



Longford Park Primary School Recruitment Pack

Longford Park Primary School is a place where we are always 'working together, learning forever'.

Dear Candidate,

On behalf of the governors and the school, we would like to thank you for your interest in the post of Deputy Headteacher at Longford Park Primary School.

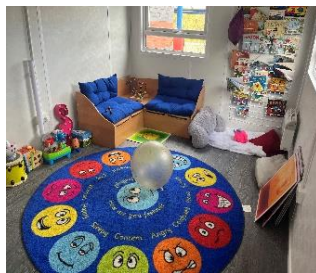
This is an exciting and unique opportunity for a highly effective and inspiring school leader to support our Headteacher to build on the exceptional reputation and success of the school.

At Longford Park Primary School, our school motto is central to our values, ethos and practice. We all believe that learning at Longford Park Primary School is a lifelong journey we are on together, and that this is true for staff as well as pupils. We value creativity and innovation alongside equality and parity of provision.

We are looking for a committed and talented Deputy Headteacher who shares our values and has the drive to support the Headteacher and staff team in leading our school on its continued journey towards ensuring all of our children leave primary school ready to embrace the next chapter of their life; academically, socially and emotionally.

Interested candidates are encouraged to contact the school office to arrange an opportunity to visit the school and find out more. This Candidate Pack provides some background information about the role and our school. We hope it will encourage you to apply for this exciting role.

Best wishes



LONGFORD PARK PRIMARY SCHOOL

Ofsted 2024, 'Longford Park is a happy school. The school is aspirational for all pupils. The motto 'working together, learning forever' is at the heart of all the school does. This creates a climate where most pupils, including those with special educational needs and/or disabilities (SEND) achieve well, become resilient, and learn to collaborate.'

Longford Park Primary School is a happy, caring school with high aspirations for all our pupils and staff. The school was last inspected in November 2024 and achieved good in 4/5 areas and outstanding in 1/5. The successes of the school are celebrated in the published report which can be located on the school's website <http://www.longfordpark.coventry.sch.uk>. Our pupils have access to an ambitious and exciting curriculum, and they are given excellent opportunities to learn within a safe, stimulating and inclusive learning environment. We benefit from close proximity to Longford Park, and we are extremely fortunate to have extensive school grounds that allow us to provide Forest School and an abundance of Learning Outside the Classroom experiences, as recognised with a nationally recognised gold award from the Learning Outside the Classroom council.

This successful and popular school has a good reputation. With 226 pupils on roll, including a morning only Nursery, we are a small maintained primary school with 1-form of entry. Our strong and committed staff team, supported by an effective governing body, is instrumental in ensuring that the school provides an excellent education for all pupils.

OUR MISSION STATEMENT

Our school is committed to offering rich and purposeful learning opportunities inside and outside of the classroom that develop spiritual, moral, social and emotional well-being whilst engendering a life-long love of learning across our community. Through creative and inspirational teaching and learning, our curriculum will excite the imagination of our pupils, extend their horizons, meet their individual needs and equip them for learning forever.

At Longford Park Primary School, we aim to promote the personal development of all our pupils through a range of teaching and learning opportunities including protective behaviours, Thrive and PSHE. We strive to prepare them for life in modern Britain by being responsible and active citizens, who contribute positively to society and are respectful of people who are different to themselves. Our Longford Park Primary School values underpin both the learning behaviours and character traits that the children should aspire to demonstrate in all aspects of school life and beyond. All of this is encapsulated in our curriculum.



Pupils at Longford Park Primary School have a wealth of opportunities to develop their skills, talents and self-confidence, both inside and outside of the classroom. From athletics to dance, cricket to orienteering, spelling to singing, exciting offsite educational visits to residential trips that provide life-long memories, our children are encouraged to aim high and seize success. We set high standards and have expectations of our pupils in terms of both educational targets and personal goals, preparing pupils for their educational and professional future. Children at Longford Park Primary School have a happy and confident outlook that prepares them to tackle life's challenges - whatever they might be.



