



# **The William Amory Primary School & Nursery**

**Deputy Headteacher**  
**Leadership Scale 1 – 5**

**Required for September 2024**



## Welcome to The William Amory Primary School & Nursery

*Dear Applicant*

*Thank you for your interest in the post of Deputy Headteacher at The William Amory Primary School and Nursery.*

*The William Amory has an excellent reputation based on delivery of a high-quality stimulating curriculum, with an emphasis on reading at its core, and a wide range of enrichment activities and opportunities that enable every child to find and develop their talents.*

*We are proud of our school and are looking for a highly effective leader who will enjoy the challenge of continuing our successful journey and nurture our existing strong positive relationships with children, staff, parents, carers and families to improve outcomes for all.*

*The successful candidate will demonstrate the interpersonal skills, enthusiasm, flexibility and experience to successfully support the Headteacher in leading our school and enhancing the opportunities available for our children.*

*We are a local authority maintained school and we are associate members of The Talentum Learning Trust. As the new Deputy Headteacher, you will enjoy strong support and care from an enthusiastic, experienced Headteacher and staff team, and approachable governors, as well as advice, help and professional development from the Trust.*

*As our new Deputy Headteacher, you will demonstrate your commitment to excellence inside and outside the classroom. You will also have a proven track record of high expectations and outstanding achievement along with a passion for all children and their education. We are looking for someone who will inspire staff and children alike.*

*Your letter of application might include a brief outline of:*

- Your personal philosophy of leadership in education*
- Your previous range of experiences and responsibilities relevant to this post*
- What you consider to be 'quality work' by staff and children*
- Your personal and professional qualities, knowledge and skills*
- Examples of your good practice and strengths*
- Examples of how you could play a full role in the life of our school*

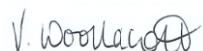
*The William Amory Primary School and Nursery is fully committed to safeguarding and promoting the welfare of children and young people, including safer recruitment practice., and we expect all staff and volunteers to share this commitment.*

*Pre-employment checks will always be undertaken and requested before the appointment is confirmed. All positions are subject to an Enhanced DBS Disclosure check under the Rehabilitation of Offenders Act 1974. You can obtain further details regarding this check from <https://www.gov.uk/government/organisations/disclosure-and-barring-service> . A social media check will also be conducted for the successful candidate only. We are an equal opportunities employer.*

*Visits to the school are warmly welcomed. Please contact us to make an appointment by phoning the school on 01782 394900.*

*We look forward to welcoming you to our school and working together to continue our children's journey at The William Amory Primary School and Nursery.*

*Yours sincerely,*



*Vicki Woollacott*

*Headteacher*

### ***How to apply***

*Job description and person specification can be found below.*

*Applications must be returned for the attention of: Mrs Vicki Woollacott via [office@williamamory.staffs.sch.uk](mailto:office@williamamory.staffs.sch.uk)*

*All completed application forms and written statements need to be submitted by **3pm on Friday 19<sup>th</sup> April 2024**. Please note that we do not accept CVs.*

*Shortlisted candidates will be contacted and invited to attend an interview. This will involve a teaching session to be held on **Thursday 2<sup>nd</sup> May** followed by a panel interview, a leadership task and a school council interview on **Friday 3<sup>rd</sup> May**.*

## About The William Amory Primary School



The William Amory Primary School is a one-form entry primary school located in Blythe Bridge. We have 195 children on roll from 4-11 years old and a nursery with children aged from 2 to 4 years old.

**Our Vision: To Be the Best We Can Be**

**Our Values: Kindness, Respect, Curiosity, Creativity, Pride**

### **Our Aims:**

We are a Rights Respecting School and everything we do is based on the principles of equality, dignity and respect. We put children at the heart of all our decision-making and ensure that they are safeguarded, cared for, valued and nurtured so that they thrive and have the best chance to lead happy, healthy, successful lives.

