



## Kew Woods Primary School



Dear Applicant,

Thank you for showing an interest in the role of Deputy Headteacher – Curriculum, Assessment and Attendance Leader at Kew Woods Primary School, a member of Southport Learning Trust. This vacancy arises as the school's leadership structure has changed to add more capacity across our school.

Kew Woods Primary is an established member of Southport Learning Trust, having joined in April 2019 which consists of two primary schools and six secondary schools and has a well understood vision of 'Empowering our communities to positively impact the world.' We are situated in Kew, Southport and have a strong sense of community. Pupils are supported exceptionally well pastorally and, through a plethora of extra-curricular, enrichment and young leader opportunities.

Connect, Kindness and Believe are pivotal to our school ethos and culture. Inclusion is at the heart of our curriculum and pupils' wellbeing is high priority. It is our belief that if children feel safe and secure, they will reach their full potential academically and emotionally. Staff at Kew Woods are dedicated, positive and have a strong sense of purpose and commitment to our children, including a desire for continual improvement of provision. The school has recently achieved the Wellbeing in Schools Award and SENDIAS Inclusion Award. We are a two-form entry, high performing, well established and oversubscribed school in the heart of our community. This is an exciting opportunity for an inspirational and highly motivated individual with strong leadership skills who has a commitment to providing high quality learning opportunities for all children.

As a member of staff in the Trust you will benefit from increased opportunities to work with a wide range of colleagues, have access to high quality professional development and the Trust Employee Wellbeing Assistance Programme.

We hope you are excited by the prospect of this role, working alongside committed colleagues within school and across our Trust who are committed to empowering our communities to positively impact the world. If you are interested in applying, we will happily accommodate visits.

We look forward to receiving your application.

Christina Greaves  
Executive Headteacher Kew Woods Primary  
Director of Primary Southport Learning Trust

Leanne Checkley  
Head of school Kew Woods Primary

**Headteacher** Mrs Christina Greaves BA (Hons) NPQH NPQEL  
**Kew Woods Primary School** 30 Ovington Drive, Southport PR8 6JW  
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**Job Title: Deputy Headteacher – Curriculum, Assessment and Attendance Leader**  
**Leadership Pay Scale L8-L12 Start Date: September 2024**

**Teaching commitments plus regular leadership and management time assigned to this role to enable the Deputy Headteacher to complete their duties.**

**Responsible to: Head of school**

In addition to the professional responsibilities which are set out in the School Teachers' Pay and Conditions document, the post holder's key accountability will be for working in partnership with the Executive Headteacher, Head of School and Assistant Headteacher to:

- Be an active participant of the senior leadership and management team.
- Provide vision and leadership for the school.
- Assist the Exec Head, Head of school and Assistant Headteacher in the strategic leadership and management of the school.
- Assist the Head of school and Assistant Headteacher in the day-to-day organisation and management of the school.
- Support and/or represent the Head at meetings as and when required.
- Create, maintain, and develop conditions which enable effective learning.
- Provide outstanding leadership and management of the curriculum ensuring high standards of teaching and learning throughout the school.
- Set and monitor progress towards challenging targets, tackling under performance.
- 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.
- Maintain high standards of behaviour throughout the school and promote the health, well-being, and safety of every child.
- Undertake such duties as are delegated by the Head of school.
- Support school improvement through effective collaboration across the Trust
- Play a major role, under the overall direction of the Head of School, 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.

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## **Purpose of the role**

The fundamental task of the Deputy Headteacher for Curriculum, Assessment and Attendance is to support the Head in ensuring that all staff recognise the importance of planning and delivering their lessons in ways which will encourage the active participation, learning and high achievement of all pupils within this inclusive school.

### **1. Shaping the Future**

To work with the Executive Headteacher and Head of School, the Senior Leadership Team (SLT) and stakeholders including Governors to develop a strategic view for the school in its community, planning for its future needs and further development within the local, national and international context by:

- Leading by example, providing inspiration and motivation, and embodying for the pupils, staff, governors and parents, the vision and purpose of our school.
- Contributing to an ethos, educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, preparing them for opportunities, responsibilities and experiences of adult life.
- Securing the commitment of parents/carers and the wider community to the vision and direction of the school.
- Ensuring that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium-, and short-term objectives and targets which secure the educational success of the school.
- Ensuring that policies and practices take account of national, local, school data, and inspection and research findings, evaluating and reviewing the effects of these and taking action if necessary.
- To lead an aspect of school that will contribute effectively to school improvement and our ambition to be an outstanding provider of education for all children.
- Provide outstanding leadership of the whole curriculum, ensuring appropriate curriculum effectiveness and standards in all national curriculum subjects.
- Lead on the tracking of pupil progress and contribute significantly to the delivery of statutory targets.

