



# Deputy Headteacher Candidate Pack

Location: Stockton-on-Tees

Start date: 1<sup>st</sup> September 2024





# A message from our Chair of Directors

Dear prospective applicants,

Thank you for taking the time to look at, and consider, applying to St Mark's C of E Primary School, part of One Excellence Multi Academy Trust.

I am proud to be the Chair of Directors of this inclusive, thriving school, where children are put at the forefront of every decision. Our strong team of leaders ensure that the school provides for children's individual needs as well as developing a robust team of teachers and support staff who are highly trained. St Mark's staff strive for an outstanding level of education every day, ensuring our pupils academic and pastoral needs are met.

As a church school we are strongly guided by our Christian vision and values. We welcome everyone into our school, all faiths and none, and are respectful of each person's individual beliefs and views.

I strongly encourage a visit to our wonderful school so that you can get a feel of the work that is undertaken daily. If you have any questions or queries, please do not hesitate to contact the school, or a member of the school team who will do everything they can to help.

Tom Cunningham



# A Message from our CEO

Since its formation in 2017 One Excellence Trust has grown to include four primary schools, all with thriving nurseries, providing education and opportunities for 1,050 students. As part of our Trust we incorporate one of the 36 DfE English Hubs and two EMS bases (one for communication and interactions and one for SEMH) and a community nurture hub. We pride ourselves on transforming education locally and regionally, with our schools and nurseries being at the heart of their local communities and are determined to raise standards of educational achievement to the very highest levels.

All of our schools are an integral part of their local communities and have a strong sense of identity. We value the contribution each of our communities make and the distinctive opportunities and diversity they offer to the Trust. Working in collaboration, we offer exceptional learning experiences to all of our children, so the children benefit from the strength that being part of the extended One Excellence family brings.

Our vision is to be an ambitious, inclusive, collaborative family of schools, ensuring excellence in education whilst celebrating individuality. We are passionate that as a family of schools we can provide a much better standard of education than working on our own. We know we improve more rapidly as a group of schools in a Trust than if we were a school on our own in an isolated position. This rapid improvement is not achieved at the expense of any school losing its own unique identity or its position within its community. Our academies have no motivation to all be the same. They are different in accomplishments and context but we share the same values and vision for our staff and students. Each academy is a driving force in its own right. By working collaboratively we've been able to create an effective and efficient organisation and business model that allows school leaders and teachers to focus all their attention on their pupils. We work together in a supportive network to evaluate, challenge and improve practice inside and outside of the classroom. We want our students to grow into fully equipped individuals who make meaningful contributions to society and our staff to reach their full professional potential.

We live in a world that requires our children to be prepared to think both critically and creatively, solve complex problems and to communicate well. Mastery of the basics: reading, writing and maths is our core purpose and this sits equal to ensuring our children have access to a high quality non-cognitive skills curriculum ensuring well-developed social and emotional skills.

You can find out more about our Trust by visiting <https://www.oneexcellence.co.uk/>

Lindsey Vollans





# About Our School

At St Mark's we pride ourselves on striving for academic excellence, while maintaining an inclusive environment which allows all pupils to achieve. Our school welcomes everyone, as God does, and we are guided by our Christian values. As we are a church school, our faith is important to us, and we have strong links with the Durham Diocese.



We are a large, two form entry school (PAN 420 plus nursery) based two miles away from Stockton town centre. Even though we are close to a large town, we are lucky to be surrounded by large fields which host outside play equipment and our Forest School area.

At St Mark's we are more than a school – we are a family. Having strong relationships, a calm manner and an understanding nature is key to being a staff member at our school. Each staff member is valued as an individual and brings their own strength and knowledge to our team.

Due to our inclusive nature, St Mark's is home to a Local Authority SEMH base. This means that we often have children who have had emotional or social difficulties and past trauma, which can be challenging at times. Our staff work tirelessly to support these children and are highly trained in meeting individualised needs to allow all our children to flourish.

