



TOOT HILL
SCHOOL

Job Application Pack

**Deputy Headteacher
(Senior School Leader) – Progress & Attainment**

L16-L20 (£55,397-£61,102) negotiable for exceptional candidate

Full Time

Closing Date: 9am Friday 1st May 2015



Welcome message from the Head of School:

Dear Candidate

Thank you for your interest in the post of Deputy Headteacher (Senior School Leader) - Progress & Attainment.

As the recently appointed Head, I am seeking an outstanding candidate with excellent leadership skills to join our forward looking, reflective leadership team and to assist us in our quest for continued improvement. I have a strong vision and huge ambition for our school and want it to be outstanding in all aspects. This ambition goes well beyond league table success. I am a great believer in the power of education to transform and that education is about far more than qualifications. It is about people first and foremost and their development and success. I see this new role as fundamental in underpinning my vision and realising my ambitions for our school and all those within it.

The successful candidate will have an excellent understanding of the key issues and challenges, both current and future, facing schools and will be able to articulate a clear vision for Toot Hill's continued progress. It is essential that you are committed to improving our outstanding school rather than maintaining current levels of performance, therefore we are seeking a talented and ambitious professional who aspires to eventual Headship.

The SLT members in our school have huge strengths and talents as individuals but they unite to form a supportive and cohesive team. It is therefore essential that you are an outstanding leader and classroom practitioner who will have individual credibility within our SLT and with staff, students, parents and our wider community. We also need an outstanding team player who puts the interests of the school first.

We seek a candidate who is totally committed to securing the best outcomes for all students in the school and who will 'go the extra mile' to do this. All members of our SLT are committed to maximising potential and continuous improvement. They support and challenge the members of our school community to achieve these aims. The successful candidate must have the intellect, skill and moral courage to provide this challenge and support to secure the best education possible for all our students. This quest for excellence must however, also be combined with our unwavering commitment to care and support, therefore anyone seeking appointment to this role must demonstrate warmth, humour, resilience and above all emotional intelligence in order to uphold the values of our school. Generosity of spirit and generosity with time to support activities beyond the school day are key requirements.



Toot Hill is a wonderful school with fabulous students and staff and outstanding support and care. It is a great place to work and offers excellent support for your professional development. The SLT is recognised as outstanding and they are a truly a great group of people to work with. This post offers a fantastic opportunity to join us in our quest for continued improvement. In the light of the information supplied in the application pack we very much hope you will apply for the post and look forward to receiving your application.

Ashfaq Rahman
Head of School



Welcome message from the CEO of the Torch Academy Gateway Trust:

Dear Candidate

I am delighted to be able to introduce you to Toot Hill School and the tremendous opportunities this school offers the young people of Bingham.

Toot Hill School is the founder member of the Torch Academy Gateway Trust. As an outstanding school (Ofsted 2012) we aim to set the standard of all schools within our trust.

We aim to be a 'great' school with recognition both nationally and internationally for the standard of education that we secure.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Toot Hill School, and we look forward to receiving your application.

John Tomasevic
CEO of the Torch Academy Gateway Trust



Application Details

Thank you for your interest in the Deputy Headteacher (Senior School Leader) - Progress & Attainment vacancy Toot Hill School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Mr. Rahman, which clearly demonstrates your suitability for this role. Applications can be submitted via email to krich@toothillschool.co.uk or by post, for the attention of Mr. Rahman, to the following address:

Toot Hill School
The Banks
Bingham
Nottingham
NG13 8BL

Application forms

These can be downloaded from the school website www.toothillschool.co.uk. Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application arrives by 9 a.m. on the closing date of **Friday 01 May 2015**.

Interview:

Interviews for the role will be held week commencing **Monday 04 May 2015**. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

Toot Hill School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.



