High Tunstall College

of Science

INSPIRE | SUPPORT | ACHIEVE

Headteacher: Mr Mark Tilling

#### Elwick Road, West Park, Hartlepool, TS26 0LQ

Tel: 01429 261446

Web: [www.htcs.org.uk](http://www.htcs.org.uk/)

# Application Pack Deputy Headteacher x 2 posts

L18 – L22

HIGH TUNSTALL COLLEGE OF SCIENCE,

Elwick Road, West Park, Hartlepool

TS26 0LQ. Telephone 01429 261446, Fax 01429 222856

Email: htadmin@hightunstall.hartlepool.sch.uk

Website: [http://www.htcs.org.uk](http://www.htcs.org.uk/)

11-16 Co-educational comprehensive, N.O.R. 1065 (Foundation Status)

### Deputy Headteacher x 2 posts

##### L18 – L22

**Do you have children at your heart and believe that everyone “can achieve”?**

**Are you an outstanding practitioner? Do you believe that STEM learning is essential to the future learners of the Tees Valley?**

Governors of High Tunstall College of Science are seeking to appoint two outstanding teachers and leaders as Deputy Headteachers for September 2018. These vacancies arise from the current post holder’s successful promotion to Headship and from a small restructure to the senior team. This is an ideal opportunity for exceptional leaders to play a pivotal role in the College on its journey to Outstanding.

High Tunstall College of Science is a true comprehensive school, which offers everything needed to succeed: high standards, high expectations and high quality teaching and learning. These qualities are reflected in our ethos, which is centred on the needs of the young people who attend our College. We like our teachers to inspire learning through their teaching and if you:

* Are a good or outstanding practitioner
* Have a proven experience of leadership
* Really enjoy working with young people
* Have high expectations and a commitment to going the extra mile
* Are an inspiration to others and enjoys developing others
* Have ambition to become a Headteacher Then we can offer you:
* A College that offers you the opportunity to achieve your potential
* A supportive ethos that believes in the individualism of both its staff and students
* Staff that take pride in what they do and the desire to continue their learning
* A community that is fully supportive of the College

*The College is committed to safeguarding and promoting the welfare of children and to equality of opportunity. An enhanced DBS check will be required.*

Application forms and further details are available on our website (www.htcs.org.uk) or from the College and should be returned ideally via email to hradmin@hightunstall.hartlepool.sch.uk. Alternatively this can be posted and should be addressed to Mr Mark Tilling, Headteacher at the college. Should prospective candidates wish to visit the College please contact Helen Meggs, Headteacher’s PA, at the college.

###### Closing date: Friday 16th March 2018, 12 noon Interview date: W/C 26th March 2018

**Contents**

* Message from Ms Marion Agar, Chair of Governors
* Message from Mr Mark Tilling, Headteacher
* General College Information
* Job Description and Person Specification
* Making your application

A Message from the Chair of Governors

March 2018 Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at High Tunstall College of Science.

I am proud to be Chair of a very active and enthusiastic governing body. We are involved in all aspects of college life and are committed to making our college the very best it can be for both students and staff. All governors are part of the House system and all our faculties have link governors who meet regularly to share progress so we can gain a truly deep understanding of the issues facing our staff.

We are a college that achieved a “Good” Ofsted rating in June 2016, which has given us renewed focus to continue on our journey to become an outstanding college in every way. As an inclusive college, we promote that ethos throughout the curriculum and we passionately believe that all our students should be able to develop both academically and pastorally to become well-rounded individuals ready for the next stage of their lives with an understanding of fairness, honesty, integrity and the world around them.

Our college puts our students at the very heart of what we do, of course that also means having a dedicated team of teaching staff who are well supported and given exciting opportunities to access a wide range of CPD.

As a STEM centre of excellence, we are working with employers across the Tees Valley area to give our students the very best opportunity to meet the employment needs in the 21st Century.

I hope the information in this pack encourages you to apply for this exciting position. Kind regards

Marion Agar

Chair of Governors

# A Message from the Headteacher

March 2018 Dear Applicant,

I would like to thank you for showing an interest in the post of Deputy Headteacher and if you decide to apply then you are taking the first steps in becoming a valuable colleague at High Tunstall College of Science during an exciting time in the College’s history.

