



Cleobury Mortimer Primary School Deputy Headteacher Recruitment



Deputy Headteacher - Quality of Education Fantastic Opportunity for an Experienced Teacher and Leader

Start date: September 2024

Salary: Leadership Scale 5 – 9 (£52,074 - £57,482)

Closing date: Monday 4th March, 2024 at midday

Interviews: 18th and 19th March, 2024

Cleobury Mortimer Primary School is seeking to recruit an experienced, outstanding practitioner and leader for the post of Deputy Headteacher. The successful applicant will play a significant role in developing the 'Quality of Education' at our school, with a particular focus on the implementation and impact of our curriculum.

Cleobury Mortimer Primary School is fully committed to 'growing people' – both pupils and staff. We strive for academic excellence and are driven by our desire to ensure that our pupils flourish and become happy and successful global citizens. We have a talented and highly committed staff, supportive governors and wonderful pupils. We see this as an exciting opportunity to join our staff team and to contribute to shaping the future direction and success of our school.

The successful candidate will be someone who is:

- Highly experienced, with the energy, drive and skills to lead.
- An outstanding classroom teacher with an up-to-date knowledge of 'good practice' in teaching and learning approaches. This knowledge should be based in research.
- Able to successfully drive improvement and lead change that can be measured in improved outcomes for pupils.
- Able to develop the classroom practice of others, with experience of coaching colleagues.
- Committed to ensuring that **all** children achieve their full potential.
- Able to carry out 'Quality Assurance' of school expectations and systems, whilst maintaining the school culture of 'accountability without blame or shame'.
- An ability to build positive relationships with pupils, colleagues, and parents / carers.
- An excellent role model who is committed to our community and improving the lives of the pupils.

We will offer the successful candidate:

- An opportunity to grow and develop as a leader.
- An ambitious leadership team who are committed to improving outcomes for children through supporting and developing staff.
- A welcoming, experienced staff team, who want the best for the pupils and are empowered to take risks.
- Excellent teachers who are keen to continue to grow and develop.
- An opportunity to work with wonderful children.
- Colleagues who support each other and genuinely care.
- An ethos that prioritises kindness.

Prospective candidates are warmly encouraged to visit the school. To enquire about visits and make an appointment, in the first instance please email: HR@laconchilleschool.co.uk

On our website www.cmpschoo.co.uk and the Trust website www.sget.org.uk you can find further information about our school.

The Shropshire Gateway Educational Trust and all its schools are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Rigorous child protection procedures are in place. Appointments are subject to an Enhanced DBS check, where applicable a prohibition from teaching check and other appropriate pre-employment checks. Applicants should read our safeguarding policy (available on our website) prior to application. This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website: <https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offendersact-1974>.



JOB DETAILS

Salary:	Deputy Headteacher Leadership Scale 5 – 9 (£52,074 - £57,482)
Contract type:	Permanent
Reporting to:	The Headteacher

Main purpose

The Deputy Headteacher, under the direction of the headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Raising standards and driving improvements across the school, in line with the School Improvement Plan

If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board. The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Qualities

The Deputy Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Work within the existing culture and ethos of the school
- Build positive and respectful relationships across the school community
- Serve in the best interests of the pupils

Duties and Responsibilities

School culture and behaviour

Under the direction of the headteacher, the Deputy Headteacher will:

- Create a culture where pupils experience a positive and enriching school life.
- Ensure educational standards are upheld to prepare pupils from for the next phase of education and life.
- Ensure a culture of staff professionalism.
- Hold staff accountable for the progress of their pupils and for implementing school systems and policies.
- Insist on high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Work with Trust member schools to create a collaborative approach to teaching and learning across the Trust.

Teaching, curriculum and assessment

Under the direction of the headteacher, the deputy headteacher will:

- Organise and oversee continuing professional development (CPD) training for teachers, including mentoring early career teachers (ECTs). CPD should be designed to meet the priorities of the School Improvement Plan.
- Carry out 'Quality Assurance' of school expectations and systems for teaching and learning, whilst maintaining the school culture of 'accountability without blame or shame'.
- Establish and sustain high-quality teaching across all subjects and phases, making good use of collaboration and coaching.
- Successfully drive improvement and lead change in teaching and learning that can be measured in improved outcomes for pupils.
- Ensure teaching is underpinned by subject expertise and research.
- Be responsible for analysing data.
- Set cohort targets and track progress. Where pupils fall behind, the Deputy Headteacher will ensure appropriate interventions are in place and monitor the impact of these.
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs (SEN) and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Ensure 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.

