



Kelvin Grove
Primary School

Kelvin Grove Primary School

Deputy Head Teacher Recruitment Applicant Pack





Letter from Chair of Governors

Dear Candidate

Thank you for your interest in our Deputy Head Teacher post at Kelvin Grove Primary School. As a governing body we welcome applications from candidates that believe in a strong inclusive school which sits in the heart of our local community. As governors we would want to work with you to continue to move our school forward.

As a school we have amazing support from all members of our community including parents, pupils and staff and hope you will continue to provide inspirational leadership in our new journey.

You are welcome to visit the school and can arrange this by telephoning and speaking to the School Business Manager, Ceiwa Saukuru on 0191 477 4186. Alternatively, you can send an email to CeiwaSaukuru@gateshead.gov.uk

The closing date for applications is **Midday 15th November 2019**
Shortlisting will take place on **18th November 2019**
Lesson observations will take place on **25th/26th November 2019**
Interviews will take place on **29th November 2019**

The successful applicant is required to commence employment in Spring Term 2 or as soon as possible.

We hope you find this pack useful and informative and that it will encourage you to apply for the role. Please note that you need to apply via Gateshead council website.

Yours sincerely,

Ian Mearns
MP for Gateshead and Chair of Governors.



Our School Values and Vision

Our school's vision is "Achieving Success Together." We recognise and value the rich linguistic and cultural diversity in our school and the local community. We endeavour to ensure that each child is able to excel in their achievements and to have the skills, independence and initiative to become good citizens.

At Kelvin Grove we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. We make it our business to strive for excellence, empowering children to believe they can and will achieve. Children are challenged within the delivery of an enriched, creative and engaging curriculum. We are an inclusive school that develops independence, responsibility, kindness and good manners at all times.

We work closely with parents, carers and the wider community, understanding the importance of these relationships for the success of each child.

Our Values at Kelvin Grove Primary School

At Kelvin Grove Primary School we take a holistic approach to our children's needs

We offer our children an excellent educational experience, which is enjoyable and stimulating, enabling them to achieve their full potential.

We are very proud to be a culturally diverse and fully inclusive school which is committed to

"Achieving Success Together"

The infographic features eight circular icons representing school values: Perseverance (a child climbing a mountain), Positivity (a smiling child with glasses), Aspiration (a child with a star), Respect (two children reading), Responsibility (a child holding a book), Enjoyment (a child with arms raised), Compassion (a child with a heart), and Community (a group of children).



Kelvin Grove Primary School

Deputy Headteacher

Job Description

| | | |
|------------------------|---|--|
| Responsibility Areas: | | Strategic leadership of the Pastoral and Behaviour systems |
| Accountabilities: | A | Undertaking responsibilities as a member of the Senior Leadership Team of the school. To deputise for the Headteacher in her absence. |
| | B | The leadership, day-to-day management and high standards of pastoral care in school. To promote the personal and social development of all pupils regardless of age, culture or ability, as individuals and as secure, successful and fully participating members of the school and it's wider community. |
| | C | The leadership, day-to-day management and high standards of pupil behaviour and behaviour for learning in the school. |
| | D | To proactively seek and engage links within the community to promote excellence and enjoyment in all aspects of the curriculum. |
| | E | To effectively appraise and performance manage teaching and support staff in school with the Headteacher and HLTA. To co-ordinate the Continued Professional Development programme for all teaching and support staff, including NQTs. |
| | F | Undertaking the duties and responsibilities expected of the Deputy Designated Person for Safeguarding in school. |
| | G | Generic duties relevant to all staff members. |
| Accountable to: | | Headteacher |
| Scale/Salary: | | L9 – L13 (£48,687 - £53,724) |
| Main Duties: | | See over for detailed duties and responsibilities |

Area of Accountability A:

RESPONSIBILITIES AS A MEMBER OF THE LEADERSHIP TEAM

To promote the vision and values of Kelvin Grove Primary School.

To provide professional 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; and
- outstanding levels of pupil behaviour and behaviour for learning.

To directly assist the Headteacher with:

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

As Deputy Headteacher, you will be expected to deputise for the Headteacher in her absence.



