



Deputy Headteacher Appointment Information Pack



Vacancy	Deputy Headteacher
Location	Netherton Moss Primary School
Salary	L6-L10
Start Date	1st January 2025
Contract	Permanent
School Tour Date	Thursday 12th September 2024 (9:15am/1:30pm/4:00pm)
Closing date for applications	Monday 23rd September 2024 at 12 noon
Return application to	admin@nethertonmoss.co.uk

Welcome from David Hird, Headteacher,

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Netherton Moss Primary School.

At Netherton Moss we are committed to helping all children succeed regardless of their background or ability, our work is underpinned by positive relationships in school and with parents, carers, extended families and the wider community.

In school, we lay the foundations for a fulfilling future by offering a positive, rich experience for all children. This is characterised by high standards, particularly in literacy and maths; through a well-designed curriculum that provides every child with a wide range of opportunities to acquire the knowledge, skills and dispositions they need in order to become well-rounded individuals, global citizens and lifelong learners. This is carried out in a happy, safe and supportive atmosphere, which focuses upon the emotional, academic and physical resilience of all children and adults.

Our school has been popular with local families for generations and has a much-deserved reputation for being a friendly and welcoming learning community. The school is particularly highly regarded as an example of inclusive practice within the local authority. The Deputy Headteacher plays a large part in modelling and upholding the school's values through the role they play in the day-to-day running of the organisation, ensuring the effective and efficient deployment of staff and resources, the delivery of the curriculum, while engaging with a wide range of stakeholders and maintaining high expectations and aspirations for all.



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

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. They will be able to work with the Headteacher and other school leaders to enact a structured but flexible process of school improvement, making evidence-informed decisions that consider the behavioural and contextual factors that drive and influence the effective implementation of change.

We are keen to develop all staff and therefore, training for future development is key. We would strongly encourage applicants who have a desire to lead by example, improving the quality of teaching and learning through the design and delivery of appropriate programmes of professional development, coaching, motivating, supporting and developing all staff in order to raise standards and secure progress.

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

We have an active and engaged 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 and having the opportunity to show off our remarkable school and discuss further the opportunities this role provides. We warmly welcome you to contact the school office to arrange a visit.

Yours faithfully,

A handwritten signature in blue ink that reads "David Hird".

Headteacher

Welcome from Hilary Lyall, our Chair of Governors

Dear Applicant,

Thank you for considering Netherton Moss Primary School as the next step on your career path.

The governors are keen to recruit someone who is committed and passionate about meeting the diverse needs of our amazing children and supporting the wider school community in all its endeavours.

Netherton Moss is a thriving one form entry primary school. Despite the challenges facing many of our pupils, Ofsted recognised the high expectations and level of challenge demanded of our “enthusiastic learners”. The school has consistently been rated good by Ofsted since 2009.

We are a school that sees our role as enriching children's lives through a thoughtful and meaningful curriculum. We appreciate each child as an individual and respect their particular and unique strengths and abilities.

We provide opportunities for our pupils to have a rich and motivating educational experience which regularly extends beyond the classroom. We are extremely proud of the fact that our outstanding commitment to the arts has been frequently recognised in the northwest Educate Awards.



Visitors to the school often comment on the warm and welcoming ethos and calm productive atmosphere. We want everyone in our school to feel respected and have their contribution valued.

We have a strong and stable staff team who are dedicated to providing the best possible educational environment and outcomes for the pupils in their care. All colleagues work collaboratively to support the learning and well-being of the children about whom they care deeply. They are supportive of each other and work together to ensure a strong culture of professionalism.

We are looking for someone who understands the needs of our pupils and puts them at the heart of everything that happens in school. Someone who is respected by and gives respect to, pupils, parents and staff alike.

The role of Deputy Headteacher is a challenging and fulfilling one which will offer many opportunities for the successful candidate. If you are capable of seeing and bringing out the best in those around you, we would love you to apply.

We would love to show off our school and for you to meet the children and I would encourage you to visit for a tour and the opportunity to ask questions.