### **2. Leading Learning and Teaching**

To work with the Executive Headteacher, Head of School, Senior leadership and management team, Governors, and staff to secure and sustain effective learning and teaching throughout the school, monitor and evaluate the quality of teaching and standards of pupils' achievement, and use benchmarks to set targets for improvement.

- To be an outstanding classroom practitioner, modelling learning and teaching practise as an example for others.



- To create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour, and discipline, and which enable teachers to meet the standards set out in the School Teachers' Pay and Conditions document.
- To lead in the development of the curriculum, balancing innovation with consolidation, and promoting a personalised learning culture.
- Seek ways of sharing good practice and ensuring dialogue about teaching and learning amongst school staff and with collaboration across schools in Southport Learning Trust.
- Monitor the curriculum and its assessment to ensure that it is relevant to the needs of all pupils and meets statutory requirements.
- Ensure curricular policy development which is focused on continuous improvement.
- To create and maintain an effective partnership with parents/carers to support and improve pupils' achievement and personal development.
- To develop effective links with the community to enhance teaching and learning.
- To take responsibility for leading on and managing a Key Stage and a designated area of school improvement.

### 3. Developing Self and Working with Others

Take responsibility for specific aspects of the leadership, motivation, support, challenge, and development of staff to secure improvement.

- To work with the Executive Headteacher, Head of School and SLT to lead all staff in the management of change.
- Challenge and support all others in developing professionally, both formally and informally.
- To sustain their own motivation and professional development and that of other staff.
- To maximise the contribution of staff to improving the quality of education provided and standards achieved, ensure that good working relationships are formed between staff and pupils and that the organisation continues to be an enjoyable environment in which to work.
- To ensure that support staff are deployed effectively to support pupil performance and attainment.
- To assist other members of our staff team in leading the professional development of staff through example; support and co-ordinate the provision of high quality Continuing Professional Development by methods such as leading CPD meetings and INSET; coaching and mentoring others, drawing on other sources of expertise where appropriate, for example, higher education, Local Authority, and subject associations.
- To support the induction of all staff within your areas of responsibility.
- To work in partnership with the Local Governing Board and attend relevant meetings, as directed by the Executive Headteacher and Head of School.
- To assist other members of the Leadership Team to implement and sustain effective systems for the management of staff performance, incorporating appraisal and objective setting for teachers, including objectives relating to pupils' achievement.

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## 4. Managing the Organisation

Undertake specific responsibilities in the deployment of people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context.

- To work with the Head and SLT to recruit, deploy and develop staff effectively in order to improve the quality of education provided.
- To be responsible for the budget control and management for relevant areas in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- To work with other members of the Leadership Team to construct processes to guide the work of others to support children's learning and development.
- Share responsibility for promoting and safeguarding the welfare of the children.
- To work with the Head and Assistant Headteacher to schedule duties and timetables as required.
- Performance manage teachers and support staff.

## 5. Securing Accountability

Assist the Executive Headteacher, Head of School and Senior Leadership Team in accounting for the efficiency and effectiveness of the school to the governors and others, including pupils, parents/carers, staff, local employers and the local community by:

- Working with other members of the leadership and management team in providing information, objective advice and support to the Governing board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Working with other members of the leadership and management team in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school.
- Working with other members of the leadership and management team in presenting a coherent and accurate account of the school's performance in forms appropriate to a range of audiences, including governors, the Trust board, the local community, parents/carers, OFSTED, and others, to enable them to play their part effectively.
- Working with members of the senior leadership team to ensure that parents/carers and pupils are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.
- Undertaking any other reasonable responsibilities as designated by the Head.

## 6. Strengthening Community

To work with the Executive Headteacher, Head of School, governors and staff to:

- Develop strong links with parents/carers.



- Encourage links and collaborative working with the community, industry, outside agencies, multi-professional teams and volunteers.
- Co-operate and work with relevant agencies and partners to ensure the wellbeing of children in all aspects of life.
- Actively support the Friends of Kew Woods events.
- Ensure learning experiences for pupils are linked and integrated with the wider community - local, national, and global.
- Create and promote positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement.
- Attend all events held at school and residential trips when requested.
- 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.

