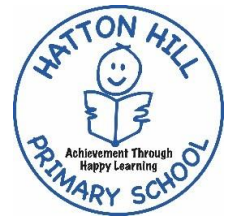


Appointment Information Pack



Vacancy	Deputy Headteacher
Location	Hatton Hill Primary School
Salary	L11-L14
Start Date	1st September 2024
Contract	Permanent
Closing date for applications	Friday, 26th April 2024 at 12 noon
Return application to	finance.hattonhill@schools.sefton.gov.uk

Welcome from Anna James, headteacher, Hatton Hill Primary School



Dear applicant,

Thank you for your interest in the post of Deputy Headteacher at Hatton Hill Primary School.

At Hatton Hill, we pride ourselves on our motto of 'Achievement through Happy Learning' believing, quite simply, that we will perform to the best of our ability if we are happy in our environment. Our focus on providing a happy learning environment is true for all the children in our care. Our school is popular with local families and has a reputation for being friendly and welcoming, with a particularly strong reputation as an inclusive school. The deputy headteacher plays a large part in upholding this – engaging with a wide range of stakeholders and maintaining our high expectations for all.

A successful candidate will need to demonstrate high expectations and strong experience in leading curriculum development, as well as being able to promote and support outstanding teaching and learning. We are keen to encourage applications from candidates who have range of experience and who have a track record of successful progress and outcomes.

Candidates should have a strong understanding of and approach to safeguarding as part of our experienced and well-trained safeguarding team. Maintaining the highest safeguarding standards and offering a welcoming and inclusive environment for all is vital for anyone who works in our setting.

We are keen to develop all staff and therefore training for future development will be encouraged and accommodated wherever appropriate to the role. We would strongly encourage applicants who have existing understanding of the NPQ training model and will seek ongoing learning and training if an applicant is successful in becoming Deputy Headteacher.

We value the strengths of all our team and we are keen to recruit someone who is friendly, adaptable and who tackles all challenges in a positive, supportive and flexible way – always maintaining a focus on the outcomes of for the children in our care. Our children are at the centre of all we do.

We have an active governing body who provide challenge and support and who bring a wide range of experience to our school.

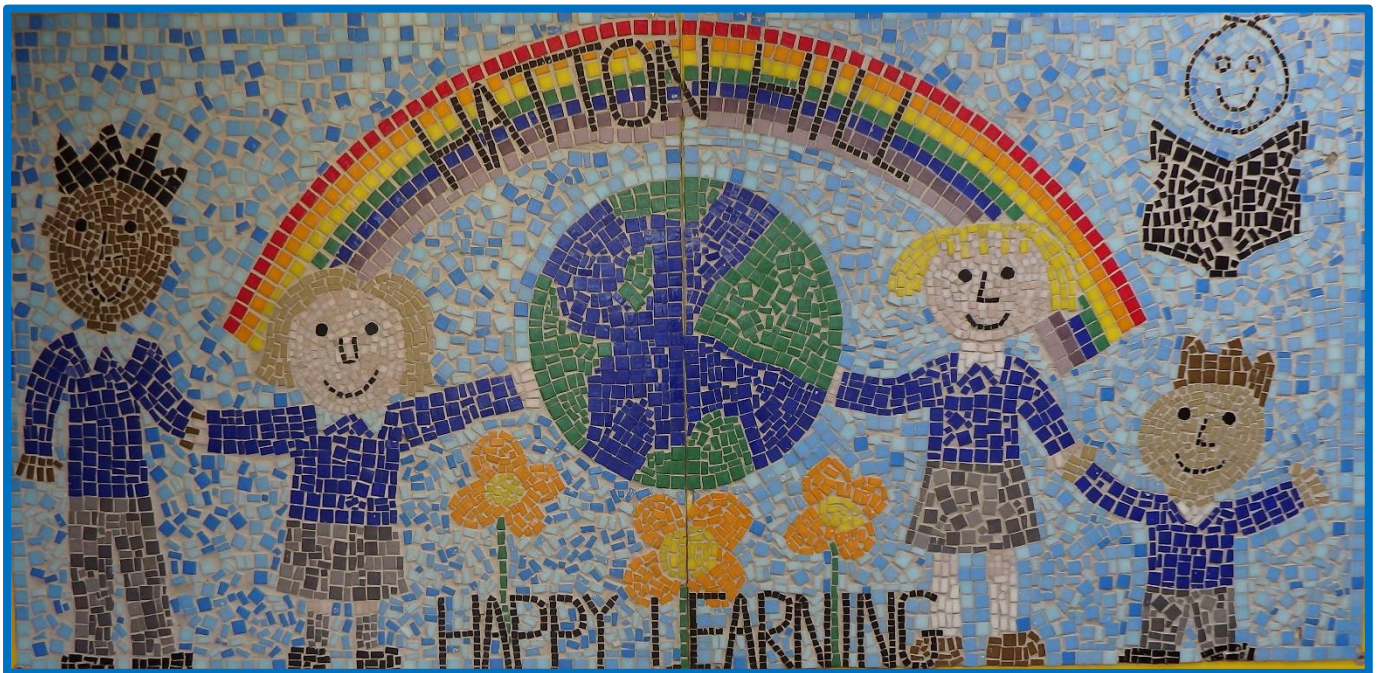
I am looking forward to meeting prospective candidates for tours of the school and a discussion of what the role involves. We warmly welcome you to contact the school office to arrange a visit.