JOB DESCRIPTION

	JOB TITLE:	Deputy Headteacher (Senior School Leader):Progress & Attainment
	REPORTS TO:	Head of School and designated Line Manager for your curriculum, pastoral or performance management
		SALARY POINT: L16-L20
1.	INTRODUCTION: <p>This job description covers core elements of the post. Specific responsibilities, in addition to those outlined below, will be decided on based on the strengths and experiences of the successful candidate and the requirements of the school. These will be incorporated into the final job description for the post.</p> <p>As Deputy Headteacher, you will be required to meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document and Teachers' Standards. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Headteacher, governors, staff and students to ensure the continuous improvement and effective operation of the school.</p>	
2.	SPECIFIC RESPONSIBILITIES: <ul style="list-style-type: none"> • To raise achievement at all levels in the school with a focus on maximising student progress and securing the highest possible standards in learning and teaching • To lead additional provision relating to Pupil Premium and Catch Up funding including the implementation and monitoring of strategies to narrow the gap and improve progress and achievement • To lead intervention work across the school in liaison with the School Leader over Curriculum and Achievement, Curriculum Leaders and other staff • To lead, oversee and coordinate formative assessment across the school, monitoring student progress and taking responsibility for all relevant assessment policies • To use performance data to identify areas for improvement • To develop effective intervention priorities as appropriate and to ensure an improvement in standards is promoted at whole school and departmental level • To lead the reporting and Progress Review and Parents' Evening cycle • To assist the Headteacher with staff development and Performance Management • To contribute to the production of the staff handbook and school calendar • To line manage designated staff and specified departments 	
	The main requirements relating to the leadership standards are detailed below and	



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	involve the following commitments:
1. SHAPING THE FUTURE:	<ul style="list-style-type: none">• To support the Headteacher and governors in establishing a vision for the future development of the school• To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school• To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas e.g. catch up, use of pupil premium funding• To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues• To promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account• To contribute to the self-evaluation of the school
2. LEADING LEARNING AND TEACHING:	<ul style="list-style-type: none">• To provide training for staff on effective teaching and learning• To promote the active involvement of students in their own learning• To contribute to school target setting; including statutory procedures and targets for individuals and groups of students throughout the school• To support strategies to promote high standards of behaviour• To oversee the development of an effective assessment framework• To promote the use of ICT to enhance and extend students' learning• To monitor and evaluate classroom practice• To provide support for colleagues in improving their classroom practice
3. DEVELOPING SELF AND WORKING WITH OTHERS:	<ul style="list-style-type: none">• To promote equal opportunities and safeguard the safety and welfare of all those in the school• To 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 e.g. through taking school assemblies• To support the development of collaborative approaches to learning within the school and beyond• To support the induction of staff new to the school• To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members• To engage in relevant professional development activity as necessary and to guide staff in their training and personal development



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4.	MANAGING THE ORGANISATION: <ul style="list-style-type: none">• To monitor the quality of teaching and learning in the school and to promote improvement• To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements• To develop action plans in specified areas of responsibility, in order to bring about improvements• To lead on the development and implementation of school policies relating to issues such as assessment and reporting• To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities• To take responsibility for Performance Management of identified staff• To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money• To maintain a high profile in the life of the school through being a visible leader around the site, overseeing the operation of duty teams and by attending extra-curricular events• To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance
5.	SECURING ACCOUNTABILITY: <ul style="list-style-type: none">• To support the governing body in meeting its responsibility to account for the performance of the school• To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review• To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school• To assist with the reporting of the performance of the school to parents,• carers, governors and other key partners as necessary• To provide reports and information related to your areas of responsibility as required
6.	STRENGTHENING COMMUNITY: <ul style="list-style-type: none">• To gain an understanding of the diversity of the school community• To contribute to policies and practice which promote equality of opportunity and tackle prejudice• To contribute to the development of opportunities for students to enhance their learning within the wider community• To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement• To promote links and good relationships with the local community and outside agencies

PERSON SPECIFICATION	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R) Later checks (L)
Qualifications, Experience and Professional Development <ul style="list-style-type: none"> Has Qualified Teacher Status Has a good Honours Degree Has Professional Development in preparation for SLT role Background checks and references show no issues of concern with regard to safeguarding children and young people 	E E E E	A A A L
Leadership and Management Experience <ul style="list-style-type: none"> Has successful leadership as a Curriculum Leader or equivalent Has successfully led, planned, managed and evaluated change which has had a significant impact at whole school level Has demonstrated the ability to work strategically and successfully Has experience of sixth form teaching and intervention 	E E E D	A A/I/R A/I/R A/R
Teaching Experience <ul style="list-style-type: none"> Demonstrates outstanding, sustained, and successful experience as a teacher in a secondary context Has a proven record of outstanding teaching and outstanding results with examination classes 	E E	A/R A/R



