

# Deputy Headteacher Recruitment

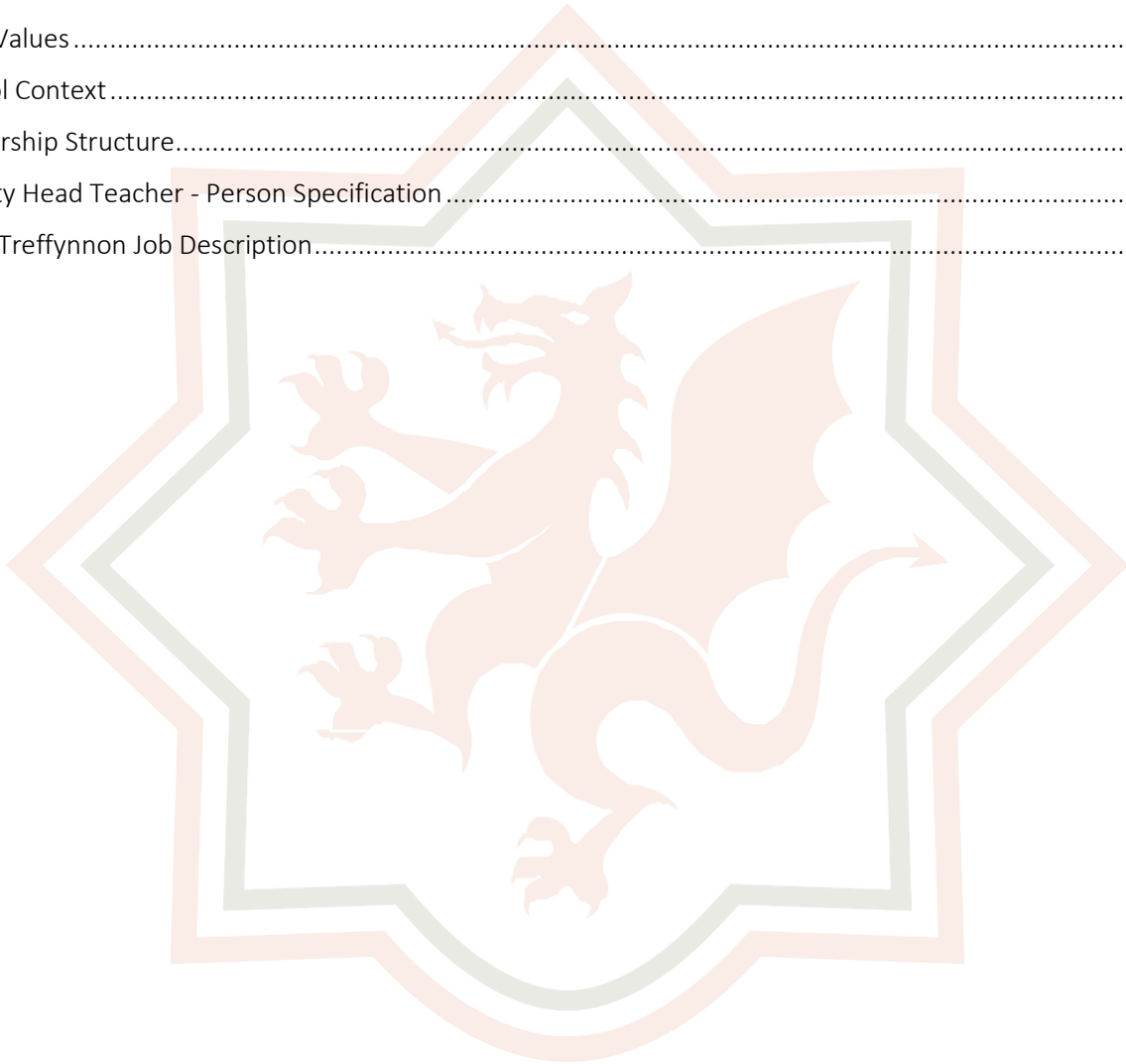
2022/23

Application Pack for Prospective  
Candidates



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## School Vision

### Excellence in Everything

*Our school is one that cares about every individual and understands the impact that physical and emotional wellbeing has on our students' ability to learn effectively and achieve their full potential.*