Yours sincerely

H Lyall

Chair of Governors

Welcome from our School Council

Dear Potential Deputy Headteacher,

Thank you for showing an interest in our amazing school. It is a lovely place to learn because we follow our school values of Excellence, Friendship and Respect. In doing this, we are kind to each other and always help one another. At our school we know that everyone is special and we embrace and celebrate our differences. We have a good learning environment because we have lovely things that we look after. Our teachers take care of us and make sure we have the right equipment and opportunities to help us learn. We are very lucky to have big grounds around our school and a forest area where we can enjoy learning outside.

We are hoping that our new Deputy Headteacher will:

- ✓ Be a calm and positive person
- ✓ Be kind and helpful
- ✓ Be willing to listen to us
- ✓ Encourage us to always try our best and to believe in ourselves
- ✓ Be fair with decisions
- ✓ Care for our school family and wider community
- ✓ Want us to achieve our best in school and in life.

Yours faithfully,

Cole, Bella, Joshua, Brooke, Amber, Harry, Lola and Alfie

Netherton Moss School Council 2023/24



Our School

Our thriving school is situated in Netherton serving a large residential area of local authority and private housing. The school has a PAN of 30 and the number of children on roll currently stands at 228 including 28 children in our Nursery. Approximately 60% of our children are entitled to free school meals; 50% have Special Educational Needs; and 7% come from homes where English is not their first language.

Our fully integrated primary setting is laid out across our spacious single storey building that boasts two halls, large airy classrooms, specialist teaching areas and extensive grounds which include 2 large playgrounds, fields, orienteering course, allotment, forest and 3 areas of age-appropriate playing equipment. We have two on-site car parks for staff and visitors.



Location

Netherton is situated 6 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. Located within Metropolitan Borough of Sefton, we are also close to Crosby Beach, home to Antony Gormley's spectacular installation, *Another Place*, and beyond to the beautiful National Trust coastline of Formby and Freshfield. The historic Leeds to Liverpool canal passes just metres from the school gates.

Our Aims

At Netherton Moss, the opportunities we provide for children have three broad aims:

To develop **successful learners** who work hard, enjoy learning, persevere and make progress from their individual starting points in order to achieve their full potential.

To encourage **confident individuals** who are able to communicate effectively and make decisions that enable them to live safe, healthy and fulfilling lives.

To create **responsible citizens** who have respect for themselves, their environment and other people and can make a positive contribution to society and the wider world.

Our Values

We believe that a positive, child-centred ethos is essential in creating a school that is able to reflect the values of our community and those of the wider society, promoting personal development, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future. We teach the children the importance of three key values:

Excellence Friendship Respect

We intend our values to encourage:

Our children, as individuals, to be aware of their own sense of uniqueness and worth, capable of spiritual, moral, social, intellectual and physical growth and development

An appreciation of difference and an understanding that people possess different skills and dispositions and approach life from different perspectives depending upon their background and context.

An understanding that progress is achieved through hard work, perseverance and resilience

Friendly relationships, that promote a sense of tolerance and cooperation as being fundamental to the development and fulfilment of happy and healthy lives, and to the good of the community and the wider world

A society, which is shaped by the positive contributions of a diverse range of people, cultures and heritages

An understanding that our environment is the basis of life and a source of wonder and inspiration that needs to be respected and protected.



Netherton Moss Curriculum Drivers

At Netherton Moss, we work tirelessly to ensure that our children receive a School Curriculum that is designed to broaden their horizons and extend the boundaries of their lives. With this in mind, we work to prioritise the opportunities we want our children to have during their time with us, so that by the time they leave they have the greatest number of choices, options and directions open to them. We use the following 'drivers' to underpin the direction and development of all areas of school life and to ensure our curriculum is enriched and adapted in order to meet the needs, interests and ambitions of our children and their families.

Communication

It is the primary aim of our curriculum, that the children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Children need to know how to speak and listen with respect in a variety of different situations. They need the ability to read well and read widely as this broadens horizons, develops imagination and provides a rich vocabulary through which to construct knowledge and understand the world. Being able to write clearly, comfortably and where necessary concisely in many different forms remains a key skill and our curriculum exploits every opportunity to develop this ability. The skills necessary to communicate and problem solve mathematically, logically and systematically, underpins so many aspects of our world today and this is reflected in the Mastery approach we follow in our teaching.