I have been Headteacher of the College for over 7 years and now firmly seeing the inclusive, student centred and achievement for all culture paying dividends. In June 2016 we had our last OFSTED inspection when we were rated as a GOOD School in all areas.

The 2017 summer GCSE results were disappointing considering we had previously had four years of continuous improvement. The dedication of all our staff and students has been immense and by working in partnership with parents to support all the young people we are very hopeful for improved outcomes this August. Young people only have one chance in life to have an inspirational educational experience and I want to ensure that High Tunstall College of Science provides this for them.

As Headteacher I have three key principles in education, and these are as true for staff as they are for students. They are honesty, respect and equal opportunity. As a member of my team you will be treated with respect and given the opportunity to excel in your career and achieve your own personal goals during your time at the College. In return I expect all my staff to treat students with respect and give them a fighting chance in life by giving them all equality of opportunity by making sure all barriers to their learning are removed wherever possible. This “Can Do” attitude will of course be the responsibility of the successful candidates who will ensure this develops within our respectful and inclusive culture in regards to our community.

The third principle is as important as the others, if not more so. I believe that a successful educational culture is only possible when all in that community have open and honest discussions. I do not believe in shying away from the big decisions about students’ education or the awkward discussions with staff regarding student performance. I actively encourage this robust dialogue so everyone knows their own challenge in ensuring the College improves even further.

The successful candidates will be joining a College where students are at the heart of everything they do. This post will be demanding in keeping up with the needs of our very talented and active students. I am constantly amazed by the way our students engage in all the activities on offer. We are proud of their achievements and celebrate them all widely.

In addition to the mainstream education provision at High Tunstall College of Science we have an additional resource provision for 20 students who have medical and physical difficulties and Autism. On site we also have an extensive provision for these students: individual support, hydrotherapy pool and personalised timetables to name a few. All our students that have an additional placement are a full member of the High Tunstall community and have a timetable that engages them in all or some of the mainstream timetable. This is a job for a person who truly believes in young people and the fact that

every single student has a need to be met. The successful candidates need to be committed to every student and the whole community of High Tunstall College of Science as we pride ourselves in meeting the needs of all.

The College is part of the Priority Schools Building Programme 2 and we are in the middle of the feasibility stages for our new school building. This is an exciting time as we are expecting to increase our pupil admission numbers from 241 to 270 under this programme, just showing how well we are doing in improving the quality of Education for the young people we serve.

High Tunstall College of Science is a great place to work. Fantastic young people and colleagues who support each other are the key features of the College. We have developed our relationships with our parents/carers and the local community and believe that these relationships have blossomed over the last year. We want and desire to be the heart of the community and I am determined in this drive.

If you would like to visit the College of gain further information I would be very pleased to show you around the College and discuss the post in more detail. Please feel free to contact me at High Tunstall College of Science on 01429 261446 or email me at mtilling@hightunstall.hartlepool.sch.uk.

You can find the following information on our website (www.htcs.org.uk) for your information in helping you to complete your application:

1. Prospectus
2. Expression magazine
3. Staffing Lists
4. College Policies

An essential attribute for any candidate who chooses to apply for the post of Deputy Headteacher at HTCS is having the “Can Do” attitude for staff and students alike. Second best is not good enough for me or the Governing Body of High Tunstall College of Science.

If you choose to apply for the post then I look forward to receiving your application. Yours faithfully

###### Mark R Tilling Headteacher

**General College Information**

High Tunstall College of Science is a school that serves the community of North West Hartlepool and its surrounding villages. We are a truly inclusive college, the governors and staff strive every day to ensure that the very best education is provided for all.

At the heart of our ethos is the belief that it is our duty to inspire and support students, so that they achieve the very best that they can. This ambition has led to a dramatic improvement in the quality of teaching and learning across the college over the past 2 years. Every child has the right to be taught by teachers that are good and outstanding and to achieve this we provide comprehensive professional learning and development that is bespoke to the needs of individuals within the staff. The results of good teaching can be seen in all aspects of school life and therefore our attendance, achievement and behaviour have all improved.