Yours faithfully,

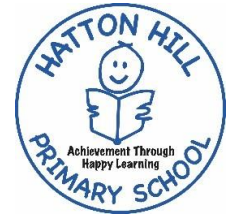
A handwritten signature in black ink, appearing to read 'A James'.

Mrs Anna James

Headteacher



Welcome from Sue Kerwin, our Chair of Governors



Dear Applicant,

Thank you for considering Hatton Hill Primary School as the next step on your career path.

We are very proud of our school, the amazing children and the community it serves. Hatton Hill is a dynamic and exciting place to teach and learn and anyone would feel privileged to work here.

We want a highly motivated person with proven leadership experience to work closely with the headteacher in the overall management of the school and play a key role in raising standards and implementing the vision for happy and successful learning.

We currently have 344 children on roll, across EYFS, KS1 and KS2. We provide full wraparound care from breakfast to After School and pride ourselves on being a central part of the community.

The role of Deputy Headteacher is a challenging and fulfilling one which will offer many opportunities for the successful candidate to make a real difference as part of a committed and talented team.

We offer you a warm, caring and welcoming environment. We have engaged parents, supportive staff, governors who are interested and involved and, above all, children who want to learn.

I look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink that reads 'S.M. Kerwin'.

Sue Kerwin,
Chair of Governors

Dear Candidate,

We look forward to meeting you and we hope you take an interest in us, the Hatton Hill pupils.

We would like our Deputy Headteacher to be a smiley, friendly, kind and caring person. We like to hope you will interact with us and take an interest in the things we like. We want someone who is fun and active, and gets involved.

You can get to know us by being around the school, looking at our work, talking to us and helping us when needed. You will enjoy looking at our books and we hope you can support us with praise and rewards.

Our school is amazing and the children here are out of this world, but you will need patience and understanding.

Good luck with your application and thank you for your time.

The Hatton Hill Pupil Council.

Our School

Our popular school is situated in Litherland serving a large residential area of private and local authority housing. The school's planned admission number is 60 per year group. The number of children on roll currently stands at 344. Approximately 52% of our children are entitled to free school meals; 21% have Special Educational Needs; and 4% come from homes where English is not their first language.

Historically, separate infant and junior schools, our single storey building boasts two halls, large airy classrooms and extensive grounds which include large playground, fields, a running track, orchard, woodland and playing equipment. We have on-site parking for staff.