We will encourage all children to:

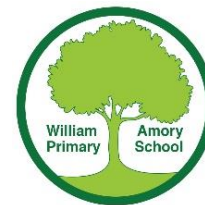
- Become confident, enthusiastic, independent learners who embrace challenge, are brave and curious, take opportunities, and have ambitious aspirations for what they can achieve
- Be trustworthy, honest, polite and kind, and have the confidence to voice their own opinions
- Be compassionate, have empathy and understanding for others, and have the courage to stand up for what is right
- Develop strong friendships, value others and be supportive team players
- Develop resilience, understand consequences and responsibility, and learn how to deal with success and failure
- Celebrate their individuality, find their talents, and take pride in their successes, achieving the highest standards they can
- Learn to look after their mental wellbeing, develop basic life skills, and understand how to live a healthy life
- Develop a sense of belonging and community, including appreciating and caring for their local environment and the wider world
- Learn about and appreciate the arts, sport and heritage, and celebrate diversity
- Become responsible, active citizens who understand democracy, respect other people's points of view, values and beliefs, and understand the importance of citizenship and British values

We are a school of high achievement. We want our children to be confident and happy. We want them to enjoy coming to school, have good social skills and believe in themselves. We want them to be motivated to achieve, embrace challenge and understand mistakes as an important part of learning. We want the children to be mentally and emotionally healthy and happy, resilient and reflective, and take pride in their achievements. We want them to be well-rounded, compassionate individuals who are respectful and appreciative of others, their environment and heritage, and contribute positively to the community.

Please visit our website to find out more about us: [williamamory.co.uk](http://williamamory.co.uk)

## Job Description and Person Specification

### The William Amory Primary School and Nursery



#### **Deputy Headteacher**

The appointment is subject to the current conditions of employment contained in the most recent School Teachers' Pay and Conditions Document, the required standards for Qualified Teacher Status, the requirements of the Teachers' Standards as set out by the Department for Education, and other current legislation.

#### **Key responsibilities:**

- To deputise during the Headteacher's absence.
- To assist the Headteacher with the leadership, management and organisation of the school to achieve the highest standards of pupil achievement, behaviour and school efficiency.
- To be a key leader of learning throughout the school, demonstrate excellent teaching, and to take key responsibility for aspects of school improvement.
- To assist with monitoring and evaluating teaching & learning, achievement and assessment for learning, standards and progress.
- Ensuring effective transition throughout the school.
- Subject leader for a core subject and additional area (to be agreed).
- Leading ITT.
- Performance management team leader.
- Deputy designated safeguarding lead.
- Contribute to the governing board.
- Contribute to leading collective worship.

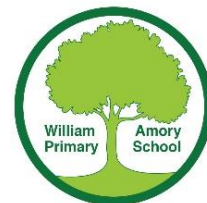
#### **Key Actions:**

- Lead teaching and learning, and assessment for learning, in a subject(s) across the school.
- Fulfil requirements of subject leader according to job description.
- Termly monitoring and evaluation of curriculum provision, progress & standards of achievement for allocated subjects - collate subject leaders' monitoring reports and identify from these strengths & areas for improvement. Monitor impact.
- To assist in determining learning/ teaching/ assessment/ achievement-related priorities to inform the School Improvement Plan.
- Support with the collection and analysis of attainment data and advise on its use for pupil, group and school level target setting and self-evaluation for allocated subjects.
- Lead/ work with staff collectively and individually to improve teaching, learning and assessment procedures, including independent learning – identify and build on good practice and address areas where improvement is needed.
- Review transition procedures to ensure continuity and progression.
- Liaise with ITT/ colleges as necessary and advise/ support colleagues who are mentoring students/trainees. Regular monitoring of students'/ trainees' lessons and developmental feedback.
- Liaise with outside agencies and parents/carers as necessary.
- Lead performance management reviews as required.
- Attend appropriate training and carry out child protection/safeguarding referrals as necessary, liaise with LST etc.
- Attend governing body meetings and contribute to ensuring that governance responsibilities are fulfilled effectively.
- Lead collective worship regularly
- Draw up duty and other rotas after consultation with the leadership team.

- As a member of the Leadership Team help to maintain a secure, orderly and constructive environment, supporting at breaks and lunchtimes as required.
- Support the head teacher in developing positive working relationships with and between all staff and provide and sustain motivation.
- Ensure staff are well informed of all aspects of school life in order to promote good communication and high morale. Encourage the practice of working as a team.
- Assist the Headteacher in maintaining and developing a positive and constructive partnership with parents/carers and the local community.
- Work with the head, leadership team and governors in establishing priorities for expenditure for the school, and in monitoring the effectiveness of spending and usage of resources to achieve value for money.