Inspirational teaching is matched by the range of extra-curricular opportunities that are available for our students. These opportunities range from trips to New York to STEM visits to all the North East Universities. These experiences are critical for the development of the students in our care and we try to ensure that all access as many opportunities as possible. Please take a look at our Expressions magazines on the college website to see the wide range of activities the students have on offer.

Inspiring teaching and opportunities can only be effective when placed within the context of a supportive curriculum and we pride ourselves on the breadth, challenge and quality of our offer. We offer a wide range of qualifications that prepare students for life post 16 whether they intend to follow an academic or vocational route. We are also confident that our KS4 curriculum will meet the demands of the new rigour in the changes to examinations and performance tables. Our curriculum is not specifically designed to meet performance tables, but instead is aimed at the meeting the needs of students now and in the future.

Our support goes beyond the curriculum and encompasses a wide range of systems and networks to help students navigate their way through college and adolescence. We are proud of the care and guidance that we provide for our most vulnerable students, but equally proud of the opportunities that we provide for our most able. This support, alongside quality teaching is helping us to close the gaps that are such an issue nationwide.

We have been hugely successful in helping vulnerable students into appropriate education and training post 16, which helps to explain why our percentage of NEETs is so low. Furthermore, our long tradition of sporting achievements and public speaking adds a further dimension to what it means to be successful at HTCS.

The High Tunstall community is based upon the principle that as a group of individuals we inspire each other and support each other, so that we all achieve. This principle underpins daily routines and practice, which has led to a community that is mutually respectful, offering an equal balance of support and challenge that leads to success for all.

**Job Description – Deputy Headteacher**

Job Title: **Deputy Headteacher**

Post Holder:

Date of Appointment: 1st September 2018

Salary Range: L18-22

Line Manager: Headteacher

Staff for whom responsible: As agreed with the Headteacher

Performance Management: Headteacher Disclosure Level: Enhanced

*This College is committed to promoting and safeguarding the welfare of children and young people and expects all staff and volunteers to share this commitment.*

###### Specific Responsibilities of the Deputy Headteacher

*The role of the successful applicant will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement with the Headteacher.*

*As a member of the Senior Leadership Team work and line manage as appropriate AHT’s, Senior Teachers and other colleagues to ensure the development and delivery of the College’s Improvement Plan.*

As a member of the Senior Leadership Team you will play a key role in:

* 1. Formulating the aims and objectives of the College
	2. Establishing policies through which the aims and objectives are to be achieved
	3. Managing staff, performance management and resources to that end
	4. Monitoring, evaluating and reporting on progress towards their achievement
	5. Creating a culture of Honesty, Respect, Equal Opportunity and Success by personal example and leadership
	6. Liaising with the SIP
	7. Quality Assurance
	8. Self Evaluation
	9. College Improvement Plan
	10. Deputising for the Headteacher in their absence

###### College Development

* 1. To contribute to:
		+ Providing objective assessment of the College’s strengths and weaknesses and judgements against Ofsted criteria and national benchmarks
		+ Ensuring the delivery, monitoring and evaluation of relevant activities as set out in

the CDP

* + - Maintaining and developing the ethos, values and overall purposes of the College
		- Formulating the aims and objectives of the College and policies for their implementation
		- The College Development Plan which will translate College aims and policies into

actions

* + - Implementing the Authority’s and the governing body’s policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs
		- The efficient organisation, management and supervision of College routines
	1. To be fully conversant with Ofsted Inspection Framework, particularly focusing on observations and national accountability measures

###### College Curriculum:

* 1. To contribute to:
		+ The development, organisation and implementation of the College’s curriculum
		+ College policies on curriculum
		+ Promote and support extra-curricular provision and the broader life of the College and Community
		+ Ensuring that the individual student’s continuity of learning and effective progression of achievement are provided
		+ Ensuring that all statutory requirements of the curriculum and human rights are met
		+ The costing of the curriculum and timetable.
		+ The organisation, management, evaluation and review of the curriculum KS3 and KS4 liaising as necessary with relevant agencies
		+ Curriculum Design including developments in the vocational curriculum programme and options
		+ Curriculum projects and initiatives