Location

Litherland is situated 7 miles from the vibrant Liverpool city centre. It is rich in culture and activities, with excellent transport links and connections to the rest of the country. Liverpool has a range of things to do with great shopping and restaurants, as well as sport, galleries and museums. We are also close to the historic Victorian seaside town of Southport and the beautiful National Trust coastline of Formby and Freshfield.

Our Aims

- Every child should fulfil their potential. They should learn to appreciate their talents, whilst working extra hard at the things they find challenging.
- Every child should develop a good self-image. They should be taught the skills needed to build and maintain a strong moral framework which they can apply to the many challenges they will encounter throughout their lives.
- Every child should be safe and feel secure in the school environment. They should develop the confidence to learn and make mistakes without fear of failure.
- Every child should learn in an environment that is disciplined, but comfortable and nurturing.
- Every child should develop the ability to show concern for others and tolerance of our many differences.
- Every child should learn to take responsibility for their actions by recognising what went wrong and knowing how to find a resolution.

- Every child should have access to the full range of National Curriculum subjects within a planned framework which inspires and caters for their individual needs.
- Every child's parent or carer will be encouraged to play an important part in their child's journey through our school - educationally, socially and emotionally.

Curriculum

Our motto: 'Achievement though Happy Learning' underpins school life at Hatton Hill. We know our children have the best chance of fulfilling their potential if they are happy. We also want our children to enjoy their education so that they



will want to continue learning throughout their lives. School years should be happy years.

As such, our curriculum is extremely important to us as it is the planned progressive learning experiences for the children in our school. It will help shape future successes.

To ensure our curriculum meets the expected national standards, the National Curriculum Programmes of Study have been woven into a sequence of engaging experiences and opportunities based on clear intents for learning through which our pupils build a foundation of knowledge whilst developing understanding and constantly practising key skills.

Our 'Connected Curriculum' allows our children to develop the knowledge, understanding and skills unique to each subject whilst making links with their wider understanding of the world and



their own experiences. For example, to fully appreciate the story, 'The Owl Who Was Afraid of the Dark', children must understand the nocturnal nature of an owl. The Connected Curriculum (bringing together knowledge from different areas of the curriculum) encourages children to make links between subject specific knowledge and understanding to develop as critical thinkers, problem

solvers and creative individuals. The Connected Curriculum also includes enrichment activities with visitors, themed days and excursions continuing to provide an important part of children's learning.

Reading, writing and mathematics are given the highest priority as these key and transferable skills are essential tools. High standards in these core subjects are the essential building blocks for future learning success in all subjects.

Reading and the acquisition of a rich vocabulary is at the heart of our curriculum. We know that children with excellent reading skills achieve the most highly at school and beyond. Our school is filled with high quality texts and we are careful to promote both reading for pleasure, as well as developing breadth and cultural capital through reading choices within our curriculum. We have two beautiful libraries, as well as class libraries; engaging reading corners and a half-termly reading week during which children from Year 1 to Year 6 explore the same book.



Children's day-to-day experience of the curriculum within the classroom is tailored to individual needs. Children are both stretched and supported. We expect the highest standards from each child whilst effectively supporting the learning of children with a wide-range of additional needs. Difference is celebrated and the unique characteristics of all our children is valued.

Underpinning our whole curriculum is a commitment to developing the whole child. We want Hatton Hill pupils to be kind, resilient children who will be responsible citizens. Our PHSE curriculum, the celebration of British Values and enrichments experiences, such as Mini Police,



encourage our children to begin to comprehend the wider world and develop empathy. Children are also encouraged to discuss and question their understanding of our ever-changing world. School is a safe space to debate tricky issues so that each child's moral compass is developed. Importantly, key adults are available to

support children's well-being as they navigate the learning which goes beyond our formal curriculum, such as friendships.

Our deputy is our overall curriculum lead with each teacher responsible for leading an area of the curriculum. Subject leaders closely monitor the progress children make across the curriculum by monitoring books and talking to our children. Pupil voice helps shape our school and success in the curriculum as the children provide unique insights, for example, pupils told us they would be more confident in PE if they could wear dark coloured t-shirts instead of white.