At our school, we value both the pastoral and academic successes of our children. We encourage children to develop their own personal talents and interests and believe in a rounded education for all. Our curriculum is rigorous and focused, developing skills and knowledge while using educational visits and experiences to bring it to life. Early reading, writing and maths are especially important as we know that that is the foundations for children to achieve well in life.

We are very proud of our school and the pupils and community it serves. Our parents are very involved within the school and we believe in strong parent and school communications. Every family is valued within their own right, and we go above and beyond to serve them.

*Everyone Welcomed. Everyone Included.  
Everyone Belongs.*





**JOB DESCRIPTION:** Deputy Headteacher

**SALARY:** ISR L10 to L14

**TYPE:** Permanent

**REPORTING TO:** Headteacher





**Headteacher**

**Job Description**

### **Job Purpose**

**The Deputy Headteacher will play a major role in supporting the Headteacher with the day-to-day management of the school as well as taking a lead role in the strategic direction of the school. The Deputy Headteacher will be required to deputise and assume full responsibility for the school in the absence of the Headteacher.**

**As a member of the leadership team, the Deputy Headteacher will play a major role in formulating the culture vision, aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives and monitor and evaluate progress towards their achievement.**

**The Deputy Headteacher will help to deliver and sustain educational excellence in teaching and learning throughout the school, maintaining and promoting care for the pupils and respect for colleagues.**

**The post holder is accountable to the headteacher and will work in partnership with the Headteacher, senior leaders in the school and across the Trust, the Local Advisory Board and the Central Executive Team to ensure the continuous improvement of the schools within the Trust,**

### **Main Purpose**

The Deputy Headteacher will under the direction of the Headteacher play a lead role in:

- Supporting the Headteacher by leading with integrity, upholding the Christian vision of the school, alongside the Trust values and aspirations
- Ensuring that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish
- Developing and sustaining the school's Christian ethos and provide dynamic and strategic direction together with the Local Advisory Board
- Demonstrating leadership and accountability in line with the Trust and school visions.
- Establishing and oversee systems, processes and policies so the school can operate effectively
- Identifying problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Leading safeguarding and promoting the welfare of children for whom you have responsibility or come into contact with including adhering to all specified procedures.
- Have an oversight of SEND and additional needs; working alongside the SENDCo and staff to ensure every child's needs are met to make good progress.
- Complying with health and safety policy and systems, report any incidents / accidents / hazard and take proactive approach to health and safety matters in order to protect yourself and others
- Promoting positive staff well-being and teamwork
- Working in partnership with the Trust, Diocese, parish and local churches to enhance the work the school and its foundation as a Church school

### Core Qualities

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Uphold and support the school's Christian foundation
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's children
- Be active in growing the school's reputation and links with the new community
- Lead and implement effective equality, diversity and inclusions across the school community

### Qualification, knowledge and skills

- Qualified teacher status
- Up to date leadership and management training or other qualifications
- Up to date working knowledge of the SEND Code of Practice and other relevant legislation
- Sound knowledge of effective Quality First Teaching and intervention strategies
- Experience of working with a range of special educational needs
- Ability to plan and prioritise, and complete tasks efficiently and promptly
- Ability to communicate effectively, verbally and in writing
- Designated Safeguarding Lead training

### Additional requirements

- Continuously develop own professional practice and keep up to date with all relevant policy developments.
- Contribute to the wider work of the Trust, its schools and its communities through partnership working, sharing of expertise and knowledge and voluntary out of hours work
- Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults
- Identify and prioritise research and CPD opportunities for the leadership
- Carry out any such duties as may be reasonably required by the CEO

### Special Considerations

- Clean, full driving licence and a willingness to travel as you may be asked to attend other schools within the Trust

## Strategic Responsibilities

### Duties and Responsibilities

The Deputy Headteacher will:

#### School Culture and Behaviour

- Uphold a culture where children experience a positive and enriching school life
- Uphold and expect ambitious educational standards in order to prepare children from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from children, built on rules and routines that are understood by staff and children, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Value a culture of staff support, development and well-being