###### Student Progress

* 1. To contribute to:
		+ College policies on assessment, recording and reporting
		+ Assessment for learning strategies
		+ Analysing student assessment data to identify underachievement and support the appropriate intervention strategies
		+ Providing support and guidance on student progress to specific subject areas
		+ Ensuring the maintenance of accurate and up to date data on assessment and student progress,
		+ Academic progress in liaison with the AHT Progress to ensure every young person is

able to meet their potential

* + - To ensure quality classroom displays support revision and examination preparation
		- Mentoring within the college

###### Teaching & Learning:

* 1. To contribute to:
		+ College policies on teaching and learning
		+ Raising of the quality of teaching and learning by monitoring and evaluating classroom practice, through:
1. observation of lessons
2. discussion of work with students
3. follow up discussions with teaching staff on how to improve the quality of learning and teaching
4. weekly learning walks and feedback to staff as appropriate
	* + Providing challenge and channelling appropriate support to improve pedagogy
		+ The training of staff in order to improve the quality of learning and teaching
		+ Delivering CPD and raise the quality of classroom delivery
		+ Develop links between mentoring and classroom delivery
		+ Initiate and manage change and improvement to develop teaching for learning
		+ Support the development of e-learning across the College
	1. To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers in College
	2. To contribute to staff development policies in relation to:
		* The induction of new and newly qualified teachers and other staff
		* The provision of professional advice and support and the identification of training needs
		* Students under training/work experience
	3. Build relationships with schools both within the College networks and with partner schools to support and/or deliver CPD, where appropriate, to both primary and secondary schools
	4. Develop a Business Plan to drive a business initiative for the College based on CPD

offers and as a member of the Hartlepool Teaching School Alliance

###### Student Support Services

* 1. To contribute to:
		+ The development, organisation and implementation of the College’s policy for the personal and social development of students including pastoral care and guidance
		+ The effective induction of students
		+ The determination of appropriate student groupings
		+ The promotion among students of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour
		+ The development among students of self-discipline
		+ Day to day management of behaviour and welfare
		+ The handling of individual disciplinary cases

###### Community Development

* 1. To contribute to:
		+ Ensuring that the College’s vision and ethos is projected out in the community
		+ Be actively involved in developing a business portfolio, based on College improvement, for the benefit of the College
		+ Contributing to the maintenance and extension of active and constructive links with parents/carers and members of the wider community
		+ Contributing to the College liaison and marketing activities
		+ Developing the student voice throughout the College
		+ Developing the parent voice throughout the College
		+ Developing the staff voice throughout the College
		+ Staff well-being including training for identified staff
		+ Transition at KS2 and KS5 including liaising with the Transition Office
		+ Fundraising and improving the community facilities
		+ Developing the wider community voice throughout Hartlepool
		+ Developing strategies to further enhance the reputation of the College
		+ College Website and ensure it represents the views of the College at all times

###### General Roles and Responsibilities of Deputy Headteacher

* To support the development of the College Ethos by emphasising the Core Values of Honesty, Respect and Equal Opportunity.
* To carry out the duties of a Senior Leader as set out in the current College Teachers’

Pay and Conditions Document

* To be a vital channel of communication to the Headteacher optimising the flow of information
* To maintain an awareness of local, national and global educational issues.
* To work with governors in raising achievement across the College.
* To support and challenge at all levels to promote the ethos of the College as a learning community.
* To foster a culture in which the objectives of Every Child Matters and the key components of personalised learning are integral to the work of everyone in the College.
* To undertake the professional duties of the Headteacher during his absence from

College.

* To ensure that all statutory requirements of the curriculum and human rights are met
* To set high professional standards across the College and be a positive role model to fellow staff, students and parents/carers.
* To play a key role in the appointment of staff.
* To undertake any other such duties, within reason, at the request of the Headteacher.

The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks may not all be detailed above.