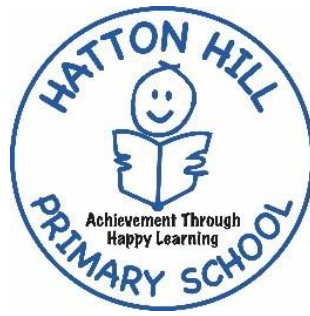


The teachers and governors appreciated and agreed with their point of view so a change to uniform was made!

Parents are our partners and we greatly value the contribution parents make to their children's education by supporting our school and encouraging learning at home, whether that be taking a trip to a museum or reading at bedtime.

You can find out more about our curriculum here:

<https://www.hattonhill.co.uk/page/curriculum/111608>



Deputy Headteacher: Hatton Hill Primary School

Permanent Post: L11 – L14 (£60,488 - £65,010)

Start Date: 1st September 2024

The Governing Body of Hatton Hill Primary School is seeking to appoint a Deputy Headteacher with responsibility for teaching and learning. We are looking for an enthusiastic and inspirational Deputy Headteacher to support the Headteacher to build on our current success and lead the school to continue to deliver our ambitions for the pupils and the school. Our Deputy Head will have a significant role leading teaching and learning curriculum and assessment across the school.

The successful candidate will:

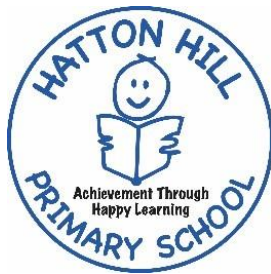
- Be an experienced school leader with a proven track record of leading or supporting whole-school development.
- Have experience in raising outcomes for children, including disadvantaged pupils
- Be able to lead and inspire others and to manage people effectively
- Be an inspiring and skilled classteacher, confident across EYFS, KS1 and KS2, who ensures all children achieve their best
- Be passionate about teaching and learning, able to support and challenge colleagues to improve, implementing effective school-wide systems and practices
- Have excellent interpersonal skills and be able to work and communicate effectively with the whole school community
- Ensure the implementation of an engaging and sufficiently challenging curriculum in all classes and monitor the impact of this
- Be committed to working partnership with our Headteacher, with the energy and stamina to realise a shared vision for our children
- Be ambitious for our school, our wider community and every learner within it
- Value children on their individual strengths and have a strong commitment to inclusion and SEND provision as well as other vulnerable groups
- Have the skills and confidence to take a lead role, alongside the Headteacher, in establishing excellent behaviour and attendance across the school

We can offer you:

- A friendly and mutually supportive place to learn and work
- A committed staff and governor team with a positive attitude: we are all passionate about giving our children and families an excellent education
- Enthusiastic pupils with boundless potential and a wider community who want the very best for their children
- The opportunity to make a difference – to have a meaningful and positive impact on the lives of our children, our community and our colleagues
- A strong commitment to your professional development, giving you opportunities to develop your own passions and interests within education
- A working environment where workload and well-being are taken seriously and where our aim is to support all colleagues, including leaders, to thrive in this demanding and rewarding role
- Opportunities to work with and develop alongside of leaders and colleagues from across our locality

This is a permanent, full-time post which will start from 1st September 2024. It is paid at Leadership Scale L11-L14. We hope that this will be an exciting career step for the right candidate and we look forward to meeting applicants to show you around our unique and wonderful school. If you are interested in arranging a school visit and a conversation with the Headteacher, please contact Mrs Sefton via finance.hattonhill@schools.sefton.gov.uk The following dates are available:

Date	Time
Thursday, 18 th April 2024	1.30-2.15pm
Thursday, 18 th April 2024	4.00-4.45pm
Friday, 19 th April 2024	9.15-10.00am



Deputy Headteacher Job Description

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Deputy Headteacher.

The appointment is subject to the current conditions of employment of Deputy Headteachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant Teacher Standards (2011) and Headteachers' Standards (2020), and the school's Articles of Government.