Ofsted 2024, 'The school's curriculum is ambitious and carefully designed. It identifies the important knowledge, skills and vocabulary that pupils need to learn. This helps teachers to deliver the curriculum well.'

Central to our school ethos is a desire to provide the best possible learning experience and outcomes for each and every one of our pupils. We endeavour to build positive and productive relationships with parents and families, actively encouraging participation and involvement to ensure that children are fully supported and encouraged in their life-long learning journey. In a changing and evolving world, we strive to create a place of learning which enables children to be adaptable, resilient, creative, excited, free-thinkers who are capable of developing and applying their learning in a wealth of ways with a 'can-do' attitude.



At Longford Park Primary School, we believe that the mental wellbeing of our pupils and staff is key to developing happy, inquisitive teachers and learners who are able to face challenges in a positive and proactive way. We work together to fill each other's buckets and be the change we want to see in the world.

We believe that parents are essential partners with the school in the education of the children and therefore aim to involve them in the life of the school and keep them fully informed about the progress of the children. Parents assist in a number of ways to the daily life of the school. There is an active Parent Teacher Association, which successfully organises many social and fundraising functions throughout the year helping to fund wonderful projects that benefit our pupils.

We have a successful breakfast provision that provides before school care and a wide array of extra-curricular activities led by school staff and external companies. These are well attended and contribute significantly to the success of the school.

The Deputy Headteacher Post

The post requires an experienced and outstanding classroom practitioner with proven leadership skills. The successful applicant will have a clear vision and understanding of primary education and will have the necessary skills to work with the Headteacher, the Senior Leadership team, staff, parents and Governors in driving our school vision and ethos. This role will provide the successful candidate with the opportunity to join a successful and well-respected school that has all the necessary ingredients to continue to provide all children with a solid basis for their growth. The successful candidate will have a teaching responsibility of up to 0.4 but will not be class based. This aspect of the role will contribute to the overall monitoring and evaluation of standards and the effectiveness of the curriculum. Dedicated leadership time is guaranteed and specific areas of responsibility will be negotiated with the successful candidate.

The school has a well-established induction programme, and support is provided for newly appointed staff.

If you would like to be part of this wonderful school or would like to find out more about us, information about the school can be found on our website at <http://www.longfordpark.coventry.sch.uk> or take a look on our Facebook Page: <https://www.facebook.com/longfordparkprimarycov/>

All candidates will be informed, in due course, of the result of their application.

Completed applications should be submitted by Friday 7th February

Visits to the school are welcomed and will be scheduled via the school office.

**PRIMARY SCHOOL
JOB DESCRIPTION – DEPUTY HEADTEACHER**

Line management responsibility	to: Headteacher for: Phase Leaders, Teachers ECT's, ITT students, College students, Volunteers,
Salary grade:	L7- L11
Subjects required to teach:	Full primary range

The Deputy Headteacher's role is primarily to ensure that ALL children not only make excellent academic progress but also have the opportunity to develop and progress as individuals ready to contribute positively to society as learners and to take on any challenge they may face. Whilst the following job description represents the focus of the role and associated accountabilities, it should not be seen as exhaustive. The successful candidate is expected to develop the role further and support wider school leadership in imaginative and innovative ways.

The job description reflects the National Standards for Headteachers (2021) and builds upon the Teaching Standards (2011) which apply to all teachers, including Deputy Headteachers. As Deputy Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher and governors.

The Deputy Headteacher will be line managed by the Headteacher and will also be required to provide reports and information to the Headteacher and Board of Governors. They will be responsible for specific tasks and the leadership of whole school aspects, which will be determined in line with the changing needs of the school in consultation with the Headteacher.