*We are a truly inclusive school, committed to working with the community to give our students the best possible start to their lives. We welcome all young people, whatever their religion, ethnicity or academic ability and we will provide the learning environment where they will have the chance to succeed, whatever success means for them.*

*Our students will experience the excitement of learning and achievement; they will have their academic, sporting, and creative skills nurtured and developed to their individual potential.*

*Students will develop the resilience to achieve their dreams and aspirations as we encourage them to reach out and grasp all the opportunities life has to offer.*

*We are a community that works together, treating each other with patience and understanding, celebrating our individuality, our cultural diversity and supporting those additional needs that make us all unique.*

### Rhagoriaeth ym Mhopeth

*Mae ein hysgol yn un sy'n gofalu am bob unigolyn ac yn deall yr effaith y mae lles corfforol ac emosiynol yn ei chael ar allu ein myfyrwyr i ddysgu'n effeithiol a chyflawni eu llawn potensial.*

*Rydym yn ysgol gynhwysol yng ngwir ystyr y gair, wedi ymrwymo i weithio gyda'r gymuned i roi'r dechrau gorau posibl i fyfyrwyr yn eu bywydau. Rydym yn croesawu pob person ifanc, beth bynnag fo'u crefydd, ethnigrwydd neu allu academaidd a byddwn yn darparu amgylchedd dysgu lle bydd cyfle iddynt lwyddo, beth bynnag y mae llwyddiant yn ei olygu iddynt.*

*Bydd ein myfyrwyr yn profi cyffro dysgu a chyflawniad; bydd eu sgiliau academaidd, chwaraeon a chreadigol yn cael eu meithrin a'u datblygu i'w potensial unigol.*

*Bydd myfyrwyr yn datblygu'r gwytnwch i gyflawni eu breuddwydion a'u dyheadau wrth i ni eu hannog i estyn allan a gafael yn yr holl gyfleoedd sydd gan fywyd i'w gynnig.*

*Rydym yn gymuned sy'n gweithio gyda'n gilydd, yn trin ein gilydd gydag amynedd a dealltwriaeth, yn dathlu ein hunigoliaeth, ein hamrywiaeth ddiwylliannol ac yn cefnogi'r anghenion ychwanegol hynny sy'n ein gwneud ni i gyd yn unigryw.*

## Core Values

<b>S</b> elf-belief	to have the confidence to be the best we can be
<b>P</b> erseverance	to develop our skills and resilience to achieve our dreams
<b>I</b> nspirational	to be a role model for others to follow
<b>R</b> espectful	to treat everyone with kindness and understanding
<b>I</b> ntegrity	to be fair and always try to do what's right
<b>T</b> rustworthy	to be honest, reliable, consistent, and dependable

## Gwerthoedd

<b>H</b> unan-gred	i fod â'r hyder i fod y gorau y gallwn fod
<b>D</b> yfalbarhad	i ddatblygu ein sgiliau a'n gwynwch i gyflawni ein breuddwydion
<b>Y</b> sbrydoliaeth	i fod yn fodel rôl i eraill ei ddilyn
<b>P</b> archus	i drin pawb â charedigrwydd a dealltwriaeth
<b>D</b> idwyll	i fod yn deg a cheisio gwneud yr hyn sy'n iawn bob amser
<b>D</b> ibynadwy	i fod yn onest, yn ddibynadwy, yn gyson ac yn ddibynadwy

## School Context

Ysgol Treffynnon is an 11-16 school serving the community of Holywell and its surrounding villages. We are fortunate to be able to teach and learn in a state-of-the-art 21st Century school building, which opened in September 2016. The new facilities enhance our transformation journey into a centre of excellence and the school of choice for the children of Holywell and its surrounding community.