### **Additional expectations of a Senior Leader**

In addition to the specific responsibilities outlined above, the Deputy Headteacher, as a Senior Leader within the school, will be expected to:

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality, and attendance.
- Promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and implement policies and procedures to foster them.
- Ensure that a high standard of care for all children is maintained.
- Take on any additional responsibilities which might from time to time be agreed with the Head.
- 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 Trust Board, Local Governing Body and Leadership team are fully committed to the professional development of all staff and will support the Deputy Headteacher in accessing appropriate professional development opportunities.



### Deputy Headteacher Person Specification

Relevant Experience		Essential
Qualifications	Qualified Teacher Status	✓
	Degree or equivalent	✓
	Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study in Curriculum and SEND.	✓
	Recent professional development in preparation for a senior leadership role	✓
	Have knowledge and experience of SEN Code of Practice	✓
Experience and Skills	Experience of working effectively within staff teams	✓
	Current proven leadership in a primary school	✓
	Evidence of effective leadership across school	✓
	To have taken an active involvement in school self-evaluation and development planning	✓
	To have implemented and developed a whole school initiative	✓
	A minimum of six years primary teaching experience	✓
	To have had experience of and the ability to support other staff with their professional development.	✓
	Work positively with parents and carers	✓
	Proven track record of achieving positive pupil progress for pupils taught	✓
	Ability to provide effective curriculum leadership across the primary age range	✓
	To have a secure understanding and evidence of high-quality teaching and how to follow the graduated approach for SEND pupils.	✓
	Demonstrates innovative curriculum design and management to meet the personal learning needs of children.	✓
	Ability to contribute to professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school	✓

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	Knowledge of current educational issues beyond current school	✓
	Ability to use data effectively in setting targets	✓
	Ability to promote inclusion and meet the needs of all pupils	✓
	A commitment to addressing diversity positively	✓
	Understanding of the critical elements of pupil progress tracking	✓
	Apply school policies and procedures consistently and fairly	✓
	Evidence of effective behaviour management	✓
	An excellent understanding of the development of the curriculum from EYFS to end of Key Stage 2.	✓
Professional Attributes	An ability to communicate effectively, both orally and in writing, with a range of audiences.	✓
	Have a good commitment to sustaining regular attendance at work	✓
	A commitment to professional development for self and others	✓
	A desire to further develop as a primary leader	✓
	Ability to deal effectively and positively with a range of pupil behaviours.	✓
	Lead by example to model effective practice	✓
	Manage and resolve conflict	✓
	Demonstrate excellent professional behaviours at all times.	✓
	Ability to support and develop the vision of the school	✓
	Willingness to attend and support school events outside of the school day and engage in extracurricular clubs	✓
Personal qualities	Sensitive approach to all children, including those with SEND or other needs	✓
	An ambition for pupil aspiration – ambition for all	✓
	Excellent organisational skills and the ability to prioritise tasks, make decisions and manage time effectively	✓



	Ability to build and maintain good relationships with colleagues, parents and members of the wider school community	✓
	Ability to perform effectively under pressure and meet deadlines	✓
	Ability to use data effectively in setting targets	✓
	Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	✓
	An ability to inspire staff and pupils	✓
	Ability to maintain confidentiality	✓
	Ability to communicate as team leader and contribute as a team member	✓
Safeguarding	Displays commitment to the protection and safeguarding of children and young people	✓
	The ability to form and maintain appropriate relationships and personal boundaries with young people	✓
	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	✓
	Will co-operate and work with relevant agencies to protect young people.	✓
	Experience of working with vulnerable families and multi agencies.	✓

In section 5 of the application form candidates will be asked to write a personal statement to show how they meet the above criteria and give examples of how they demonstrate impact. Please adhere to the limit of 1500 words.

Applications should be returned on or before the closing date which is before **5pm Wednesday 15<sup>th</sup> May 2024**. Completed application form to be emailed to [recruitment@kewwoods.com](mailto:recruitment@kewwoods.com)  
Shortlisting will take place on Thursday 16<sup>th</sup> May 2024. Interviews will involve a lesson observation the week starting **Monday 20<sup>th</sup> May 2024 with final interview on Friday 24<sup>th</sup> May 2024**.

School Tours will take place on **Wednesday 8<sup>th</sup> May 1:30pm and 3:30pm**. Please contact the school office to arrange on 01704 533 478 or email [admin@kewwoods.com](mailto:admin@kewwoods.com)

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**Southport Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check. At least one member of our recruitment team for this post is Safer Recruitment trained and we adhere to Southport Learning Trust's Recruitment and Selection Policy for Employees and Volunteers.**

We are proud to have an organisational culture where employees with varying perspectives, skills, life experiences and backgrounds – the best and brightest minds – can work together to achieve excellence and realise individual and organisational potential.

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