
- Work with the Head Teacher to think strategically and take a lead role in school improvement;
- Work with the SLT to evaluate and monitor the School Improvement Plan and play a pivotal part in self- evaluation;
- Have a passion for curriculum development;
- Develop the quality of teaching and learning across the school by supporting, challenging and inspiring colleagues so that pupils' achievement throughout school is outstanding



- Have an excellent awareness of the changing landscape of education and disseminate this to staff in a supportive and developmental way;
- Have excellent interpersonal and motivational skills and is capable to coaching and mentoring the next generation of leaders
- Be able to inspire and work in partnership with pupils, staff, parents/carers, governors and other stakeholders
- Understand the importance of mental health and wellbeing, whilst also striving for development and improvement.

The successful Deputy Head Teacher will be class based, but will be given Senior Leadership release time on a weekly basis. Specific responsibilities are negotiable on appointment.

Visits to the school are warmly encouraged, by appointment with the Head Teacher, Mrs Lindsey Jamson. We are also open to Microsoft Teams conversations to discuss the school and the specific role. Please telephone the school office on 0115 9878501 or email office@willowfarm.notts.sch.uk to arrange.

In your letter of application (no more than 1000 words) and within the application form please make sure that you identify how you meet the person specification with examples where relevant.

As part of the selection process, we plan for the current headteacher to observe each of the short-listed candidates teach in either their current setting, or teach a class at Willow Farm, prior to the interview day. If you are successfully shortlisted you will be contacted to arrange this.

Deadline for applications to be received by: Friday April 30th at 1pm (Please email this to recruitment@equalstrust.org.uk)

Short-listing: Tuesday May 4th

Formal Interviews: Wednesday 12th May

We look forward to receiving your application. If you have any further questions regarding the role or the process, please do not hesitate to contact the school.

Lindsey Jamson
Head Teacher



Our School

Willow Farm Primary is a popular one form entry primary school situated in the village of Gedling in Nottinghamshire. The school is a proud to be a member of Equals Trust, a collaborative Multi Academy Trust. Currently, there are 211 children on role and waiting lists in every year group.

Our building is a single storey building built in 1973. There are 7 classrooms as well as breakout spaces, a computing suite (in addition to 2 full class sets of ipads), a newly built outdoor classroom and a lodge (which we hope will soon be the a new library). It is set in beautiful grounds which we try to utilise as much as possible.

The school serves a mixed catchment area. A dedicated, experienced and motivated staff and Governing Body are supported in their efforts by engaged and enthusiastic parents. There is a warm, friendly and supportive environment, where the focus is on developing the whole child through enriching their life at school and a vibrant curriculum. Individual school drivers and Equals Trust priorities combine to provide support for the school in developing its curriculum and school improvement. The school prides itself on celebrating the strengths of every child and believes that the child is at the centre of the learning.

Our pupils are enthusiastic, well behaved and hard-working learners. Their eagerness to be at school and enjoy the activities on offer is one of the key strengths of the school.

Our school last had an OFSTED inspection in 2007, so we are expecting that we will be inspected during the next academic year.



Equals Trust

Equals Trust is a Multi-Academy Trust which is comprised of twelve primary schools. The Trust was founded in September 2016 with the aim of allowing member schools to **maintain their ethos and unique identities** within a tight local network, with strong **mutual accountability, shared support services** and a strong **collaborative approach** to staff development and school improvement. For more information about Equals Trust please visit our web site: www.equalstrust.org

Equals Trust passionately believes that collaborative working raises educational standards and improves life chances for students within the Trust partnership. The twelve schools are:

- **Burton Joyce Primary School**
- **Cropwell Bishop Primary School**
- **Crossdale Primary School**
- **Flintham Primary School**
- **Heymann Primary & Nursery School**
- **Keyworth Primary & Nursery School**
- **Robert Miles Junior School**
- **Tollerton Primary School**
- **Willow Farm Primary School**
- **Brookside Primary School**
- **Richard Bonington Primary & Nursery School**
- **Abbey Road Primary School**

Our Executive Team:

CEO - Philip Palmer

Human Resources Manager– Tara Cook

School Improvement Lead– Stuart Edmonds

Trust Compliance Manager- Catherine Cox

Trust Business Manager - Elizabeth Gregory

Chief Finance Officer – Chris Willimsky



We are a primary Multi-Academy Trust based on the principal of **equality**. We work **collaboratively** together with a clear purpose and direction, where:

- teaching and learning is at the centre of all we do;
- children enjoy, and are engaged in, a curriculum that challenges and excites them;
- we develop responsible citizens who value diversity;
- we ensure a culture of high expectations amongst all our children;
- children value themselves and each other, developing the self-confidence and resilience to face future challenges;
- the contributions made by all stakeholders are valued.

We work **effectively** in school partnerships to enhance our provision by:

- Extending the learning opportunities and activities for pupils;
- Enriching the curriculum through partnership working and shared resources;
- Enabling the greater sharing of excellent teaching and learning;
- Enhancing the professional development of teaching and support staff;
- Building mutual support and accountability for Head Teachers and Governors;
- Securing cost and resource efficiencies through joint commissioning.
- Speech and Language Therapist – access for **all pupils** across the Trust
- Collaborative work with Rushcliffe Learning Alliance and Local Authority

Recent achievements:

Each school has its own Improvement Plan and areas for improvement, but also their Head Teacher is on the Leadership Group of Equals Trust and is involved in identifying and implementing Trust wide teaching and learning initiatives across the Trust aimed at improving the social mobility and life chances of all children. The Head Teachers have a delegated 1% budget dedicated to financing these.

School hubs identify and plan elements that reflect their communities and enhance school entitlement, for example a British Values project to look at diversity in Nottinghamshire. A British Council funded project links all of our schools with schools in Tanzania to study the United Nations Goals for Sustainable Development. A Trust teacher, who is an Apple Distinguished Educator, works with many partnerships including The University of Nottingham. This expertise is utilised across the Trust so that technology and social media is used in projects like Stories of a Lifetime. They are also driving a 1:1 iPad scheme across the Trust to improve standards in maths, especially at GD. Some of our schools have relatively low levels of Pupil Premium which highlights the need to work together for pupils from deprived and disadvantaged families. In February of this year we held a Trust wide INSET for all staff led by Chris Quigley, which complemented our work on curriculum development.



Deputy Head Teacher – Willow Farm Primary School

JOB DESCRIPTION

Job Purpose

- As a Deputy Head Teacher you will carry out the professional duties of a school teacher as circumstances may reasonably require. To support the Head Teacher with the strategic management and direction of the school.
- In addition to the duties specified within the section 'main duties and responsibilities' you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post.
- You are required to carry out your duties in line with the stated ethos and principles of the school and Trust and in line with your responsibility for promoting and safe guarding the welfare of children and young persons for whom you are responsible or come into contact with.

Main Duties and Responsibilities

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

A. Strategic direction and development of the school - in co-operation with, and under the direction of, the head teacher to:

- support the vision, ethos and policies of the school and promote high levels of achievement;
- support the creation and implementation of the school development plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it;
- support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work;



- support the evaluation of the effectiveness of the school's policies and developments;
- ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement.

B. Teaching and learning - to:

- develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum and Nottinghamshire Entitlement Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
- take responsibility for the development and monitoring of a curriculum area(s) or whole school curriculum aspect(s), as agreed from time to time;
- support the head teacher in the monitoring of the quality of teaching and children's achievements including the analysis of performance data;
- support the head teacher in developing links with parents, other schools, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.