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<p>Shaping the Future</p> <ul style="list-style-type: none"> • Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision • Has experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement 	<p>E E</p>	<p>A/I/R A/I/R</p>
<p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> • Has experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance • Has experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being • Has the ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence • Has the ability to lead the development and implementation of a diverse, flexible curriculum and effective assessment for learning 	<p>E E E E</p>	<p>A/I/R A/I/R A/I/R I/R A/I/R</p>
<p>Developing Self and Working with Others</p> <ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development. • Knows how to promote an open, fair and equitable culture. • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. • Has the ability to communicate appropriately and effectively with a variety of audiences, including in particular children and young people • Has the ability to build and sustain networks and alliances in pursuit of organisational goals 	<p>E E E E E</p>	<p>I/R I/R I/R I/R A/I/R</p>



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<p>Managing the organisation</p> <ul style="list-style-type: none"> Has successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. Understands how to establish and sustain effective organisational structures, systems, policy and practice. Has knowledge of and commitment to the implementation of the safeguarding agenda. 	<p>E</p> <p>E</p> <p>E</p>	<p>A/I/R</p> <p>I/R</p> <p>I/R</p>
<p>Securing Accountability</p> <ul style="list-style-type: none"> Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these. Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. Has the ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information and intelligence to monitor progress in every child's learning. Has experience of holding individuals, teams and whole school to account for student learning outcomes. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p>
<p>Strengthening Community</p> <ul style="list-style-type: none"> Understands the importance of listening to, reflecting and acting on community feedback. Has experience of strategies that encourage parents and carers to support their children's learning. Has experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students. 	<p>E</p> <p>D</p> <p>D</p>	<p>I/R</p> <p>A/I/R</p> <p>A/I/R</p>



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Personal Skills and Attributes

- Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.
- Inspires, challenges, motivates and empowers teams and individuals to achieve high goals
- Demonstrates personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Demonstrates personal and professional integrity, including modelling values and vision
- Prioritises, plans and organises themselves and others
- Thinks analytically and creatively and demonstrates initiative in solving problems
- Is aware of their own strengths and areas for development and listens to, and reflects constructively and acts upon as appropriate, feedback from others
- Demonstrates a capacity for sustained hard work with energy and vigour
- Demonstrates resilience, optimism and a sense of humour

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Current School Leadership Team:

Mr Ashfaq Rahman	Head of School – School Standards
Mrs Sandy Paley	Senior School Leader – KS4 (Yr11) Achievement & Curriculum
Mrs Karen Strachan	Leader – Torch Teaching School Alliance Director
Dr Chris Eardley	Leader – KS3 Achievement. Assessment, Recording & Reporting
Mrs Fionna Murphy	Leader – Pastoral/Welfare
Mrs Sandra Stapleton	Leader – Progress & Attainment (Yr10)
Mr Chris Jones	Leader – Q.A., T&L



Overview of the Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children

Overview of the School

Ethos

Toot Hill School has a very clear and distinctive ethos. We believe that through continually reviewing and reflecting upon every aspect of our work we provide students with the very best educational opportunities.

We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing them with the motivation and support necessary to achieve their full potential.

We value commitment, independence and courtesy from all our students. We demand the very highest standards from our pupils and in return we value and respect their ideas and opinions. Through our Student Ambassadors and the Student Voice Committee, pupils at Toot Hill School have an active and important role in developing and improving their school.

To summarise

- We have high expectations of students and staff
- We believe every student can succeed
- We ensure barriers to learning are challenged and overcome
- We expect teaching to be well planned, varied and stimulating
- We expect learning to be active, focused, social and engaging
- We insist on high standards of behaviour at all times



Achievement

At Toot Hill School we believe that examination success allows our students to make the very most of their lives and student achievement is at the very heart of everything we do.