**Outcomes:**

- Teaching & learning and assessment for learning are of the highest possible standard throughout the school – all children achieve the best they can and staff have high expectations of all children
- High standards of teaching are evident at all times and contribute to the raising of pupil achievement.
- Leadership by example is clearly visible.
- Day to day management of the school is effective and a stimulating, orderly environment is maintained.
- A broad, balanced, stimulating, challenging and creative curriculum is provided, appropriate to different children's needs, and creative teaching and learning strategies which meet the needs of all children are used – high standards are achieved. NC/ EYFS requirements are fulfilled.
- Pupils throughout school are encouraged and enabled to make informed decisions about their own learning.
- Learning areas are managed effectively to provide all pupils with equality of opportunity and promote high quality teaching and learning. The school learning environment (internal and external) enables children to develop independent learning skills. It is stimulating and used to enhance learning throughout the school. High standards are achieved.
- The school is aware of strengths and areas for improvement. Priorities for improvement are identified. Plans are put in place, carried out, monitored, evaluated and reviewed so that improvements are made where needed and good practice is shared and built upon.
- Staff development needs are identified and training/ support is given to ensure that teaching and learning and assessment for learning are always of the highest quality.
- Transition between relevant age groups is effective and gives continuity and progression for learning.
- Effective leadership of core subjects achieves high standards and high-quality provision
- The school provides a high standard of training and support for trainees/ students and benefits from fresh ideas and extra resources.
- Performance management is carried out effectively.
- Safeguarding procedures and practice are effective.
- Governance is effective, fulfils statutory requirements and has a positive impact on school improvement.
- Collective worship contributes effectively to children's SMSC development and meets legal requirements.



## **DEPUTY HEADTEACHER PERSON SPECIFICATION**

The governors will use the following essential and desirable criteria to select the most appropriate candidates for interview. The school’s selection procedures begin with this document. Candidates should also note that the interview will explore issues relating to safeguarding and promoting the welfare of children along with any relevant issues arising from references. The successful candidate will also be expected to follow the requirements of the Teachers’ Standards as set out by the Department for Education.

<b>Qualifications and training</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Qualified teacher status (QTS)</li> <li>• A degree level qualification or equivalent</li> <li>• Further relevant professional and/or academic study and evidence of CPD</li> </ul>	<ul style="list-style-type: none"> <li>• A relevant leadership qualification</li> </ul>
<b>Experience</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Successful teaching experience in the primary age range.</li> <li>• Substantial knowledge and understanding of learning and teaching at Key Stage 1/2/EYFS.</li> <li>• Recent experience of working successfully as a senior leader or middle manager in a school.</li> <li>• Leadership of a significant area or phase including responsibility for raising standards across the whole school and contributing to self-evaluation and school improvement.</li> <li>• Experience of data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in more than one key stage.</li> </ul>
<b>Knowledge</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• An understanding of how to empower pupils and staff to excel.</li> <li>• A clear understanding of the essential qualities necessary for effective teaching and learning.</li> <li>• A clear understanding of and commitment to promoting safeguarding pupils, showing good knowledge of current safeguarding child protection procedures.</li> <li>• Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.</li> <li>• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement.</li> <li>• Knowledge of the principles of effective assessment for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident in whole school self-evaluation.</li> <li>• Up to date knowledge &amp; understanding of the current national education agenda.</li> </ul>

## Skills and Abilities

### The successful candidate will:

- Demonstrate outstanding practice.
- Analyse data, evaluate pupil progress and plan an appropriate course of action for whole school improvement.
- Inspire, challenge, motivate and empower others to carry the vision forward.
- Lead and manage people to work towards common goals.
- Ability to investigate, resolve problems and make decisions.
- Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate)
- Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education.
- Demonstrate a commitment towards Equal Opportunities including having a positive attitude towards parents and children with varying backgrounds and needs and an understanding of the importance of diversity in an educational setting.
- Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care.
- Effective administrative and organisational skills and time management and the ability to work under pressure and to tight deadlines.

## Personal traits

### The successful candidate will:

- Demonstrate optimistic personal behaviour.
- Be able to build positive relationships rooted in mutual respect.
- Have a commitment to valuing, supporting and encouraging the professional development of all staff.
- Be able to work as part of a strong, positive and collaborative team with a culture that enables all staff to carry out their roles to the highest standard and to work together to deliver school improvement.
- Be committed to building and maintaining effective and positive relationships with parents, governors, and the wider school community.
- Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict.
- Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.