Generic expectations of all members of the Leadership Team:

- act with professional integrity at all times;
- 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 need to move from good to outstanding;
- maintain those 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 School Governing Body meetings to inform Governors of issues related to your role;
- undertake a proactive part in:
 - o those activities that are part of the self-evaluation of the school;
 - o casual and formal checking of uniform;
 - o being a presence around school;
 - o appraisal, performance and line management systems;
 - o pupil voice and School Council
- 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 Leadership Team, and accepting and supporting final Leadership Team decisions;
- with regard to Leadership Team meetings:
 - o all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Headteacher;
 - o 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 pupils at all times;
 - o when requested to do so by the Headteacher, prepare and present reports on progress / issues related to areas of accountability and responsibility;
 - o traverse the conflicting expectations of transparency and confidentiality.
- undertake specific tasks reasonably delegated by the Headteacher from time to time.

Area of Accountability B:

LEADERSHIP AND MANAGEMENT OF PASTORAL CARE

- Have strategic oversight and implementation of the school's pastoral care to ensure that it is all pervasive and fully integrated into the school's daily routines, its curriculum and its extra-curricular activities.
- Lead in the development of processes to enhance the way pastoral care works in school; To hold regular Pupil Information Sharing Meetings, involving the Headteacher, SENCo, Family Support Worker, Class Teachers and outside agencies where appropriate. The meeting should focus on those pupils identified as requiring action because of their behavioural, social or emotional needs.
The aim of the meetings should be to ensure actions are taken to overcome problems within specific timescales;
- To refer pupils to relevant outside agencies for additional support, e.g. CYPS (Children and Young People's Service), BSS (Behaviour Support Service) or St Chad's (Bensham-based charity organisation).
- Undertake self-evaluation of pastoral care in order to contribute to school systems of monitoring, evaluation and review;
- Provide any information that Ofsted may need in relation to pupil behaviour and behaviour for learning in the school;
- Be aware of and ensure that the school is meeting the 'good' and 'outstanding' criteria in the Ofsted Evaluation Schedule;
- Contribute to the School Improvement Plan by identifying clear targets, timescales and success criteria for the development and / or maintenance of pastoral care;
- Monitor progress and evaluate the effects of developments and targets on pupil behaviour by working alongside colleagues, analysing work and outcomes;
- Lead on strategies for addressing issues associated with attendance, absence and persistent absence.

Area of Accountability C:

PUPIL BEHAVIOUR AND BEHAVIOUR FOR LEARNING

- Ensure that the highest standards of behaviour (both pupil behaviour and behaviour for learning) are implemented and maintained in line with relevant school policies;
- Provide support for teachers and support staff in all disciplinary matters;



- Work with Class Teachers to ensure that they are involved in leadership of positive behaviour and behaviour for learning;
- Ensure that teachers are aware of the implications of the School's Behaviour Policy and that these policies are effectively and consistently implemented and monitored;
- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- Have an enthusiasm which motivates and supports other staff and encourages a shared understanding of the contribution they can make to all aspects of pupils' lives;
- Deal with serious behavioural issues in the school, referring to the Headteacher as required.

Area of Accountability D:

PERFORMANCE MANAGEMENT AND LEADERSHIP OF CPD FOR TEACHING AND SUPPORT STAFF

- To undertake performance management reviews yearly in conjunction with the school's policies and procedures;
- Review the job descriptions for teaching and support staff when requested by the Headteacher;
- Undertake regular evaluation of staff progress towards agreed improvement objectives through the school's appraisal, performance management and line management policies, practices and procedures;
- Contribute positively to your own appraisal, performance management and line management.
- To support the implementation of INSET within school.
 - Ensure teaching and support staff access external training courses.
 - Records to be maintained and reported to Governors termly.

Area of Accountability E:

COMMUNITY ENGAGEMENT

- To build effective working relationships with other partners.
- To enhance the excellence and enjoyment agenda and provide enrichment both within and beyond the curriculum, e.g. through sports clubs, colleges and Arts organisations.
- Sustainable engagement with parents and the community through extended schools
- To line manage the Family Support Worker to oversee
 - Family Learning Programmes
 - 1:1 and small group pupil interventions
 - CAF/ TAF (Team around the Family)

Area of Accountability F:

DEPUTY DESIGNATED PERSON FOR SAFEGUARDING

- To work alongside the Headteacher (Senior Designated Person) and undertake responsibilities for safeguarding in the school;
- Respond effectively and immediately to safeguarding / child protection concerns raised by staff or pupils or brought to your attention through other means;
- Work with the Headteacher to ensure all school safeguarding policies are up-to-date;
- Actively raise awareness of safeguarding / child protection issues with all staff;
- Ensure that all staff in school are aware of school safeguarding policies and are appropriately trained to recognise and deal with safeguarding / child protection issues;
- Ensure the timely induction of new staff to the school in relation to safeguarding issues;
- Keep records of referrals and detailed and accurate records of safeguarding / child protection concerns and actions taken;
- Maintain links with and a working knowledge of how the local Safeguarding Board operates in order to ensure currency of safeguarding / child protection systems;
- Undertake the necessary liaison and communication with the local Safeguarding Board and other relevant outside agencies by attending meetings (such as case conferences, strategy meetings, etc.) and sharing detailed records relating to safeguarding / child protection cases where requested;
- Undertake any actions as determined by the local Safeguarding Board;
- Ensure appropriate communication with parents / carers or relatives of any student involved in safeguarding / child protection incidents in line with the advice of the local Safeguarding Board and / or other relevant outside agencies;
- Work with the Business Manager to ensure that the School Staff Safeguarding Training database (listing the status and dates of the training of all staff in the school) is kept up-to-date;
- Where pupils leave the school, ensure that their destination school is made aware of any safeguarding / child protection issues in line with national, regional and school policies.



Area of Accountability G:

GENERIC DUTIES RELEVANT TO ALL MEMBERS OF STAFF

Our Vision

Our school motto is “Achieving Success Together”. All staff are expected to promote and utilise our vision in everything that they do. It is expected that all staff work collaboratively as members of the school community to share good practice, resources and ideas and realise the school vision and aims. All staff should act with professional integrity at all times, following the school ‘Code of Conduct for Staff’.

Teaching and Learning

This is our core business and therefore a priority. You will have a 0.5 teaching commitment, this may be reviewed as required.

Use of ICT

All teaching staff will be expected to ensure that all pupils leave the school with transferable ICT skills, knowledgeable in developing technologies and equipped for the next stage of their education. ICT must be used creatively to inspire and motivate students where it is relevant to do so.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the school’s Acceptable Use Policy. Staff are also expected to ensure they follow school policies with regard to professional conduct when using ICT systems.

Data Protection

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 (as amended) for the security, accuracy, and significance of personal data held on such systems.

Health and Safety

Employees are required to work in compliance with the schools’ Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

Kelvin Grove Primary School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by Gateshead Authority. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Senior Designated Person (SDP).

The successful candidate will be required to undergo an Enhanced Disclosure from the Criminal Records Bureau (CRB) and obtain any other statutorily required clearance.



Kelvin Grove Primary School

Deputy Headteacher

Person Specification

Introduction

In order to meet the high standards expected of a leading professional in our school, the governing body is seeking to employ a person with the following qualities, experience, skills and abilities.

| Criteria: | |
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| Essential | Desirable |
| Qualifications and Training | |
| Qualified teacher status | |
| Degree | |
| A commitment to or working towards: NPQH; | Leading from the Middle or other relevant NCSL courses |
| Current Child Protection Training | |
| Experience | |
| Evidence of leadership and management of a whole school aspect. | In depth knowledge of the curriculum over at least 2 Key Stages |
| To have experience of successfully leading Maths, English or Science in school | To have knowledge, understanding and experience of the Talk 4 Writing/Primary Writing Project approach. |
| Professional Development | |
| A record of continuous professional development that includes training in leadership and management | |
| Experience of supporting, training and helping to co-ordinate the professional development of colleagues | |
| Leadership and Management | |
| To have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others | |
| To provide evidence of good management, which incorporates detailed planning, successful | Have the ability to access and analyse relevant data and to use this information to set priorities and determine school action |

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| implementation and effective monitoring and evaluation of strategies | |
| To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school | Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management |
| Safeguarding | |
| Essential | |
| Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding. | |
| To have a current, enhanced CRB clearance | |
| Learning and Teaching | |
| Essential | |
| Desirable | |
| Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about | The ability to help create and maintain a school site that ensures the health and safety of staff and pupil and which presents a stimulating and attractive learning environment for pupils |
| To have a good understanding of how assessment strategies and target-setting are used to inform learning in order to help pupils make progress | |
| A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and which is sufficiently well differentiated and resourced to meet the needs of all pupils | |
| Knowledge and Understanding of | |
| Essential | |
| Desirable | |
| Statutory education frameworks, including governance | Ways to build, communicate and implement a shared vision |
| Leading change, creativity and innovation | Strategic planning processes |
| Strategies for communication, both within and beyond school | New technologies, their use and impact |
| Models of pastoral care | Schools self evaluation process |
| Models of behaviour and attendance management | Building and sustaining a learning community |
| Strategies for ensuring inclusion, diversity and access | The impact of change and organisations and individuals |
| Curriculum design and management | Legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation |



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| Strategies to promote individual, team and organisational development | Models of school, home, community and business partnerships |
| The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school, including challenging poor performance | The work of other agencies and opportunities for collaboration |
| The wider curriculum, beyond school and the opportunities it provides for pupils and the school community | |
| Strategies which encourage parents and carers to support their children's learning | |
| Additional Skills and abilities: Essential | |
| Suitability for work with children and young people; Enhanced CRB clearance | |
| The ability to relate positively with the headteacher, pupils, colleagues, parents, governors and others who contribute to the work of the school | |
| The communication skills needed to provide clear and accurate information and well informed advice | |
| The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate | |
| To have high expectations of pupils' learning, attainment and behaviour and of one's own professional abilities and those of colleagues | |
| An excellent health and attendance record | |
| Personal Qualities | |
| Self Awareness <ul style="list-style-type: none"> • Emotional self awareness • Accurate self assessment • Self confidence | Social Awareness <ul style="list-style-type: none"> • Empathy • Organisational awareness |
| Self Management <ul style="list-style-type: none"> • Emotional self control • Transparency • Adaptability • Initiative • Optimism | Relationship Management <ul style="list-style-type: none"> • Develop others • Inspirational leadership • Change catalyst • Influence • Conflict management • Team work and collaboration |

Please include the following in your letter of application which should be no longer than 2 sides of A4:

- a clear, succinct statement of your educational philosophy and practice
- demonstrate how this relates to the post of Deputy Headteacher at Kelvin Grove Primary School.

Life in Gateshead

The borough of Gateshead stretches almost 13 miles along the south bank of the river Tyne and covers 55 square miles, making it the largest of the five Tyne and Wear authorities. Gateshead is very close to Newcastle, the major urban centre in the North East and has strong transport links to the city, the rest of the North East, and England. The borough has undergone rapid transformation in recent years with major physical redevelopment.

There is much to discover in Gateshead, from iconic and stylish buildings, extraordinary landmarks and a vibrant, lively art scene to exciting events, blooming parks and beautiful countryside. Gateshead is fast becoming one of the biggest cultural quarters in the country capturing the imagination of the world with The Angel of the North - Britain's largest sculpture, The Gateshead Millennium Bridge - the world's first tilting bridge, BALTIC - the ambitious Centre for Contemporary Art, and The Sage Gateshead – the regional music centre designed by Lord Foster.



Gateshead truly is a diverse and exciting place to live and work.

Kelvin Grove is nestled in the heart of Gateshead and near the famous Saltwell Park. One of Britain's finest examples of a Victorian park and a perfect place for the whole family to enjoy.

Its historical and peaceful grounds have earned many awards such as Green Flag and Britain's Best Park. Families can relax and unwind in the beautiful green space; bring their children to enjoy facilities including play areas, a maze and pets' corner; walking and jogging routes as well as bowling greens, tennis and basketball facilities or simply picnic in the stunning surroundings of Saltwell Towers – see below.



education**Gateshead**

Raising Achievement for All



Developing school staff is one of our most important goals – we believe the school team is the cornerstone to success. We are committed to offering a wide variety of exciting and stimulating training courses and conferences that are underpinned by current research and initiatives. Our dedicated and high quality inspectors, advisors, consultants and trainers have a wealth of knowledge and expertise in their chosen fields.

We have a wide range of training programmes in a variety of subjects that are delivered centrally. These are clearly focused on major priorities in schools and informed by the latest research and current initiatives. We try hard to let you know what's new and effective in education.

We share a clear, common purpose with you to do the very best for children and young people, their families and their communities. We have significant collective experience of teaching, leading and managing schools, training and professional development, and carrying out Ofsted inspections. We are at the cutting edge of educational developments and practice through our innovative research programme and our direct involvement with many initiatives. We have established excellent links and relationships with local, regional and national policy and decision makers. Our support networks mean that if we cannot help, we will find someone who can.

educationGateshead**, the very best for our children and young people.**