#### Strategic Direction and School Improvement

To work with the Local Advisory Board, Headteacher, school workforce and school community to contribute to development of the strategic view of the school:

- To lead on establishing and driving the ethos, vision and values of the school, ensuring they equally reflect those of the One Excellence Trust
- To support the Headteacher in creating a positive culture and provide educational vision and direction which promotes effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, emotional and physical development
- To work with the Headteacher to develop and implement a School Development Plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
- To work with staff, governors, parents/carers, One Excellence networks and wider good practice to build on the strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality
- To ensure equality, safety and respect is central to the aims and ethos of the school and these will be reflected in all aspects of the work of the Deputy Headteacher
- Ensure all those involved in the school are committed to its aims, are motivated to achieve them and involved in setting and meeting the long, medium and short term objectives and targets which will secure the educational success of the school
- Ensure policies and practices take account of national, local and school data and inspection and research findings and reflect best practice
- Monitor, evaluate and review the effects of the school's policies, priorities and targets and take action as necessary.
- Deputise for the Headteacher when they are absent from the school, taking full responsibility and ensuring the effective day-to-day organisation
- Lead by example ensuring the ethos, vision, values and principles of the trust are reflected in those of the school

#### Teaching, Curriculum and Assessment

To work with the Headteacher, the Trust Curriculum Lead and the Local Advisory Board to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning.
- Continuously develop and sustain high-quality teaching across all subjects and phases, based on evidence
  - Ensure teaching is underpinned by good subject knowledge following a focused and enriched curriculum
  - Effectively use assessment, data and evidence to inform strategy and decisions



- Ensure the teaching of a broad, structured and coherent curriculum
- Continuously develop curriculum leadership, including subject leaders with relevant expertise and access to CPD, professional networks and communities
- Use valid, reliable and proportionate approaches to assessing children's knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to all subjects
- Ensure a comprehensive programme of monitoring is in place and evaluate the quality of teaching and standards of learning and achievement of all pupils across the school, including those with special needs or identified as a priority area for the region, in order to set and meet challenging, realistic targets for achievement.
- To be forward facing and work with external agencies and advisors to obtain the best and most appropriate advice on which to work with our children
- Work in partnership with the Headteacher to sustain effective teaching and learning throughout the school as well as to organise and implement the curriculum and its assessment; routinely monitoring and evaluating in order to identify and share good practice and act on areas for improvement
- Develop and maintain effective links with the wider educational and local community, including business and industry, to extend the curriculum and enhance teaching and learning.
- Maintain and further develop the school's effective partnership with parents/carers and the wider community to support and improve pupil's achievement, personal development and the closing of attainment gaps in specific groups.

### **Leading and Managing People**

With the Headteacher to lead, motivate, support, challenge and develop other people in order to secure improvement:

- Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure effective working relationships are in place throughout the school.
- Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Implement and sustain effective systems for management of staff performance, incorporating appraisal and targets, ensuring those for classroom staff relate to pupil achievement.
- Motivate and enable all staff to develop expertise in their respective roles through high-quality continuous professional development.
- Identify and nurture talent to enable effective leadership development and succession planning.
- Sustain motivation of self and other staff
- Ensure professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers
- Lead by example, demonstrate and ensure the continuous commitment by all staff to help keep the children and young people in the care of the school safe.

### **Trust Role (when appropriate)**

- To fulfil a strategic leadership role across the trust based on knowledge and skill set – leading all schools in this area to improve standards, in line with agreed Trust role job description.
- To work closely with the CEO and other senior leaders to continue to drive standards and to improve practices across the Trust.