C. Leading and managing staff - to:

- support the head teacher in developing positive working relationships with and between all staff and provide and sustain motivation;
- lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;
- support the head teacher in the implementation of the school's performance management policy;

D. Effective deployment of staff and resources - to:

- support the head teacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- manage the school effectively in the absence of the head teacher;



- support the head teacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met;
- work with the head teacher and governors in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

E. General - to;

- act as "critical friend" and provide effective professional challenge and support to the head teacher;
- provide information and advice to the head teacher and governing body and support proper accountability processes throughout the school.
- to promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
- to report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
- to attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school



Deputy Head Teacher PERSON SPECIFICATION

	Essential	Desirable
QUALIFICATIONS, EDUCATION AND TRAINING		
• Degree level qualification	X	
• Qualified Teacher Status	X	
• Further professional qualification		X
• Evidence of recent CPD relevant to the post		X
• Evidence of awareness of national developments in education	X	
EXPERIENCE, SKILLS AND KNOWLEDGE		
• Substantial knowledge and understanding of teaching and learning across the primary age range	X	
• Record of successful class teaching with at least three years teaching experience in KS2	X	
• Experience in more than one school		X
• Has had a substantive leadership role in a school for minimum of two years	X	
• Experience of leading whole school developments and/or successfully managed projects which contribute to self-evaluation and school improvement	X	
• Experience of data analysis and understanding how this links to school improvement priorities		X
• Experience of overseeing the successful delivery of teaching and learning against agreed strategic plans and able to demonstrate a strong commitment to raising standards of achievement for all pupils	X	
• Experience of conducting training/ leading INSET	X	
• Experience of managing and developing staff, carrying out performance reviews and monitoring outcomes and impact		X
• Evidence of clear and up to date understanding of child protection/ safeguarding issues	X	
LEADERSHIP SKILLS		
• A good understanding of school leadership	X	
• Ability to lead by example, be highly driven, motivated and be able to motivate others	X	



<ul style="list-style-type: none"> Ability to develop and promote the school's vision and values to the pupils, staff, governors and parents at the school 	X	
<ul style="list-style-type: none"> Ability to be flexible in a constantly changing work environment 	X	
<ul style="list-style-type: none"> Ability to accept day to day responsibility for running a school 	X	
<ul style="list-style-type: none"> Ability to work in close partnership with other education establishments and the Governing Body 	X	
<ul style="list-style-type: none"> Ability to use data, benchmarks and feedback to monitor progress of children's learning 	X	
<ul style="list-style-type: none"> Ability to delegate responsibility and coach, mentor and develop others. 	X	
OTHER SKILLS AND ABILITIES		
<ul style="list-style-type: none"> Able to communicate clearly and effectively in written and spoken English in order to effectively engage with the school and local community 	X	
<ul style="list-style-type: none"> Ability to apply analytical thinking to solve problems and/or resolve conflict 	X	
<ul style="list-style-type: none"> Ability to provide a model of excellent teaching 	X	
<ul style="list-style-type: none"> Able to lead the school in positive performance management and related initiatives, interventions and records 	X	
<ul style="list-style-type: none"> Possess a thorough understanding of issues related to attainment and achievement of different groups of pupils within the school and able to analyse performance data and evaluate it in order to improve performance 		X
<ul style="list-style-type: none"> Ability to contribute to the design, implementation and review of the whole school curriculum 	X	
<ul style="list-style-type: none"> Ability to maintain positive behaviour management practices 	X	
<ul style="list-style-type: none"> Can effectively manage time and priorities 	X	
<ul style="list-style-type: none"> High level of pastoral care and awareness of mental health and wellbeing for all 	X	
PERSONAL QUALITIES		
<ul style="list-style-type: none"> Ability to maintain a professional and confident manner and remain calm under pressure and demonstrate resilience 	X	
<ul style="list-style-type: none"> Ability to inspire the respect and trust of all stakeholders 	X	
<ul style="list-style-type: none"> Demonstrates warmth and empathy together with high expectations and rigour 	X	
<ul style="list-style-type: none"> Able to work on own initiative and as part of a team 	X	
<ul style="list-style-type: none"> Displays self-confidence, a sense of humour and a positive approach 	X	
<ul style="list-style-type: none"> Is approachable by all members of the school community and is a good listener 	X	
<ul style="list-style-type: none"> Demonstrates high standards of professional conduct 	X	



Please return completed applications to recruitment@equalstrust.org

EQT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practises reflect this commitment.

This post will be subject to an enhanced Disclosure and Barring Service check as well as other checks in line with safer recruitment practises. All applicants must have the right to work in the UK and proof of this will be required.