JOB TITLE: **Deputy Headteacher**

ACCOUNTABLE TO: **The Headteacher**

MAIN PURPOSE:

The Deputy Headteacher will:

- Undertake the normal responsibilities of the class teacher
- Be an active participant of the senior management/leadership team
- Assist the Headteacher in the strategic leadership and management of the school
- Assist the Headteacher in the day to day organisation and management of the school
- Support and/or represent the Headteacher at meetings as and when required
- If the Headteacher is absent from the school a Deputy Headteacher must undertake their professional duties to the extent required by the Headteacher or the relevant Board or, in the case of a foundation, voluntary aided or foundation special school, the Governing Board.
- Undertake such duties as are delegated by the Headteacher
- Play a major role, under the overall direction of the Headteacher, in formulating and reviewing the Development Plan, aims and objectives of the school by:
 - (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they are to be achieved;
 - (c) managing staff and resources to that end;
 - (d) Monitoring progress towards their achievement

MAIN TASKS:

At Hatton Hill, our deputy has overall responsibility for curriculum, phonics (RWI), tracking and assessment, students, ECTs, CLA, pupil premium and daily deployment of TAs. Presently, our deputy is class based for 1.5 days.

1. Teaching and Learning responsibilities

- 1.1 To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- 1.2 To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including the provision of cover for absent teachers
- 1.3 To be responsible for a specific class or age group of children to be decided on appointment.
- 1.4 To demand and demonstrate ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 1.5 Demonstrate consistently excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being

2. The internal organisation, management and control of the school

- 2.1 To have specific responsibilities (e.g. for aspects of school management or the curriculum) to be agreed upon appointment.
- 2.2 To contribute to:
 - Maintaining and developing the ethos, values and overall purposes of the school
 - Formulating the aims and objectives of the school and policies for their implementation
 - A development plan which will translate school aims and policies into actions
 - Monitoring and evaluating the performance of the school
 - Implementing the Authority's and the Governing Board's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
 - The efficient organisation, management and supervision of school routines
- 2.3 To assist in creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

3. Curriculum Development

- 3.1 To assist in, and to lead when appropriate or when requested to:
 - The development, organisation and implementation of the school's curriculum
 - School policies on curriculum, teaching and learning styles, assessment, recording and reporting

- Ensuring that the learning and teaching provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
- Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid Governors in their future management of the school
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided
- The promotion of extra-curricular activities in accordance with the educational aims of the school

4. Pupil care

4.1 To contribute to:

- The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance
- The effective induction of pupils
- The determination of appropriate pupil groupings
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour
- The development among pupils of self-discipline
- The handling of individual disciplinary cases

4.2 Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.

4.3 Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society

5. The management of staff

5.1 To participate in the recruitment and deployment of teaching and non-teaching staff of the school

5.2 To actively contribute to good management practice by ensuring positive staff participation, effective communication and procedures

5.3 To participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff in school

5.4 To implement and develop staff development policies in relation to:

- The induction of new and newly qualified teachers and other staff
- The provision of professional advice and support and the identification of training needs
- Students under training/work experience

- 5.5 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- 5.6 To maintain good relationships with individuals, groups and staff unions and associations.

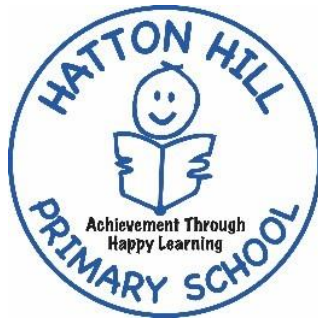
6 The management of resources

- 6.1 To contribute to the formulation of the school's policies and procedures concerning resource management
- 6.2 To allocate, control and account for those financial and material resources of the school which are delegated by the Headteacher.
- 6.3 To promote a whole school environment which stimulates learning and enhances the appearance of the school.
- 6.4 To participate in the arrangements for the security and effective supervision of the school buildings, their contents and grounds, including aspects of health and safety.
- 6.5 To maintain effective working relationships with external agencies and services contracted to the school and the Authority.