The school has 528 students on roll and serves a community comprising significant areas of recognised deprivation. 17% of the school cohort reside in top 10% most deprived areas in Wales and 43% of the school cohort reside in top 30% most deprived areas in Wales. 35% of the school cohort are in receipt of Free School Meals. 26% of students are currently identified as having Additional Learning Needs

The community context of the school demands that a high priority is placed upon care, support, and guidance. Developing and strengthening our community engagement is central to our ongoing success. We understand that our journey towards excellence can only be fully realised by working in partnership with our families and our local community.

In August 2019, the school's GCSE outcomes were significantly improved in many areas and competed well against its family of schools. Attendance was 92.5% at the time of the inspection. In December 2019, the school was removed from Special Measures as a result of making considerable progress in standards across all areas of the school.

In March 2020, all schools went into national lockdown. The impact of the pandemic taking a considerable toll on the mental health and wellbeing of many students and their family members, as well as some staff. This adds renewed focus to our core determination to strengthen our culture of care, support and guidance, alongside excellent physical and mental health wellbeing provision for all. Our outcomes for this year were in keeping with our results in 2019, with small improvements.

Our aim is to ensure that all students and staff are in the best physical, emotional, and psychological position to enable students to learn effectively and make excellent progress. We want to ensure that all our staff, whatever their roles, are in the best position to carry out their responsibilities to the highest standards.

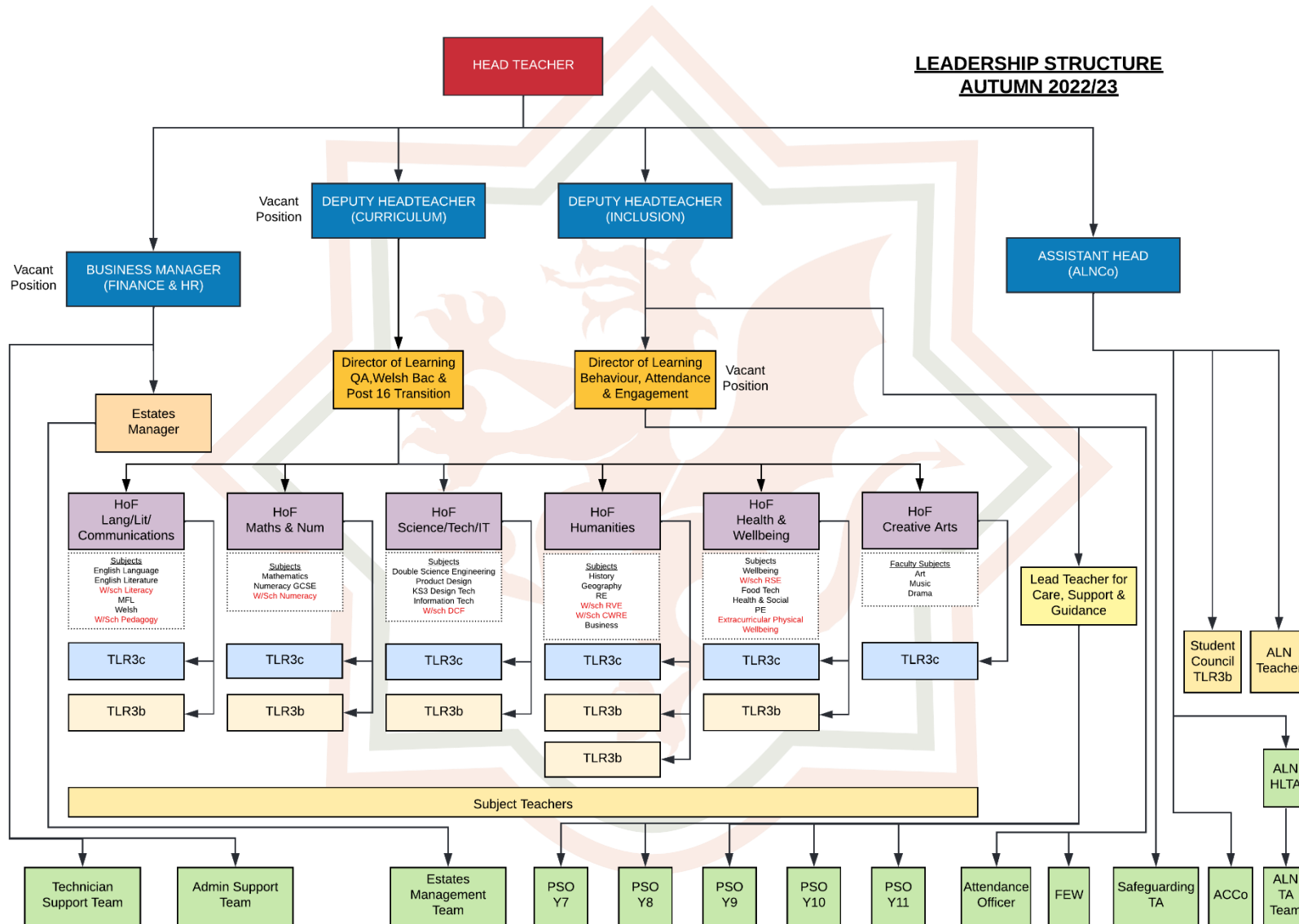
We want someone who genuinely cares, and who is determined and committed to making the difference that will see our community context improve over the years to come.