Community

Our curriculum enables the children to develop the emotional understanding necessary in order to experience positive relationships and to develop a sense of justice and an ability to empathise that ensures a respect of themselves and each other. We believe in the power of the school community to change and enhance lives.

Resilience

Our children develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'. They will develop the life skills necessary to work with growing independence and perseverance to become resourceful problem-solvers able to nurture aspirations for the future.



Creativity

In our school, children are engaged by a curriculum with rich learning opportunities which excite the imagination, advancing their knowledge and understanding through a wide range of creative, physical and expressive activities that take account of their diverse starting points and nurture their skills and talents while broadening their horizons and enriching their experiences of life.



Deputy Headteacher Job Description

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 Netherton Moss, the Deputy Headteacher:

- Plays a major role in the day-to-day running of the school, ensuring the appropriate daily deployment of support staff, overseeing the efficient timetabling of resources, attending weekly meetings and leading them as required.
- Is a key member of the school's Safeguarding and Pastoral Team and a Deputy Designated Safeguarding Lead (DDSL) for safeguarding and child protection, working in line with the expectations of Keeping Children Safe in Education (KCSIE)
- Oversees the content and delivery of the school curriculum, working with our subject leadership teams to ensure the regular quality assurance of subjects through a range of monitoring activities,
- Coordinates the collection and analysis of assessment and pupil progress information and uses this effectively to inform and improve teaching and learning and provide information about progress and attainment to appropriate stakeholders.

- Works with the Headteacher and other school leaders to enact a structured but flexible process of school improvement, making evidence-informed decisions that consider the behavioural and contextual factors that drive and influence the effective implementation of change.
- Works alongside the Headteacher and other leaders to design and deliver an appropriate programme of professional development for all staff, including quality coaching and mentoring, in line with the priorities of the school improvement plan.

Presently our Deputy Headteacher is class-based for 3 days per week and provides Leadership and Management time for themselves and others on the remaining 2 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.

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.



Person Specification/Selection Criteria for Deputy Headteacher at Netherton Moss 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
	Qualified teacher status	E
	Bachelor's degree	E
	NPQ	D

[B] Professional Development

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

[C] School leadership and management experience

		Essential/ Desirable
	Evidence of direct involvement in planning, implementing, monitoring and evaluating school improvement	E
	Successful experience of leading one or more curriculum areas	E
	To have led whole school initiatives	E
	Experience in the delivery of instructional/peer coaching	D
	Experience of working effectively within staff teams	E
	Experience of line management of staff	D
	To have had responsibility for policy development and implementation	E
	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
	To have worked positively with parents and carers	E
	Can demonstrate an awareness of current national education policy	E
	Can demonstrate an interest in and understanding of current educational thinking and its use as a driver for school improvement.	D

[D] Experience and knowledge of teaching

		Essential/ Desirable
	Proven excellence in teaching pupils within the primary phase	E
	Thorough knowledge of teaching and learning across all 3 Key Stages in the primary phase	E
	An understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	E
	Secure understanding of assessment strategies, data analysis and the use of assessment to maximise achievement and to inform the next stages of learning	E
	Ability to promote inclusion and meet the needs of all pupils	E
	A commitment to addressing diversity positively	E

[E] Professional Attributes

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

[F] Personal Qualities

		Essential/ Desirable
	A passion for pupil aspiration	E
	Excellent interpersonal skills	E
	Be committed to working with a high level of integrity and professionalism	E
	Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively	E
	Ability to build and maintain good relationships with colleagues, parents and members of the wider school community	E
	The ability to perform effectively under pressure	E
	Be aware of their own strengths and areas for development through listening to, reflecting constructively on and actioning feedback from others	E
	A can-do approach to challenges; solutions focussed and an ability to address difficulties with positivity	E

[G] Safeguarding

		Essential/ Desirable
	Displays commitment to the protection and safeguarding of children and young people	E
	The ability to form and maintain appropriate relationships and personal boundaries with young people	E

	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
	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 at Netherton Moss Primary 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.