

School Information

Castle Wood is a broad spectrum special primary school. Our pupils are aged 3-11 years old and have a range of learning difficulties – Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Autism Spectrum Conditions (ASC). Our vision is 'Together, children first...' and we aim to put children at the centre of all we do. We have received two successive, outstanding Ofsted judgements and are very proud of our excellent, innovative school and our wonderful pupils.

We are based in the North-East of Coventry in a purpose-built school, co-located with Moat House, a mainstream primary school. Our school draws pupils from across the city and has increased in size over the last 4 years. Currently we have 160 children on roll and have the largest special primary cohort in Coventry. Unlike mainstream settings, our intake is not always based on specific year group numbers annually. All pupils have an EHCP. We know that Early Years principles support our pupils to learn effectively and have taken this into account when designing our curriculum and learning experiences across the school.

Our school is divided into key stages to support whole school management. Collaboration across school is encouraged so we maintain consistency and a sharing of knowledge and expertise. Currently we have two Assistant Headteachers, three Senior Teachers and three Faculty Leaders who work collaboratively for positive outcomes for all children.

Castle Wood is a purpose-built special school and we have invested significantly over the last few years in our learning environments. We are conscious that the demographic of our pupils is becoming more complex. We work closely with external agencies and colleagues to ensure we are utilising a breadth of knowledge and expertise.

As a school we are innovative and always driving forward to embrace the best for our pupils, but we recognise that we are working in challenging times. We have stated our intention to academise to continue providing outstanding education for all pupils. Currently, we are undertaking due diligence processes with Thrive Educational Partnership (<https://www.thrive.ac/>).

Special Educational Needs Data

Category of Need <i>(Based upon first primary need on EHCP)</i>	Boys	Girls	Totals - Prime Need
Severe Learning Difficulty	16	6	22
Mild/Moderate Learning	0	2	2
Profound and Multiple Learning Difficulty	5	8	13
SEMH	1	0	1
Speech, Language & Communication	32	11	43
Autistic Spectrum Condition	59	16	75
Physical	2	1	3
Other Sensory Impairment		1	1
Totals:	115	45	160

Application Process

Applications for this post will only be accepted using the application form provided – this must be completed in full. Please use the “application questions” section to explain how your knowledge, skills and experience meet the demands of the person specification above. There is no word limit for this statement, but we would ask candidates to work to a guide of two sides of A4.

We would also ask candidates to complete and return an Equal Opportunities form.

The closing date for applications is Sunday 21st January 2024. These should be returned to moorev@castlewood.coventry.sch.uk

Interested candidates are encouraged to contact school (024 7670 9060 or via email to moorev@castlewood.coventry.sch.uk) to arrange an initial conversation with Rebekah Hayes - Headteacher. School visits are welcomed and a tour of our school and facilities can be offered on Tuesday 9th January in the morning or on Wednesday January in the afternoon.

Shortlisting will take place week commencing 22nd January 2024.

Shortlisted candidates will need to be available for interview on Friday 2nd February 2024 and / or Thursday 8th February 2024.

We are looking for the successful candidate to ideally start with us at Easter 2024.

If you have any questions relating to the application process, please do let us know.

We look forward to hearing from you.

Post Title:	Deputy Headteacher
Grade:	L18 - 22
Reporting to:	Headteacher and Governing Body

Core Purpose and Accountability

- The Deputy Headteacher will carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for Deputy Headteachers and the school's own policies.
- The Deputy Headteacher will work closely with the Headteacher and other members of the Leadership Team to lead on operational day-to-day leadership and management of the school in addition to other specific senior leadership responsibilities, promoting the vision and values of Castle Wood.
- The Deputy Headteacher will provide professional leadership, management and strategic direction, under the overall direction of the Headteacher working effectively with the school's Governing Body.
- The Deputy Headteacher will also carry out the professional duties of a teacher other than a Headteacher (as described in School Teachers' Pay and Conditions Document) including those duties particularly assigned by the Headteacher
- The Deputy Headteacher will assist the Headteacher and deputise in the headteacher's absence, as directed by the Governing Body, providing leadership for the school which reflects its ethos and values, and ensures a high quality of education. As such the Deputy Headteacher will be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Duties and Responsibilities

Under the direction of the Headteacher, working with the Leadership Team and the Governing Body, the Deputy Headteacher will:

Ethics and Professional Conduct

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Be an ambitious strategic thinker demonstrating courage and clarity in the interests of the pupils and putting pupils at the heart of all decision making
- Be a committed and outstanding teacher with a strong moral purpose
- Be an inspirational role model to the whole school team in terms of teaching and learning and managing own workload to model an appropriate work/life balance
- Maintain high expectations of all for the whole school community;
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- A belief that 'leaders eat last'

Culture and Ethos – school culture, behaviour, professional development

- Contribute to strategic decision making as part of the school's Leadership Team
- Collaborate in the implementation and managing of change initiatives
- Communicate the school's vision compellingly and support strategic leadership, playing a major role in the development the School Evaluation and School Development Plan
- Promote a culture of inclusion within the school community where all views are valued

- To assist the headteacher in developing good relationships with the Local Authority, local communities and the parents of pupils
- Collaborate in creating a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally, translating policy into the school's context
- Support distribution of leadership throughout the school
- Seek training and continuing professional development to meet own needs, setting personal targets and reviewing own practice
- Motivate and work with others to create a shared culture and positive climate
- Work alongside fellow leaders within school teams to effectively deploy teaching assistants
- Share appropriate CPD priorities and ensure needs are met in the areas of learning and teaching and staff are motivated to develop their skills and knowledge
- Hold all staff to account for their professional conduct and practice
- Work with Leaders, teachers and support staff in monitoring the quality of planning and learning opportunities
- Promote and develop parental involvement and links with the wider community
- Build positive relations, including links with different schools and communities locally, nationally and globally;
- To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Strengthen partnerships and community links to create opportunities for collaboration with other organisations to enhance learning and teaching.
- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Model entrepreneurial and innovative approaches to school improvement

Curriculum and Teaching – *teaching, curriculum & assessment, additional and special educational needs*

- Identify and support emerging talents, coaching current and aspiring leaders
- Demonstrate, through action and behaviour, a knowledge and understanding of the Early Years ethos of the school and how it promotes teaching and learning
- Demonstrate, through action and behaviour, a knowledge and understanding of the spectrum of Special Educational Needs and a willingness to work in collaboration with other professional services
- To undertake teaching commitment of PPA or absence cover to be agreed and reviewed at pertinent points.
- To undertake teaching commitment as required with regard to school priorities and organisational need.
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Support governors and staff to understand and use data to underpin improvement
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using quantitative and qualitative data to monitor progress in every child's learning;
- Ensure learners encounter exciting, creative learning experiences which inspire and maximise the learning potential of all children;
- Ensure Assessment for Learning principles lie at the heart of all learning experiences as catalysts to deep, meaningful and targeted learning;

- Develop and contribute to a curriculum that allows all children to flourish, provides a landscape for an exciting learning journey and enables all learners to become fully interested, inspired and immersed in their learning;
- Evaluate teaching and use this information to identify effective practice and areas for improvement, taking action to further improve the quality of teaching
- Ensure that Teaching and Learning are consistently good and frequently outstanding.
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in all staff for the impact of their work on pupil outcomes
- Foster a culture that supports creativity and innovative approaches to teaching and learning
- Support increasing independence amongst our learners, understanding the principles of active learning
- Lead developments in supporting the highest standards of literacy and numeracy
- Keep parents and carers informed about their child's progress.

Organisational Effectiveness – *organisational management, school improvement, working in partnership*

- Be a proactive and effective member of the Leadership Team in the day-to-day effective organisation, management and running of the school.
- Work with financial astuteness, managing the budget allocation efficiently and effectively ensuring that the school operates from a position of best value in all circumstance
- Provide information, plans and policies for the Headteacher, Governors, staff and parents when required
- Review, update and disseminate school policies in consultation with the Leadership Team and whole staff to promote good practice and shared vision.
- Be proactive and collaborate and network with others within and beyond the school, working with a range of networks locally and regionally
- Ensure individual staff recognise and fulfil their statutory responsibilities
- Ensure individual accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Ensure that the whole school community is engaged in systematic, rigorous self-evaluation of the work of the school, monitoring progress towards School Development Plan priorities, action plans and other policy developments
- Implement systems for managing the performance of staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Participate in leadership processes as appropriate e.g. sickness absence, disciplinary, capability, to ensure a consistent approach to standards of conduct and professionalism
- Promote and protect the health and safety welfare of pupils and staff
- Collaborate in recruitment, retention and deployment of staff appropriately and manage their workload to achieve the vision and aims of the school, promoting safer recruitment;
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Contribute to regular reviews of the school's systems and policies to ensure statutory requirements are being met.
- Regularly audit resources to determine future need; oversee care of resources and equipment and allocate available resources with the best possible efficiency
- Champion the development of technologies to support teaching and learning, supporting the reduction of teacher workload
- Co-operate and work with relevant agencies to protect children.