7 Relationships

- 7.1 To advise and support the Governing Board as required in the exercising of its functions including attending meetings and making reports.
- 7.2 To assist with the liaison with and co-operation with Authority officers and support services.
- 7.3 To promote and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.
- 7.4 To assist in liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- 7.5 To assist in liaison with other professional bodies, agencies and services.
- 7.6 To develop and maintain positive links and relationships with the community, local organisations and employers:
- To promote a positive image of the school
 - To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.
- 7.7 Create outward-facing schools which work with other schools, organisations and the local community—in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

The applicant will be required to safeguard and promote the welfare of children and young people. The Deputy Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and to support the Headteacher in holding all staff and volunteers accountable for their contribution to the safeguarding regulations.



DEPUTY HEADTEACHER

Person Specification/Selection Criteria for Deputy Headteacher at Hatton Hill Primary School

***The applicant will be required to safeguard and promote
the welfare of children and young people***

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

[A] Qualifications

		Essential/ Desirable
1.	Qualified teacher status	E
2.	Degree	E

[B] Professional Development

		Essential/ Desirable
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3.	Evidence of appropriate professional development for the role of Deputy Headteacher OR Evidence of on-going leadership and management professional development	E
4.	Up to date safeguarding training and knowledge of legislation for the protection of young people	E

[C] School leadership and management experience

		Essential/ Desirable
5.	Evidence of direct involvement in whole school self-evaluation and school improvement strategies	E
6.	Successful experience of leading one or more curriculum areas	E
7.	To have led whole school initiatives	D
8.	Experience of working effectively within staff teams	E
9.	Experience of line management of staff	D
10.	To have had responsibility for policy development and implementation	E
11.	To have had experience of and the ability to support other staff with their professional development across the primary range (e.g. peer support, mentoring, delivering training)	E
12.	To have worked positively with parents and carers	E
13.	Can demonstrate an awareness of current national education policy	E

[D] Experience and knowledge of teaching

		Essential/ Desirable
14.	Proven excellence in teaching pupils within the primary phase	E
15.	Thorough knowledge of teaching and learning across all 3 Key Stages in the primary phase	E
16.	Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement	E

17.	Ability to promote inclusion and meet the needs of all pupils	E
18.	A commitment to addressing diversity positively	E

[E] Professional Attributes

		Essential/ Desirable
19.	Ability to deal effectively and positively with a range of pupil behaviours	E
20.	An ability to communicate effectively, both orally and in writing, with a range of audiences	E
21.	To be a leader of learning; demonstrating, promoting and encouraging outstanding classroom practice	E
22.	Have a good commitment to sustaining regular attendance at work	E
23.	A commitment to professional development for self and others	E
24.	Ability to support and develop the vision of the school	E
25.	Ability to motivate adults and children	E

[F] Personal Qualities

		Essential/ Desirable
26.	A passion for pupil aspiration	E
27.	Excellent interpersonal skills	E
28.	Be committed to working with a high level of integrity and professionalism	E
29.	Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively	E
30.	Ability to build and maintain good relationships with colleagues, parents and members of the wider school community	E
31.	The ability to perform effectively under pressure	E
32.	Be aware of their own strengths and areas for development through listening to, reflecting constructively on and actioning feedback from others	E

[G] Safeguarding

		Essential/ Desirable
33.	Displays commitment to the protection and safeguarding of children and young people	E
34.	The ability to form and maintain appropriate relationships and personal boundaries with young people	E
35.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
36.	Will co-operate and work with relevant agencies to protect young people	E

[H] Professional Skills

Each candidate will be expected to demonstrate a knowledge and understanding of working within and towards the National Standards of Excellence for Headteachers 2020 which also form the basis of the Job Description.

Candidates will be expected to show evidence of developing this knowledge and understanding in their current setting as well as an awareness of how this could be applied in Hatton Hill School throughout the appointment process.

[I] Confidential References and Reports

37.	Positive recommendation from all referees, including current employer	E
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[J] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.