We have developed a curriculum designed to challenge and engage students, offering them the very best preparation for examination success and the skills and confidence required to make full use of those qualifications.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and as a school we constantly strive to provide your child with the very best educational experiences.

Should a student require additional support Toot Hill provides a range of support services that will ensure every student's success, whatever their individual educational needs.

Examination results provide a good indication of how well a school is serving its students. In 2014, we secured our best ever set of GCSE results with 84% of all students in Year 11 gaining 5 or more GCSE grades A*-C including English and Mathematics.

At Key Stage 5, Toot Hill College has an excellent track record with over 100% of students achieving A* to E. Students regularly secure places at Oxford, Cambridge, Russell Group Universities, Higher Education colleges and employment.

Pastoral

At Toot Hill we pride ourselves on the quality of care, guidance and support given to individual pupils. At the core of this provision is a year system led by a Head of Year and supported by the Achievement Co-ordinator, Tutors, Student Welfare and Learning Support teams.

This system provides students with the care they need whilst allowing them to nurture friendships and develop a strong sense of community.

Tutors play an active role in ensuring that students are happy, well supported and fully engaged in school life and serve as the first point of contact between school and home. There are regular updates of pupils' progress through termly reports, online data, twice yearly parent consultation days and a Parents' Evening.

Students progress through Toot Hill School their attainment and well-being is closely monitored, ensuring that they are recognised and rewarded when they succeed but also supported when things are more challenging.

Toot Hill is a very caring community and the health, happiness and well-being of students underpins our overall ethos and philosophy.



Curriculum

Our curriculum follows National Curriculum guidelines and aims to provide a broad and balanced learning experience for all.

At Key Stage 3 our two-year programme covers all the National Curriculum subjects. Students are taught in ability groups in the majority of subjects.

During our three year Key Stage 4 programme all students study the English Baccalaureate core subjects of English, Mathematics, Science, a Modern Foreign language and a humanities subject such as Geography or History.

A wide range of option subjects including visual and performing arts, technology, sports and ICT courses supplement the core curriculum. We expect all our students to achieve at least 8 passes at grades A*-C including the English Baccalaureate subjects.

Toot Hill College offers a range of pathways for students to continue learning with us during Key Stage 5 (16 - 18 years). We pride ourselves on our A Level provision and promote the highest aspirations for all our students.

Extra-Curricular

Extra-curricular opportunities are an essential part of providing a balanced and exciting range of experiences in school. At Toot Hill the after-school 'Extra' programme provides students with an impressive range of courses and sessions most nights of the week.

Opportunities include Ancient History, Science, Mathematics, Latin, Cooking, Critical Thinking and a comprehensive range of sporting activities including football, hockey, netball, rugby, cross country, tennis and athletics are also available. Toot Hill students regularly compete at county level and our sports teams have a strong tradition of success.

Students' extra-curricular achievements are recorded and celebrated through our Torches award scheme. This programme allows students to build up a portfolio of their achievements throughout their time at Toot Hill School; essential for successful applications to university, college or work.

Music is very much at the heart of Toot Hill School and we encourage students to take up or continue playing a musical instrument. There are regular concerts and workshops where students can demonstrate and develop their performance skills.

The Performing Arts also take a leading role in school life with regular Drama productions allowing all students to fully explore their creativity.

In addition there are regular opportunities to travel including a Year 8 residential and international educational visits. In recent years Toot Hill students have travelled to France, Germany and Africa.



Student Voice

Student voice is active within the school with each year group choosing student representatives that meet through year councils and the college running a student's union format.

There are additional opportunities for students to be leaders through the Ambassador and Diplomat Program and all subjects have student representatives.

Students are involved in all aspects of school life and contribute to the interview process for new staff and assist at school open evenings. They have also delivered feedback to staff on aspects of teaching and learning, such as marking.

A new structure is being introduced next year with the college student's union and committee format being adopted across the school to ensure greater participation and encourage student responsibility and independence.

Safeguarding and Child Protection

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.