The Deputy Headteacher works closely with professional partners in education and higher education, locally and nationally. This role is crucial within the school's leadership team and the successful candidate needs to be able to work alongside the Headteacher to implement successfully the shared vision of ensuring that "working together, learning forever learning" is at the heart of all we do. Every child at Longford Park Primary School is on a journey of learning and discovery and is a unique and special individual. The role of the Deputy Headteacher, alongside the Headteacher, is to oversee an ambitious curriculum that meets the needs of every child and encompasses the values and educational philosophy of Longford Park Primary School working alongside colleagues to model and deliver exceptional provision.

The Deputy Headteacher at Longford Park Primary School will:

- Lead and manage the school in the Headteacher's absence
- Deputise for the Headteacher when required
- Provide professional leadership and management of specified areas of the school
- Alongside the Headteacher, lead and sustain achievement of the highest standards of academic performance
- Support and develop staff and hold them accountable for pupils' outcomes
- Support the development of an effective strategy to improve the quality of education and raise the achievement of pupils

Key Responsibilities and functions of role (based on Headteacher Standards 2021):

Culture and Ethos

- Support the Headteacher and governors in establishing and sustaining the vision for the continued improvement of the school
- Ensure a strong culture of safeguarding which is fully compliant and highly effective
- Agree, monitor and evaluate the school's key objectives in its strategic plan making a measurable contribution to whole school improvement

- Plan, write, review and deliver school policy in designated areas and support others in their contribution
- Promote a culture of teamwork, in which the views of all members of the school community are valued and considered
- Provide a visible and authoritative presence in and around school
- Contribute to the self-evaluation and continuous self-improvement of the school
- Uphold and visibly model the school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
- Involve pupils appropriately in the decision-making processes of the school and create a sense of shared ownership and responsibility
- Ensure that the needs of all children and young people in the school are being met, identifying underachievement and enabling all to succeed beyond expectations
- Contribute and adhere to policies and practice which promote equality of opportunity and tackle prejudice ensuring the needs of all pupils are met, including those with SEND

Curriculum and Teaching

- Fulfil a teaching commitment of up to 0.4 in the range of 4-11 years (non-class based) and be an excellent classroom practitioner
- Prepare, deliver, review and evaluate the aspects of the curriculum for which you have responsibility. This is to be undertaken in relation to agreed school policies, curriculum documentation and the School Improvement Plan.
- Promote high standards of teaching and learning throughout the school, challenging underperformance where appropriate
- Ensure that appropriate coaching, support and pedagogic development programmes are provided for staff so that teaching is constantly improving
- Lead and support innovative and creative curriculum approaches ensuring high quality inclusive delivery of the curriculum matched to the needs of all pupils, including extra-curricular achievement
- Support thorough, timely and accurate monitoring and evaluation of the quality of teaching ensuring timely support, intervention and capability procedures are initiated and seen through where required
- With the Headteacher and school leaders, lead the provision of a broad, inclusive, ambitious and purposeful curriculum
- Lead the management of pastoral care, pupil welfare and anti-bullying procedures effectively so that standards of behaviour and self-discipline are excellent and underpin effective learning
- As Assessment Lead, maintain effective, accurate and timely assessment, recording and reporting systems for pupil progress
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary
- Ensure high quality communication within the school and with families and other agencies

Organisational effectiveness

- Support the Headteacher on the recruitment and selection of teaching and support staff
- Lead on the induction of all staff, volunteers and trainees new to the school
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Be responsible for online safety including leading on effective filtering and monitoring, following up on safeguarding concerns and carrying out checks to systems
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved
- Manage the effective deployment and performance of all staff by ensuring their performance management and professional development through the effective application of agreed systems and policies
- Consistently and effectively promote the school's vision and values modelling the very high standards expected from all members of the school community

- Monitoring and developing the school's website and social media platforms ensuring compliance and effectiveness
- Support the development of collaborative approaches to learning within the school and beyond
- Engage in relevant professional development activity as necessary
- Contribute to a regular review of the organisation and policies of the school to ensure it meets statutory requirements
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities
- Support the Headteacher to manage the appraisal and performance development of all staff
- Establish links and collaborate with schools within the city and Nationwide to ensure continued improvement

Longford Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy at all times.