Yours sincerely



John Weir  
Head Teacher

# Leadership Structure



## Deputy Head Teacher - Person Specification

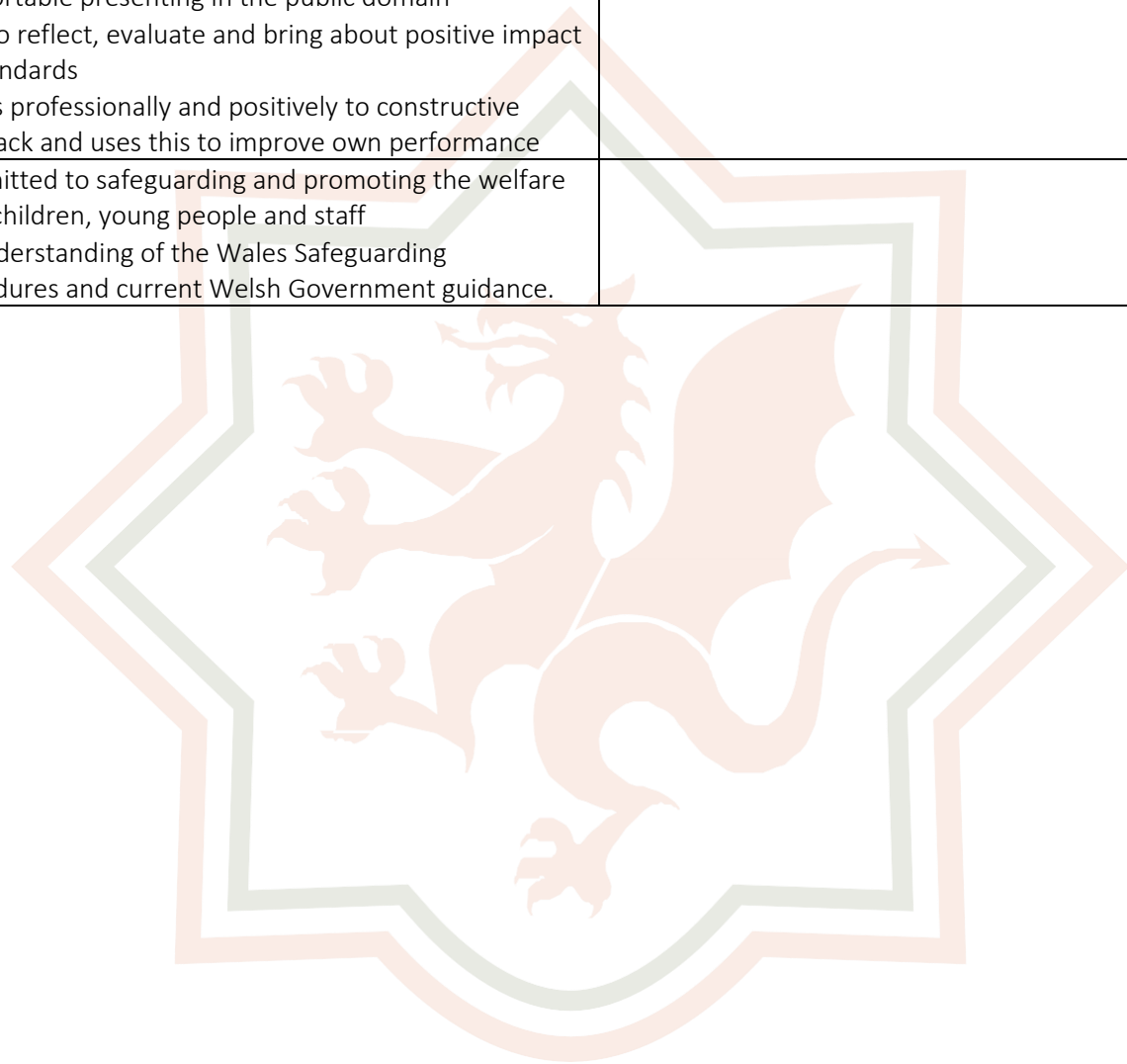
Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> <li>• Good Honours Degree</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Further postgraduate study/ qualification relevant to post</li> <li>• NPQH (possession of, working towards, or intention to begin)</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Evidence of recent personal professional leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading in-service activities for others</li> <li>• Experience of participating in Estyn inspections</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Selection process</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Record of recent successful leadership and management, of a whole school initiative, in a secondary school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of curriculum modelling and timetabling</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Supporting statement</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Capacity to motivate and inspire and to provide creative and enriching leadership to the school</li> <li>• Ability to clearly articulate a strong vision to all members of the school and local communities</li> <li>• Good knowledge and understanding of current key national priorities (i.e., Curriculum for Wales)</li> <li>• Ability to develop practical and creative systems and processes to enhance school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of involvement in the development and trialling of approaches to Curriculum for Wales</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Supporting statement</li> <li>• Selection process</li> </ul>
Shaping the Future	<ul style="list-style-type: none"> <li>• Ability to plan strategically</li> <li>• Experience of leading change in a school setting</li> <li>• Clear educational vision</li> <li>• Commitment to sustained school improvement and a desire to enhance provision for all students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the way in which developing technologies can impact upon teaching, learning, leadership, and management</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting statement</li> <li>• Selection process</li> <li>• References</li> </ul>
Teaching & Learning	<ul style="list-style-type: none"> <li>• Evidence of outstanding practice in the classroom</li> <li>• Experience of using data to enhance attainment and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of school leadership (preferably in Wales)</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting statement</li> <li>• Selection process</li> <li>• References</li> </ul>



Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> <li>Experience of quality assurance and the monitoring and evaluation of the quality of teaching &amp; learning</li> <li>Success in raising student achievement through review, evaluation, intervention, and challenging target setting</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of leadership in teaching &amp; learning beyond school level (preferably in Wales)</li> </ul>	
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>Ability to lead and manage decisively with a caring and collaborative ethos</li> <li>Ability to identify and develop strengths in individuals, groups, and systems</li> </ul>	<ul style="list-style-type: none"> <li>Experience of performance management processes in Wales</li> </ul>	<ul style="list-style-type: none"> <li>Supporting statement</li> <li>Selection process</li> <li>References</li> </ul>
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>Capacity to establish priorities for leadership and monitoring accountabilities</li> <li>Evidence of working with staff at all levels to set clear priorities and accountabilities</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with a Governing Body</li> </ul>	<ul style="list-style-type: none"> <li>Supporting statement</li> <li>Selection process</li> <li>References</li> </ul>
<b>Strengthening Community Links</b>	<ul style="list-style-type: none"> <li>Commitment to enhancing provision and raising attainment in collaboration with the community as a whole</li> <li>Commitment strengthening transition through positive relationships and extracurricular enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Achievement in developing links with external partners, especially partner primary schools</li> <li>Experience of promoting school activities within a community</li> </ul>	<ul style="list-style-type: none"> <li>Supporting statement</li> <li>Selection process</li> <li>References</li> </ul>
<b>Developing Staff and Working with Others</b>	<ul style="list-style-type: none"> <li>Fluent and effective communicator</li> <li>Ability to establish professional working relationships with all members of the school community</li> <li>Commitment to professional standards of fairness, understanding and integrity, and to role model this to others</li> </ul>	<ul style="list-style-type: none"> <li>Success in fostering parental support for students' learning, attendance and behaviour</li> <li>Leadership of professional development of staff</li> </ul>	<ul style="list-style-type: none"> <li>Supporting statement</li> <li>Selection process</li> <li>References</li> </ul>
<b>Personal Qualities and Attributes</b>	<ul style="list-style-type: none"> <li>Good emotional intelligence</li> <li>Resilient and able to work under pressure, meet deadlines and manage change</li> <li>Innovative and creative thinker</li> <li>Enthusiastic, energetic, and self-motivating</li> <li>Intellectually versatile, perceptive, and innovative</li> <li>Able to prioritise and delegate as circumstances require</li> <li>Accessible, responsive, and accountable</li> </ul>		<ul style="list-style-type: none"> <li>Supporting statement</li> <li>Selection process</li> <li>References</li> </ul>



Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> <li>• Comfortable presenting in the public domain</li> <li>• Able to reflect, evaluate and bring about positive impact on standards</li> <li>• Reacts professionally and positively to constructive feedback and uses this to improve own performance</li> </ul>		
Safeguarding and Children	<ul style="list-style-type: none"> <li>• Committed to safeguarding and promoting the welfare of all children, young people and staff</li> <li>• An understanding of the Wales Safeguarding Procedures and current Welsh Government guidance.</li> </ul>		<ul style="list-style-type: none"> <li>• Supporting statement</li> <li>• Selection process</li> <li>• References</li> </ul>



## Ysgol Treffynnon Job Description

**Job Title:** Deputy Head Teacher

**Reports to:** Head Teacher

**LPS:** L15 (£60,624) - L19 (£66,886)

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### The Role

- To deputise for the Head Teacher in his/her absence.
  - To role model the ethos of the school and excellence in the quality and standards of personal performance.
  - To provide professional leadership and management of delegated areas of the School Development Plan as agreed with the Head Teacher.
  - To provide professional leadership and management of the overall curriculum including the development and implementation of the new Curriculum for Wales.
  - To take an active role in contributing to the development of all identified areas leading to excellence in teaching, effective use of resources and improved standards of learning and achievement for all students.
  - To take a lead role in performance management.
  - To identify and pursue leadership and management development opportunities.
  - To attend and contribute to governor committee, and full governing body, meetings.
- 

### Leadership and Strategic Direction

*Working in partnership with the Head Teacher and other Deputy Headteacher to:*

- Ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all.
  - Demonstrate the vision and values of the school in everyday work and practice.
  - Motivate and work with others to create a shared culture of care, support, and challenge.
  - Assist the Head Teacher in the on-going and annual review of standards of leadership, wellbeing and teaching and learning across all areas of school provision.
  - Develop and implement policies and practices for all subjects and pastoral provision, which support the school's commitment to ensuring the highest standards of achievement, in keeping with national and local strategies in Wales.
  - Promote the highest expectations of attainment, wellbeing, respect, and equality.
  - Establish short, medium, and long term plans for the development and resourcing for specific areas of responsibility.
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- Assist the Head Teacher in monitoring the progress made against agreed development plans and targets for improvement, for all subjects and evaluate the impact on the quality of teaching and learning.
  - Work with students, parents/carers/guardians, the local community, and with external agencies to ensure targeted actions have tangible impact.
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## Leading Teaching and Learning