Organisational Management and School Improvement

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented and monitor the impact on outcomes.
- Establish and oversee systems, processes and policies so the school can operate effectively.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Be a nominated Deputy DSL and manage safeguarding cases on My Concern.
- Manage staff well with due attention to workload.
- Delegate responsibilities to middle leaders, who should be supported to develop their leadership skills.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Professional development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet needs.

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility.
- Report as required to the Governing Board and the Trust Executive Headteacher.
- 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 pupils.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to complete other duties appropriate to the level of the role.

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: 05/02/24

Next review date: February 2025

Person specification

CRITERIA	QUALITIES (E - Essential, D - Desirable)
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status (E) • Degree (E) • A relevant National Professional Qualification (NPQSL or specialist NPQ) (D) • Evidence of further continual development (E) • Professional Development Lead status (D)
Experience	<ul style="list-style-type: none"> • Ability to lead English across the school, including phonics (D) • A working knowledge of OR a willingness to adopt a 'Teaching for Mastery' approach for maths (as advocated by NCETM) (E) • Successful leadership and management experience, with a track record of raising standards and managing change (E) • High quality teaching experience (at least 5 years), with a track record of raising standards and improving outcomes for pupils (E) • Experience across a variety of school settings (D) • Involvement in school self-evaluation and development planning (E) • Working with children with SEND (D) • Experience of leading and developing staff through effective professional development, performance management and line management(E) • Successful collaboration with parents, Governors, partner schools and other organisations within the wider community (D)
Skills and knowledge	<ul style="list-style-type: none"> • Broad range of data analysis skills, including the ability to use data to set targets/ identify weaknesses (E) • Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve, including through coaching (E) • A working knowledge of the implementation process for managing and leading change (E) • Effective communication and interpersonal skills (E) • Ability to communicate a vision and inspire others (E) • Ability to build positive and effective working relationships (E) • Robust ability to use a range of IT systems for school management and data analysis (E)
Personal qualities	<ul style="list-style-type: none"> • A passion for achieving the best outcomes for all pupils and promoting the ethos and values of the school (E) • Ability to work under pressure and prioritise effectively(E) • Commitment to maintaining confidentiality at all times(E) • Commitment to safeguarding, inclusiveness and equality, ensuring that personal beliefs are not expressed in ways that exploit the position (E) • Excellent communication and presentation skills (E) • The ability to work independently and as part of a team





A very warm welcome to Cleobury Mortimer Primary School.

We are extremely proud of our school, the achievements of our pupils, the expertise and dedication of our hard-working staff and of the active part we play in our local community.

Our school is located in the small South Shropshire town of Cleobury Mortimer which is surrounded by rolling hills and beautiful countryside. We currently have 253 children organised into ten classes which include a nursery and a 'Resourced Provision Hub' for pupils with SEND. We are proud of the welcoming and friendly atmosphere of the school, where children work co-operatively to achieve the very best, they possibly can in all areas of the curriculum.

Establishing and maintaining good relationships between staff and children is very important to us, and the supportive, nurturing ethos of the school bears witness to our success in this area. We always strive to achieve the highest possible standards, but also work hard to provide a broad and balanced curriculum which allows all children a chance to shine and flourish.

Curriculum Information:

At Cleobury Mortimer Primary School, we are fully committed to 'growing people' - both pupils and staff. At the heart of this is our strive for academic excellence, but it is wider than this alone. We see it as our duty to prepare children for life in all its fullness and this requires a parallel focus on the development of character and core values.

Our curriculum has been designed with our local context in mind. We serve a rural community which lacks the diverse range of opportunities and people a larger town or city may have. It is our intention to utilise the opportunities within our local area and community, as well as broadening the children's horizons through exploring aspects of other cultures and places. We also endeavour to ensure our children have the chance to reach their full potential and ignite their interests. For this reason, we have a range of themed curriculum days and weeks planned into our school year. In order to ensure we remain focussed on the skills, attributes and values that the children will need both in the next stage of their education and in life more widely, we have identified the specific curriculum drivers that are relevant for our school. We aim for our pupils to be:

EFFECTIVE CONTRIBUTORS	CONFIDENT INDIVIDUALS	SUCCESSFUL LEARNERS	RESPONSIBLE CITIZENS
SAFE AND NURTURED	INCLUDED AND RESPECTFUL	HEALTHY AND ACTIVE	ACHIEVING THEIR POTENTIAL



Enabling pupils to learn more and remember more, creating a change in long-term memory.