### **Additional and Special Educational Needs (SEN) and Disabilities**

- Promote a culture and practices that enable all children to access the curriculum
- Take a lead role in developing SEN provision across the school.
- Have ambitious expectations for all children with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

### **Managing the School**

- Work with the Trust Board, Governing Body and Headteacher to recruit staff of the highest quality, complying at all times with safer recruitment practice.
- Ensure staff and children's safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Work with the Senior Leadership Team to deploy and manage staff effectively in order to ensure highest quality education with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

### **Professional Development**

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered and evaluated
- Make sure professional development opportunities draw on experts both within and beyond the school
- Seek training and continuing professional development to meet the needs of all staff members and self

### **Governance, Accountability and Working in Partnership**

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children

### **Strengthening Community**

Working with the Headteacher:

- To enable a school culture and curriculum which takes account of the richness and diversity of the school's community
- To enable and promote positive strategies for challenging prejudice
- To ensure learning experiences for pupils are linked into and integrated with the wider community
- To ensure a range of community-based learning experiences and opportunities
- To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and families
- Seek opportunities to invite parents and carers, members of the community, business or other organisations in to the school to enhance and enrich the school and its value to the wider community
- To be co-operate and work with relevant agencies to protect children
- To ensure that the school promotes effective links with the local community and continues the development of close liaison with other schools in the geographical area
- To ensure that the school offers appropriate extended services

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties which may be required from time to time. Any such duties should not, however, substantially change the general character of the post.

Note: This job description may be amended at any time in consultation with the post holder.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.



**Pre-occupational health:**

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

**Person Specification – candidates will be selected based on expectations of experience of the below.**

Qualifications and Training	E	D
Qualified teacher status	✓	
Good honours degree	✓	
Working knowledge of the SEND Code of Practice and other relevant legislation		✓
Further professional qualifications		✓

School Culture and Behaviour	E	D
A commitment and ability to communicate the Christian vision, ensuring it is a living reality that enables pupils and adults to flourish	✓	
Uphold a culture where children experience a positive and enriching school life	✓	
Uphold and expect ambitious educational standards in order to prepare children from all backgrounds for their next phase of education and life	✓	
Ensure a culture of staff professionalism	✓	
Encourage high standards of behaviour from children, built on rules and routines that are understood by staff and children, and clearly demonstrated by all adults in school	✓	
Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy • Value a culture of staff support, development and well-being	✓	

Strategic Direction and School Improvement	E	D
To lead on establishing and driving the ethos, vision and values of the school, ensuring they equally reflect those of the One Excellence Trust.	✓	
Create a positive culture and provide educational vision and direction which promotes effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, emotional and physical development	✓	
Develop and implement a School Development Plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers effectiveness and securing school improvement	✓	
To work with staff, governors, parents/carers, One Excellence networks and wider good practice to build on the strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality.	✓	
To ensure equality, safety and respect is central to the aims and ethos of the school and these will be reflected in all aspects of the work of the Deputy Headteacher.	✓	
To ensure that current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and young people are fully met.		✓



Maintain and further develop the school's ethos and provide educational vision and direction for the school which secures: ○ Effective teaching ○ Successful learning and outstanding pupil achievement ○ Sustainable high standards in pupil's spiritual, moral, cultural, social and physical development, preparing them for life's opportunities and experiences.	✓	
Ensure all those involved in the school are committed to its aims, are motivated to achieve them and involved in setting and meeting the long, medium and short term objectives and targets which will secure the educational success of the school.		✓
Ensure policies and practices take account of national, local and school data and inspection and research findings and reflect best practice.	✓	
Monitor, evaluate and review the effects of the school's policies, priorities and targets and take action as necessary.	✓	
Ensure that the school plays an active role in the development of the trust, supporting the ongoing growth and impact of its organisations.		✓
Ensure the ethos, vision, values and principles of the trust are reflected in those of the school.		✓
Knowledge of the SIAMS frameworks and the Church of England's Vision for Education.		✓
Experience of developing and embedding the Christian Vision and values in a Church school.		✓