This job description may be amended at any time in discussion between the Headteacher and yourself, but in any case will be reviewed before the commencement of the next Performance Management cycle.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Deputy Headteacher) Date

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Headteacher) Date

###### Person Specification for Deputy Headteacher at High Tunstall College of Science

|  |  |  |  |
| --- | --- | --- | --- |
| **Attributes** | **Essential** | **Desirable** | **Assessment** |
| **Qualifications and Training** | * Qualified Teacher Status
* Degree
* Professional development in preparation for Headship/Deputy Headship
 | * NPQH
 | * Application form
* Letter of application
* References
 |
| **Experience** | **Leadership and Management Experience*** Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level
* Demonstrate the ability to work strategically and successfully at a senior leadership level

**Teaching Experience*** Demonstrate outstanding, sustained and successful experience as a teacher in a secondary context
* Substantial experience of teaching at Key Stage 3 and 4
 | * Experience as a Deputy or assistant Headteacher or equivalent
* Working successfully with other education partners and providers
* Experience of teaching in more than one school
 | * Application form
* Letter of application
* References
* Interview
 |
| Professional Experience, Knowledge and Understanding | **Shaping the Future*** Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision
 | * Experience of developing and sustaining a learning culture that has the Every Child Matters five outcomes at its core, including high expectations and standards of achievement
 | * Letter of application
* References
* Interview
* Teaching task
 |
| **Leading Teaching and Learning*** Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well being
 | * Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance
 | * Letter of application
* References
* Interview
* Teaching task
 |
| **Developing Self and Working with others*** Knows how to promote an open, fair and equitable culture
* Understands the significance of interpersonal relationships and strategies for promoting individual and team development
 | * Has a clear understanding of the impact of change and different leadership styles on individuals and organisations
 | * Letter of application
* References
* Interview
* Professional discussion
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Attributes** | **Essential** | **Desirable** | **Assessment** |
| Professional Experience, Knowledge and Understanding | **Managing the Organisation*** Knowledge of and commitment to the implementation of the safeguarding agenda
* Understands how to establish and sustain effective organisational structures, systems, policy and practice
 | * Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation
 |  |
| **Securing Accountability*** Experience of holding individuals, teams and whole school to account for student learning outcomes
* Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor and evaluate and improve aspects of the school, including challenging poor performance
 | * Demonstrate a clear understanding of the principles and practice of quality assurance systems, including school review, self evaluation and performance management and have experience of these
 | * Letter of application
* References
* Interview
* Professional discussion
 |
| **Strengthening Community*** Understand the importance of listening to, reflecting and acting on community feedback
 | * Experience of strategies that encourage parents and carers to support their son/daughter’s learning
* Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students
 | * Letter of application
* References
* Interview
* Professional discussion
 |
| Personal Skills and Attributes | The ability to:* Inspire, challenge, motivate and empower teams and individuals to achieve high standards
* Demonstrate personal and professional integrity, including modelling values and vision
* Demonstrate a capacity for sustained hard work with energy and vigour
* Demonstrate resilience and optimism
* Priorities, plan and organise themselves and others
* Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to young people
* Be self critical and reflective on own practice
 | * Ability to liaise with different groups to achieve a positive outcome
* Think analytically and creatively and demonstrate initiative in solving problems
* Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales
 | * Application form
* Letter of application
* References
* Interview
* Professional discussion
 |

**Making your application**

* If you would like more information or wish to see the College in action, please contact Helen Meggs (Headteacher’s PA) on 01429 261446 or email hmeggs@hightunstall.hartlepool.sch.uk
* Curriculum Vitae is not required
* Candidates are asked to complete fully a High Tunstall Application Form available on the College Website (www.htcs.org.uk)
* You are asked to enclose a letter as part of your application, of no more than 2 sides of A4 answering the following question:

## “Ensuring Student Accountability for their own achievement is multi-faceted and vital to the future success of High Tunstall College of Science. Having a “Can Do” attitude in everything you do is an essential requirement of all members of the High Tunstall Community.

**As Deputy Headteacher I will contribute to the future success of High Tunstall College of Science by…”**

We look forward to receiving your application by **12 noon on Friday 16th March 2018**, ideally via email to hradmin@hightunstall.hartlepool.sch.uk or posted to Mr Mark Tilling, Headteacher, High Tunstall College of Science, Elwick Road, West Park, Hartlepool, TS26 0LQ.

###### The College has adopted the principles of Safer Recruitment and will safeguard and promote the welfare of children and young people and expects all staff and volunteers to do the same. If successful, you will be subject to an enhanced DBS check.