Other Areas of Responsibility:

- Lead aspects on a core element of the school's provision to be agreed based upon individual specialism and experience of candidate
- Undertake the role of Designated Safeguarding Lead and lead the Safeguarding Team
- Undertake any professional duties, reasonably delegated by the Headteacher

The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

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 do other duties appropriate to the level of the role, as directed by the headteacher. It is expected that you will, within reason, respond to unforeseen circumstances and emergencies as they arise, in a way that is commensurate with your qualifications, experience and seniority.

Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> ○ Qualified teacher status ○ Degree ○ Involvement in/completion of a Senior Leadership programme eg: National Professional Qualification 	<ul style="list-style-type: none"> ○ Academic qualification in an area of SEND ○ Designated Safeguarding Lead ○ SENCO qualification
Experience	<ul style="list-style-type: none"> ○ Successful leadership and management experience in a school ○ Teaching experience in a range of settings and schools to a range of ages ○ Involvement in school self-evaluation and development planning ○ Experience of assessment procedures to determine accurate pupil progress, tracking and monitoring ○ Experience of contributing to staff development ○ Experience of SEND strategies and approaches ○ Experience of Early Years principles ○ Proven successful leadership of an aspect of school improvement, curriculum area or Key Stage ○ Experience of safeguarding and responding to concerns about children's wellbeing and welfare ○ Evidence of having influenced the quality of teaching and learning in present school ○ Evidence of quality assurance monitoring 	<ul style="list-style-type: none"> ○ Special School and mainstream experience ○ Experience of leading Performance Management ○ Mentor for Students/Newly Qualified Teachers ○ Understanding and application of Assessment for Learning principles in practice ○ Experience of curriculum design and quality assurance processes ○ Organising staffing and agency cover
Skills and knowledge	<ul style="list-style-type: none"> ○ Pedagogy of teaching children with SEND ○ Expertise in one of the elements of a broad spectrum school eg: PMLD, ASC, SLD etc. ○ Early Years principles and practice ○ Data analysis skills, and the ability to use data to set targets and identify weaknesses so improving progress for all children ○ Understanding of high-quality teaching, and the ability to model this for others, supporting others to improve ○ Ability to communicate a vision and inspire others ○ Recent, relevant training in current educational practice, including leadership and management ○ Excellent team player ○ Evidence of an ability to communicate effectively and concisely both in verbal and written form to a variety of audiences ○ Ability to manage the implementation of change sensitively and effectively ○ Ability to work under pressure and prioritise effectively ○ Have an understanding of Child Protection and the safeguarding process. 	<ul style="list-style-type: none"> ○ Financial management ○ Knowledge of SEMH

Personal qualities	<ul style="list-style-type: none"> ○ Honesty and integrity no matter how challenging the circumstances ○ Commitment to maintaining confidentiality ○ Commitment to safeguarding and equality ○ Commitment to collaborate in a positive team, delegating and negotiating, when necessary, with sensitivity ○ Able to listen and learn from others ○ To be aspirational and inspirational, empowering others ○ Good reasoning powers and good judgement in a variety of situations ○ Recognises and acknowledges excellence; challenges poor performance ○ High level of written and oral communication skills, and ICT skills ○ Thinks strategically; prioritizes, plans and organises themselves and others ○ A positive, flexible approach ○ Thinks creatively, is confident and dynamic ○ Demonstrates a genuine and real passion for children's aspirations ○ Evidence of self- motivation, optimism and resilience ○ Able to be vulnerable and learn from errors ○ Excellent self-awareness ○ Evidence of an ability to negotiate calmly and reduce stress in others ○ An understanding that it is people that have an impact on children not job titles ○ An understanding that 'leaders eat last' (Simon Sinek) 	<ul style="list-style-type: none"> ○ A lack of pomposity, not driven by hierarchies but passionate about distributed leadership ○ An ability to make us laugh, and a readiness to laugh at yourself ○ Willingness to roll up sleeves and tackle any job in unforeseen circumstances ○ A can-do attitude
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Notes:

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

Last review date:

December 2023

Next review date:

Headteacher/line manager's signature: _____

Date: _____

Post holder's signature: _____

Date: _____