Job Description Deputy Headteacher

Please note that this is a generic job description. The specific details of the role will be negotiated with the successful candidates to reflect his/her strengths.

Title and Scale of Post	Deputy Headteacher Leadership spine Point L7 – L11
Status of Post	This is a senior post within the schools staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Headteacher. This post holder is to deputise for the headteacher in their absence. As deputy headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the headteacher.
Job Purpose	To provide leadership, development and management of the teaching and learning of all pupils; to take a lead role in the monitoring and evaluation of standards across the whole school, and to be a leading professional actively promoting effective teaching and learning practices across the school The post will require you to work in partnership with the headteacher, governors and staff to ensure the continuous improvement of the school.
Reporting to	The post holder is responsible to the Headteacher in all matters The post holder is also expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the school's vision and values The post holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching
Main Expectations of the role	
<p>1. Shaping the Future</p> <ul style="list-style-type: none"> • Support the Headteacher and governors in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity • Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with National and local initiatives • Leading the school's curriculum and assessment of the curriculum to ensure standards continue to rise. • Contribute to the identification of key areas of strength and weakness in the school. • Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues • Promote a culture of team work, in which views of all members of the school community are valued and taken into account • Contribute to the self-evaluation of the school 	

2. Leading, Learning and Teaching

- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted
- Take responsibility for the development of an effective timetable which meets the needs of pupils within the statutory frameworks and the resources available
- Provide training for staff on effective teaching and learning.
- Promote the active involvement of pupils in their own learning
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the school.
- Support strategies to promote high standards of behaviour
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school
- Support the development of an effective assessment framework
- Promote the use of ICT to enhance and extend pupils learning
- Monitor and evaluate classroom practice
- Provide support for colleagues in improving their classroom practice
- Supporting subject leaders to ensure they are aware of the standards in their subject areas.

3. Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of new staff to the school
- Set high expectations for your own performance and that of others
- Engage in relevant professional development activity as necessary
- Utilise coaching skills to support middle leaders to drive standards in their subject area.
- Induct and mentor volunteers and student placements to the school

4. Managing the organisation

- Contribute to a regular review of the organisation of the school to ensure it meets statutory requirements
- Develop action plans in specified areas of responsibility, in order to bring about improvements
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money

5. Securing Accountability

- Support the governing body in meeting its responsibility to account for the performance of the school
- Work alongside the Headteacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation
- Lead coaching to support teachers and support staff to be reflective practitioners
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary

6. Strengthening Community

- Contribute to the development of the school Network
- Gain an understanding of the diversity of the school community
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice
- Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement
- Develop strong and positive relationships with further education establishments

Person Specification Deputy Headteacher

Introduction

In order to meet the high standards expected of a leading professional in our school, the governing body is seeking to employ a person with the following qualities, experience, skills and abilities.

Criteria:	
Essential	Desirable
Qualifications and Training	
Qualified teacher status	
Degree	
'Working Together in Safeguarding Children' or similar course	
Experience	
Evidence of leadership and management of a whole school aspect.	In depth knowledge of the curriculum over at least 2 Key Stages
Professional Development	
A record of continuous professional development that includes training in leadership and management	
Experience of supporting, training and helping to co-ordinate the professional development of colleagues	
Leadership and Management	
To have a vision of the overall aims and direction of a successful school and be able to communicate these to inspire and motivate others	
To provide evidence of good management, which incorporates detailed planning, successful implementation and effective monitoring and evaluation of strategies	Have the ability to access and analyse relevant data and to use this information to set priorities and determine school action
To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help build an effective school	Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management

