

# PORTER CROFT

Church of England Primary Academy



## Deputy Headteacher information pack

School information — job description — person specification



**KOINONIA**  
Academies Trust



# An introduction to Porter Croft

Porter Croft is an Anglican Voluntary Academy within the Koinonia Academies Trust and has been part of the local community since 1889. Over 125 years since our inception, we continue to serve our community by providing progressive, aspirational and fully rounded education for 4 to 11-year-olds.

We do this within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences it offers our pupils. We have close links with the two neighbouring parishes of St Mary's (Bramall Lane) and St Augustine's (Brocco Bank). Clergy and other Church members are actively involved in the life of the Academy. We have special services in Church at various times throughout the year and observe the major Christian festivals, as well as enabling pupils of other faiths to celebrate their own.

We believe that the best foundation for our children's educational journey is an atmosphere of inclusion and a sense of belonging - helping children to understand their part in a wider caring community, while ensuring that all the students feel valued as individuals.

We sum up this approach in the mission we live by: 'Together we are Porter Croft.'

**"There is a good sense of teamwork between teacher and parents. The staff are approachable and open to parents' views. Overall I value the caring atmosphere of Porter Croft and know that my children are very happy there."**

**Mother of a Y6 pupil**



# Dear colleague

Thank you for your expression of interest in being the next Deputy Headteacher of Porter Croft Primary Academy.

Our new Deputy Head will join the Head and a highly motivated and enthusiastic team of skilled staff who are committed to, and successful in, achieving the flourishing and very best outcomes for all the children at the school.

“Together we are Porter Croft” is the strapline of the Academy and this is lived out in the daily ethos of the school. We are a marvellously diverse community and we celebrate our unique identities through all that we learn, celebrate and share together.

We look forward to receiving your application.

Yours faithfully

Rev Karen Cribb  
Chair of Governors  
Porter Croft CE Primary Academy

**“I think Porter Croft is an excellent school. It has wonderful teaching and support staff who will always take time out to help. At the end of the day it’s nice to see my daughter coming out of school with a smile on her face.”**

**Mother of a Y6 pupil**



# Dear applicant

The School Council would like you to know a little about what we think of our school.

When we were asked how we would sum up our school these were the words that we thought of:

Extraordinary terrific fabulous magical fun fantastic and

**Supercalifragilisticexpialidocious**

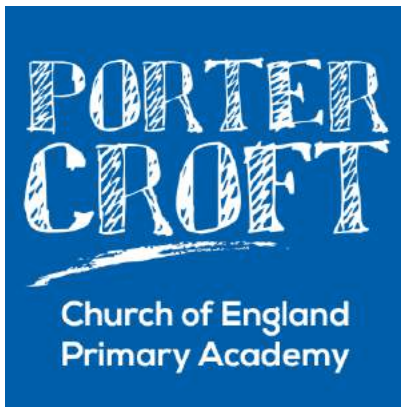
We would also like to tell some of the things we think about our school:

- The school trips are fantastic and exquisite especially Kingswood, Thornbridge and the seaside
- We have fun events such as discos and good lunchtime and afterschool clubs
- We have a really good environment and we do things like litter picking to keep it that way
- The kids are well behaved (mostly)
- We have a big hall for our exciting assemblies
- We have raised thousands of pounds for charities through things like school fairs
- We think the children are safe

And of course...

We have really good lessons and really good teachers.

We hope you like visiting our school and we will make you very welcome.



# Deputy Headteacher role profile

<b>Salary range:</b>	<b>Group 2</b> <b>ISR: L6-L10 (£43,665—£48,228)</b>
<b>Role of the Deputy Headteacher:</b>	To work with the Headteacher to provide leadership for the school which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement.
<b>Responsible to:</b>	The Headteacher of the school
<b>Responsible for:</b>	The teaching and support staff of the school and its children and young people.
<b>Accountabilities:</b>	To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers.

## Shaping the Future

*Working with the Headteacher to:*

- Create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school and its community as part of the Koinonia Trust, the Diocese, Sheffield and in its wider context.
- Translate the vision into clear objectives that promote and sustain school improvement.
- Ensure that the school moves forward for the benefit of its pupils and their community.
- Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.

## Learning and Teaching

*Working with the Headteacher to:*

- Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensure a school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

## **Developing Self and Others**

*Working with the Headteacher to:*

- Build a collaborative learning culture within the school and actively engage with other schools, particularly within the Koinonia Trust, to build effective learning communities and partnerships.
- Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff.
- Set high expectations for all and address underperformance.
- Act as a role model for the highest professional standards within the framework of the schools expectations.
- Regularly self evaluate, set personal targets and take responsibility for own personal professional development.
- Implement performance management systems that ensure high quality education provision.