At Cleobury Mortimer Primary School, we understand that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge pupils need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Curriculum Intent

Our curriculum sets out WHAT will be learned and WHEN it will be learned.

In each subject area, our curriculum maps out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups in order to connect new knowledge to existing knowledge and deepen their schema; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the knowledge to be taught.

Cultural Capital

The National Curriculum defines cultural capital as: ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. At Cleobury Mortimer Primary School, we have mapped out the opportunities that exist within each subject area to ensure that pupils are exposed to ‘the best that has been thought and said’ throughout their time with us. We will continue to add to our map, as our curriculum grows and develops.

Curriculum Implementation

Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of ‘high demand – low threat’. We engage in whole class teaching where appropriate, providing support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through the careful inclusion of challenging tasks that require ‘greater depth thinking’ and build on the core learning. Where subject knowledge is hierarchical, for example in areas such as phonics and maths, we focus on providing same day ‘Keep Up’ opportunities, to enable us to keep the class together and ensure nobody is left behind. Pupils are selected for these ‘Keep Up’ sessions daily, and the groupings are fluid, to reflect the need identified at any given point. Where pupils have fallen further behind and need to ‘Catch Up’ we are investing in evidence based high quality intervention programmes that are proven to deliver measurable accelerated progress for pupils.

Within lessons, new vocabulary is prioritised frequently and is recorded on our working walls and on our knowledge organisers to support pupils to become familiar with it and use it in their own work and talk. As we continue to implement and embed our curriculum, we will work to support pupils to know more and remember more through offering frequent opportunities for varied retrieval practice.



Inclusion – Supporting pupils with SEND

At Cleobury Mortimer Primary School, we share the vision for pupils with SEND set out in the foreword of ‘The SEND Code of Practice’:

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school (and in college), and lead happy and fulfilled lives’.

Therefore, each subject leader has considered the strategies that can be best utilised to plan explicitly for the inclusion of pupils with SEND. These strategies are based in evidence informed practice and research and follow the recommendations made by the Education Endowment Foundation in their ‘Special Educational Needs in Mainstream Schools’ report. In summary, these are to:

1. Create a positive and supportive environment for all pupils, without exception.
2. Build an ongoing, holistic understanding of our pupils and their needs.
3. Ensure all pupils have access to high quality teaching.
4. Complement high-quality teaching with carefully selected small-group and one to one intervention.
5. Work effectively with teaching assistants

In summary, the importance we attach to ensuring all learners are included in our curriculum is summarised by NASEN:

‘Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an ‘add on’. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer’

Special Educational Needs in Mainstream Schools
<https://bit.ly/3dtKLeh>

nasen

Curriculum Impact

The impact of children’s progress and their ability to know more and remember more will be visible through a range of methods. These may include summative assessment data; end of unit ‘knowledge catchers’; formative assessments or verbal quizzes; hot and cold tasks; spoken response; progress over time in pupils’ books; extended writing or even an end of unit project.

Overall, when our pupils finish Year 6, we hope that the impact of our curriculum will be that pupils have acquired a body of skills and knowledge that means they are well placed to be successful in the next phase of their education and to be happy in life more widely.



Cleobury Mortimer Primary School had an Ofsted inspection in June 2023, where the school was graded as 'good' in all areas:

Inspection of Cleobury Mortimer Primary School

Love Lane, Cleobury Mortimer, Kidderminster, Worcestershire DY14 8PE

Inspection dates: 20 and 21 June 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The full report can be found on the link below:

<https://files.ofsted.gov.uk/v1/file/50225199>

Other useful information can be found on our website:

<https://cmpschool.co.uk/home>



Cleobury Mortimer Primary School



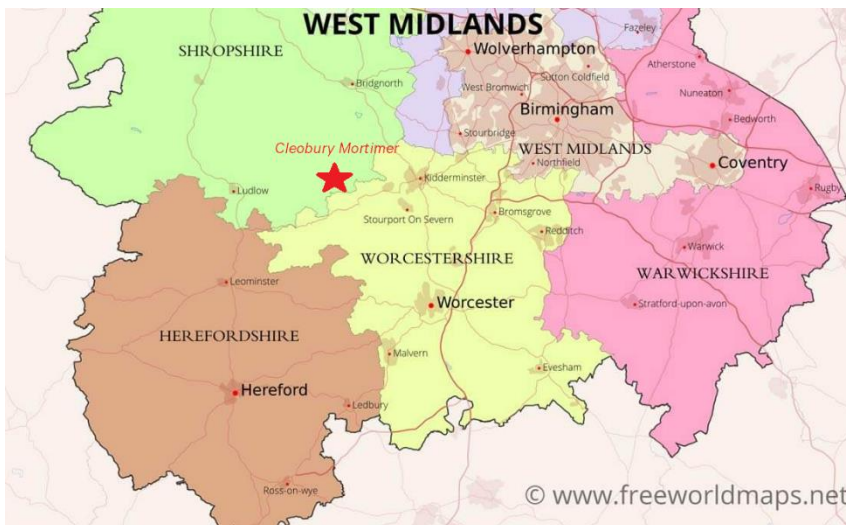
About our community.

Located in one of the most beautiful areas of the country, Cleobury Mortimer is a small, yet vibrant and growing town situated on the edge of Shropshire, just 30 miles to the west of Birmingham. Cleobury is bordered by Worcestershire to the south, Herefordshire to the west and is an easy commutable distance from the towns or cities of Shropshire, Herefordshire, Worcestershire, Wolverhampton and, of course, Birmingham. Other nearby towns include Bewdley, Ludlow and Bridgnorth.



To the East of the town are the Clee Hills, which has the highest summit south of the Pennines, therefore making it an ideal place for walking and country living. For leisure activities further afield, Aberdovey, on the Welsh coast, is two hours by road and even the Snowdonia National Park can be reached in under three.

The town itself has a number of shops producing local and fresh produce, most of which are independently owned and run by local people to the town. It also has amenities that include a doctor, dentist, seven public houses, cafes, beauticians, a chiropractor, chiropodist, hairdressers, and several restaurants offering a range of cuisines.



Cleobury Mortimer's position in the beautiful county of South Shropshire makes it a very desirable place to live with the tranquil and friendly environment it offers alongside the benefits of a close distance to greater hustle and bustle.





Cleobury Mortimer Primary School

Thank you for the interest you have shown in working for our Academy. Please ensure you read the application form carefully, completing and returning all sections and any requested additional information. Your completed application and supplementary information should be submitted to HR@laconchilideschool.co.uk by the time/date specified as the closing date on the job advertisement.

GUIDANCE/INFORMATION TO APPLICANTS:

If you have any questions about the completion of the application form, or if you require this form in an alternative format, please contact the Academy for assistance. Application form is available below:

<http://www.sget.org.uk/media/51435/application-form-the-shropshire-gateway-trust-190623.docx>

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

Decision to shortlist:

Your application form is an important part of the recruitment process. The decision whether or not to shortlist you for interview will be based on the information you provide on your application form; we do not take into account any previous applications or prior knowledge of you. Before you start to complete the application, please read the Job Description and Person Specification carefully. These detail the knowledge, experience, skills and abilities needed. You should address how you meet these in your letter of application.

Recruitment monitoring form:

We positively welcome applications regardless of age, gender, cultural and ethnic origin, religion, disability, gender and sexuality. To help monitor the effectiveness of our recruitment practices, to assess whether we are meeting the Public Sector Equality Duty and whether we are complying with relevant legislation, please complete the enclosed equality form and return it with your application. It is used for statistical purposes only.

Application feedback:

If you do not hear from us within two weeks of the closing date, please assume that you have not been shortlisted to attend an interview. If you would like to request feedback or have any queries / complaints about our recruitment procedures, please contact us via HR@laconchilideschool.co.uk

DATA PROTECTION NOTICE

Throughout our application form we ask for some personal data about you. We will only use this data in line with data protection legislation and process your data for one or more of the following reasons permitted in law: · You have given us your consent. · We must process it to comply with our legal obligations.

“Thank you for your interest. We look forward to receiving your application”