Safeguarding	
Essential	Desirable
Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding. To have a current, enhanced DBS clearance	
Learning and Teaching	
Essential	Desirable
Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about	The ability to help create and maintain a school site that ensures the health and safety of staff and pupils, and which presents a stimulating and attractive learning environment for pupils
To have a good understanding of how assessment strategies and target setting are used to inform learning to help pupils make progress	
A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements, and which is sufficiently well differentiated and resourced to meet the needs of all pupils	
Knowledge and Understanding of	
Essential	Desirable
Statutory education frameworks, including governance	Ways to build, communicate and implement a shared vision
Leading change, creativity and innovation	Strategic planning processes
Strategies for communication, both within and beyond school	New technologies, their use and impact
Models of learning and teaching	Schools' self-evaluation process
Models of behaviour and attendance management	Building and sustaining a learning community
Strategies for ensuring inclusion, diversity and access	The impact of change and organisations and individuals
Curriculum design and management	Legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation
Strategies to promote individual, team and organisational development	Models of school, home, community and business partnerships

The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school, including challenging poor performance	The work of other agencies and opportunities for collaboration
The wider curriculum, beyond school and the opportunities it provides for pupils and the school community	
Strategies which encourage parents and carers to support their children's learning	
Additional Skills and abilities: Essential	
Suitability for work with children and young people; Enhanced DBS clearance	
The ability to relate positively with the headteacher, pupils, colleagues, parents, governors and others who contribute to the work of the school	
The communication skills needed to provide clear and accurate information and well-informed advice	
The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate	
To have high expectations of pupils' learning, attainment and behaviour and of one's own professional abilities and those of colleagues	
An excellent health and attendance record	
Personal Qualities	
Self-Awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self confidence 	Social Awareness <ul style="list-style-type: none"> • Empathy • Organisational awareness
Self-Management <ul style="list-style-type: none"> • Emotional self-control • Transparency • Adaptability • Initiative • Optimism 	Relationship Management <ul style="list-style-type: none"> • Develop others • Inspirational leadership • Change catalyst • Influence • Conflict management • Teamwork and collaboration

If you feel you can meet these demanding requirements then we look forward to hearing from you and welcome your application for this position.

How to apply

If you wish to apply for this role, please download and complete an application form. **CVs will not be accepted.**

In addition to your application, candidates are also asked to respond to two further questions as part of their application. Please submit a document responding to the prompts below:

INFORMATION ABOUT YOUR CURRENT POST

(No more than one side of A4 for each please, minimum font size 11).

- I. Describe how your experiences and leadership style has effectively brought about a positive change in teaching and learning.
- II. Drawing on your own experience and knowledge of our school explain how you would raise standards for all children.

YOUR LEADERSHIP VISION, ETHOS AND EXPERIENCE

You are invited to comment on the following. Please confine your answers to no more than one side of A4 per question.

- I. How a Deputy Headteacher can inspire and motivate students, staff, parents/ carers and the wider community through leading by example and embodying the school's values.
- II. Describe an example of a whole school issue that you have successfully led and implemented and its impact at whole school level.

Your responses to the above and your completed application form should be emailed to: sbm@longfordpark.coventry.sch.uk and submitted with a covering letter (no more than two side of A4) outlining your suitability for the role.

Please note that referees will not be contacted before final interviews without your express permission. In line with Safer Recruitment Practice, the successful candidate will be subject to final references before an appointment is formally offered.

Longford Park Primary School is committed to safeguarding and promoting the welfare of children and adults through Safer Recruitment processes. The school expects all staff and volunteers to share this commitment. A DBS enhanced check will be required for this post. The school welcomes diversity and is committed to equal opportunity.

Our children want us to get the right person, therefore our selection process will consist of the following format:

Stage 1: School visit (optional but recommended)

Stage 2: On successful shortlist from application, a lesson observation will be arranged at the candidate's current setting.

Stage 3: Following successful selection from the lesson observation, candidates will be invited to; an interview with a panel of governors and invited senior leaders; a presentation to the interview panel on a question given in advance; an unseen task and meet/greet with a group of children.

Visits to School: between: Monday 20th January – Thursday 6th February

Please call the school office to arrange

Closing date for application: Friday 7th February

Lesson observations in own school: weeks beginning 24th February and 7th March

Interviews: Week beginning 10th March