## **Managing the Organisation**

*Working with the Headteacher to:*

- Ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- To deputise for the Headteacher as necessary.
- To undertake any professional duties of the Headteacher, as delegated, or in the event of their absence from school.

## **Securing Accountability**

- Effective fulfilment of all roles and responsibilities outlined in this document.
- Provide information, advice and support to the Headteacher and Governing Body to enable them to meet their responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and good value for money and enabling them to present full, clear and accurate accounts of school performance to a range of audiences including the DfE, the Diocese, Ofsted, the local community and others.
- Assist the Headteacher in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school.
- Assist the Headteacher in ensuring all parents are well informed about curriculum attainment and progress; realistic and challenging targets for improvement; and to make a fully informed contribution to achieving them.

## **Strengthening Community**

*Working with the Headteacher to:*

- Co-operate and work with relevant agencies and partners to ensure the well being of children in line with the 5 Every Child Matters outcomes.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.
- Manage effective relationships with all stakeholders and partners.

## Responsibilities specific to the post

- To organise and lead training, support and advice on the management and implementation of the assessment policy and practice throughout the school.
- To review assessment data for the whole school, analyse data at pupil, cohort and whole school level to identify, where necessary, plans to put in place individual pupil programmes.
- To analyse and interpret relevant national, local and school assessment data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- To assist the Headteacher in monitoring and evaluating how the school compares with other schools.
- To assist the Headteacher in reviewing, implementing and drafting the Raising Attainment Plan focusing on issues identified when evaluating the school's data.
- To monitor pupil progress on a half termly basis from teachers' on going assessments against key learning objectives and provide the Headteacher with summary information.
- To assist the Headteacher in providing short, medium and long term plans for the development and resourcing of individual, cohort and whole school level.
- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher.



# DEPUTY HEADTEACHER PERSON SPECIFICATION

Please note that your application will be shortlisted on how well you demonstrate meeting the elements of the person specification detailed below. You should demonstrate this using the personal statement section of the application form.

## Qualification and experience requirements

- QTS (Qualified Teacher Status)
- Evidence of regular and appropriate professional development
- Evidence of recent management development
- Evidence of recent senior management experience demonstrating a substantial contribution to developing and implementing a school ethos; planning, developing, monitoring and assessing the whole school curriculum; raising standards through systematic target setting and monitoring, including within the processes of Ofsted; and developing community involvement
- Experience of leading Continued Professional Development
- Experience of implementing school improvement initiatives

### Deputy Headteachers should be able to demonstrate their ability in:

- Collaborative and flexible leadership in close partnership covering planning, development and monitoring whole school curriculum provision, and planning strategically and operationally
- Effective management, decision-making and organisational skills, including: communication skills (oral and written); consultation and negotiation skills; ability to delegate; and ability to motivate staff and pupils
- Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the school community and partners
- Active and effective internal school liaison work, including the promotion and development of team working
- Planning and making decisions that take full account of equal opportunities
- Performance review, with a sharp focus on school self evaluation, with particular regard to assessment and pupil progress

## Deputy Headteachers should be able to demonstrate their knowledge, experience and understanding of:

### Shaping the future

- Local, national and global trends in education
- Communication strategies both within and beyond the school
- New technologies, their use and impact

### Leading teaching and learning

- Strategies to raise achievement and achieve excellence
- Strategies to ensure inclusion, diversity and access
- Strategies to develop effective teachers
- Models of learning and teaching
- Principles of effective teaching and assessment for learning
- Models of behaviour and attendance management
- Curriculum design and management

### Developing self and others

- Strategies to promote self and team development

### Managing the organisation

- Equal opportunities policy in service delivery and employment
- Legal issues relating to managing a school, including equalities and employment legislation



# Person specification continued

## Securing accountability

- Relevant education legislation
- Principles and practice of quality assurance systems, including school review, self evaluation and performance management
- Data collection and analysis tools
- Performance monitoring and evaluation techniques
- Statutory educational frameworks, including governance
- Public service policy and accountability frameworks, including self evaluation and multi-agency working
- Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life.

## Strengthening community

- Current issues and future trends that impact on the school community
- Strategies to encourage parents and carers to support their children's learning
- A commitment to work within the Christian ethos of the school

## Safeguarding and promoting the welfare of children

- Up-to-date knowledge and understanding of national and local safeguarding guidance
- Developing and ensuring a safe and supportive school culture.
- Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting.
- A commitment to children's safety and well-being and to working within school policies and frameworks

**The Governing Body and the Koinonia Academies Trust are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.**

**The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).**



**Together we are Porter Croft**

# PORTER CROFT

Church of England Primary Academy

glover recruitment  
consultancy

Queries about the application and recruitment process should be addressed to [scott@gloverrecruitment.co.uk](mailto:scott@gloverrecruitment.co.uk) or by phoning 07766773682.