Teaching, Curriculum and Assessment	E	D
Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning.	✓	
Continuously develop and sustain high-quality teaching across all subjects and phases, based on evidence ○ Ensure teaching is underpinned by good subject knowledge following a focused and enriched curriculum ○ Effectively use assessment, data and evidence to inform strategy and decisions ○ Ensure the teaching of a broad, structured and coherent curriculum ○ Continuously develop curriculum leadership, including subject leaders with relevant expertise and access to CPD, professional networks and communities ○ Use valid, reliable and proportionate approaches to assessing children's knowledge and understanding of the curriculum ○ Ensure the use of evidence-informed approaches to all subjects	✓	
Ensure a comprehensive programme of monitoring is in place and evaluate the quality of teaching and standards of learning and achievement of all pupils across the school, including those with special needs or identified as a priority area for the region, in order to set and meet challenging, realistic targets for achievement.	✓	
To be forward facing and work with external agencies and advisors to obtain the best and most appropriate advice on which to work with our children	✓	
Work in partnership with the Headteacher to sustain effective teaching and learning throughout the school as well as to organise and implement the curriculum and its assessment; routinely monitoring and evaluating in order to identify and share good practice and act on areas for improvement	✓	

Develop and maintain effective links with the wider educational and local community, including business and industry, to extend the curriculum and enhance teaching and learning.	✓	
Maintain and further develop the school's effective partnership with parents/carers and the wider community to support and improve pupil's achievement, personal development and the closing of attainment gaps in specific groups.	✓	

Leadership	E	D
Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure effective working relationships are in place throughout the school.	✓	
Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.	✓	
Implement and sustain effective systems for management of staff performance, incorporating appraisal and targets, ensuring those for classroom staff relate to pupil achievement.	✓	
Motivate and enable all staff to develop expertise in their respective roles through high-quality continuous professional development.	✓	
Identify and nurture talent to enable effective leadership development and succession planning.	✓	
Sustain motivation of self and other staff	✓	
Ensure professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Headteacher.	✓	
Lead by example, demonstrate and ensure the continuous commitment by all staff to help keep the children and young people in the care of the school safe.	✓	

Trust Role	E	D
To fulfil a strategic leadership role across the trust based on knowledge and skill set – leading all schools in this area to improve standards.		✓
To work closely with the CEO and other senior leaders to continue to drive standards and to improve practices across the Trust.		✓

Additional and Special Educational Needs and Disabilities SEND)	E	D
Promote a culture and practices that enable all children to access the curriculum	✓	
Have ambitious expectations for all children with SEN and disabilities	✓	
Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate	✓	
Make sure the school fulfils statutory duties regarding the SEND Code of Practice.	✓	



Professional Development	E	D
Ensure staff have access to appropriate, high standard professional development opportunities	✓	
Keep up to date with developments in education	✓	
Ensure training and continuing professional development is effectively planned, delivered and evaluated	✓	
Make sure professional development opportunities draw on experts both within and beyond the school	✓	
Seek training and continuing professional development to meet the needs of all staff members and self	✓	

Governance, Accountability and Working in Partnership	E	D
Understand and welcome the role of effective governance, including accepting responsibility	✓	
Ensure that staff understand their professional responsibilities and are held to account	✓	
Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	✓	
Work successfully with other schools and organisations	✓	
Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children	✓	

Managing the School	E	D
Work with the Trust Board, Governing Body and Senior Leadership Team to recruit of the highest quality, complying at all times with safer recruitment practice	✓	
Ensure staff and children's safety and welfare through effective approaches to safeguarding, as part of a duty of care	✓	
Work with the Senior Leadership Team to deploy and manage staff effectively in order to ensure highest quality education with due attention to workload	✓	
Ensure rigorous approaches to identifying, managing and mitigating risk	✓	



If you wish to learn more about this exciting opportunity, would like an informal discussion or to arrange a visit to the school, please contact Stacey Rand, Headteacher on telephone (01642) 580774

How to apply:

Please email your application to: [Natasha.White@oneexcellence.co.uk](mailto:Natasha.White@oneexcellence.co.uk)

Closing date: 9.00am on Friday 17<sup>th</sup> May 2024

Shortlisting date: Friday 17<sup>th</sup> May 2024

Interview date: Wednesday 22<sup>nd</sup> May 2024

St. Mark's C of E Primary School

St. Mark's Close,

Bishopton Road West,

Stockton-on-Tees,

TS19 7HA