*Developing and enhancing the teaching practice of others:*

- Work with the Head Teacher and the other Deputy Headteacher to raise the quality of teaching and learning to maximise student outcomes.
  - Set and maintain the highest expectations for monitoring and evaluating standards in learning outcomes.
  - Undertake up to 10% teaching in the school, providing coaching, team teaching and modelling.
  - Provide regular feedback to colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives, resulting in a tangible impact on students learning.
  - Enable whole staff teams and individuals to maximise standards in teaching and learning.
  - Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
  - Keep abreast of the latest developments in teaching and learning and disseminate effectively to other members of staff.
  - Plan, delegate and evaluate work carried out by teachers, Lead Teachers, and Directors of Learning.
  - Create, maintain, and enhance positive, caring, and effective relationships.
  - Work with the Head Teacher to recruit and select teaching and support staff.
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## Securing Accountability

- Work with the Head Teacher and the other Deputy Headteacher to ensure the school's accountability to a wide range of groups, particularly students, parents/carers/guardians, governors, and the Local Authority.
  - Ensure that students enjoy and benefit from the highest quality of education by promoting collective responsibility within the whole school community.
  - Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept collective responsibility for standards and outcomes.
  - Develop and present a coherent, accessible, and accurate account of the school's performance to a range of audiences including parents/carers/guardians, governors, and the Local Authority.
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- Reflect on personal contributions to school achievements and take account of feedback from others:
    - Agree, monitor, and evaluate the progress of students against subject targets to ensure a measurable contribution to whole school targets.
    - Engage all staff in the creation, consistent implementation, and improvement of schemes of work and curriculum plans which encapsulates key school learning strategies and national priorities in Wales.
  - Provide guidance on a choice of teaching and learning methods/strategies and exemplify excellence in personal classroom practice.
  - Undertake shared planning, team teaching etc:
    - Develop and implement systems for recording individual student progress.
    - Evaluate the quality of teaching and standards of achievement, setting student targets for improvement
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## Developing Others and Self

- Work with the Head Teacher and the other Deputy Headteacher to develop a professional learning community which enables others to achieve and excel.
  - Support staff across the school in achieving the highest standards in leadership and teaching and learning through effective continuing professional development.
  - Be committed to your own professional development.
  - Implement successful performance management processes with allocated staff.
  - Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture.
  - Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
  - Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
  - Role model and maintain a culture of excellence for self and others.
  - Regularly review own practice, set personal targets, and take responsibility for own professional development.
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## Partnerships and Strengthening the Community

- Work with the Head Teacher and the other Deputy Headteacher to engage with the internal and external school community to secure equity and entitlement.
- Work with the Head Teacher and the other Deputy Headteacher to collaborate with other schools and organisations in order to share expertise and develop the highest standards for our own and other schools.

- Work with the Head Teacher and the other Deputy Headteacher to work collaboratively at both strategic and operational levels with students, parents, carers, and guardians, and across multiple agencies for the wellbeing of all students.

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## The Person

Our aim is to create an outstanding School at Ysgol Treffynnon, and all staff will be expected to exemplify excellence in all that they do. In a Deputy Headteacher, we require someone with highest expectations, enthusiasm, and the ability to positively impact on the learning, skills, and experiences of our students. We value the ability to demonstrate emotional intelligence, to be flexible and to be able to adapt confidently to different situations. We require an outstanding teacher with ability to raise student outcomes, a leader with the vision and ability to work across the curriculum to identify workable strategies for improvement and for motivating staff and students. We want someone with the passion, confidence, commitment, and drive to support the Head Teacher in strengthening an ethos where staff and students are valued, encouraged, and challenged to be the best they can be, whatever their role in school

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## Qualifications and Experience

As outlined in the person specification.

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## Direct Line Management Responsibilities

- Curriculum Director of Learning
- Heads of Faculty