



DEPUTY
HEADTEACHER
CANDIDATE
PACK



KING EDWARD VI
SCHOOL LICHFIELD

WELCOME

Thank you for showing an interest in applying for the Deputy Headteacher post at King Edward VI School in Lichfield.

King Edward VI is a thriving, successful, highly respected and over-subscribed school. We are proud of our traditions and are also proud of the forward-looking and innovative approach that the school takes.

We are looking forward to working with someone who can continue to build upon the excellence and inclusivity that we promote and support.

Jane Rutherford, Headteacher



KEY INFORMATION

Status	Local Authority Maintained
Last Ofsted	October 2022
Ofsted Judgement	Good
Type of School	Maintained Secondary
Planned Admission Number	Year 7-11: 250 Year 12-13: 180
Number of Pupils on Roll	1633 (Group size 8)
Percentage of SEND Pupils	Year 7-11: 11.4% SEN Status Whole School SEN Status: 9.61%
Percentage of EAL Pupils	6.06%
Percentage of Pupil Premium Pupils	Year 7-11: 16.5% Whole School: 13.9%
School Website	www.keslichfield.org.uk



ABOUT US

King Edward VI School is high-performing, inclusive 11-18 community school. Our vision is built around Wellbeing, Collaboration and Aspiration. These three strands carry through all aspects of life at our school.

- **Wellbeing** - We value the personal and professional wellbeing of all members of our school community
- **Collaboration** - We work together to achieve our shared ambitions
- **Aspiration** - We challenge ourselves to reach our full potential in all aspects of school life

King Edward VI School students and staff are valued as individuals within our large and thriving school. We believe that supportive relationships and positive behaviour for learning should be actively fostered through a whole-school approach. We value the views and ideas of all members of our school community and seek to develop a strong partnership between students, parents and the school.

We have experienced subject specialists and highly skilled support staff who work hard to bring out the best in our students. Our success is built on strong collaboration, allowing us to provide high quality support and challenges. We are proud of the school's achievements and its long history in Lichfield.

The school is well-resourced and has benefited from significant investment in recent years, providing excellent facilities on a green and spacious campus.

Students access a broad and dynamic curriculum in an environment that provides exceptional academic and pastoral support.

In return we expect a commitment to high standards of effort and behaviour. We encourage all students to strive to reach their potential in its widest possible sense, our staff are fully committed to providing the enrichment and wider extra-curricular opportunities that make our school such a vibrant community.

OUR CODE OF CONDUCT



The Code of Conduct is presented in three vertical panels, each with a distinct icon and color scheme:

- Ready** (Red icon: lightbulb):
 - Attend school every day, where possible
 - Always wear correct and smart uniform
 - Be on time to school and all lessons
 - Mobile phones must be switched off between 8.50am and 3.15pm and not seen or heard
 - Have correct equipment ready
- Respect** (Yellow icon: handshake):
 - Be respectful of our school and the environment
 - Be polite & respectful to all members of our school community
 - Walk sensibly and keep to the left
 - Act safely at all times
 - Follow instructions from staff.
 - Be tolerant and respectful of different faiths and beliefs
- Strive** (Green icon: medal):
 - Be enthusiastic and engaged
 - Show a determination to do your best
 - Reflect on your learning
 - Learn from mistakes
 - Celebrate success

OUR VISION



 Wellbeing	 Collaboration	 Aspiration
<ul style="list-style-type: none">• Supportive relationships and positive behaviour for learning in school are actively fostered through a whole-school approach to self-awareness and emotional intelligence.• Student & staff development and support opportunities (including CPD & PSHE) are clear and accessible to all.• Valuing the views and ideas of all members of our school community.	<ul style="list-style-type: none">• Clear, measurable priorities for working together to achieve our aspirations.• Challenge and support for how we work together to achieve the best possible outcomes.• Consistency where it counts.• Visible leadership, transparent processes and active communication.	<ul style="list-style-type: none">• Teaching and learning is of the highest quality - learners strive to reach their potential through both collaborative and independent learning. We actively seek out, develop and share good practice within school, locally and nationally.• A centre of excellence - the school is held in high regard by its students, staff, parents and the wider community which in turn brings opportunities for positive collaboration and celebration of success.• The school environment provides positive and well-resourced indoor, outdoor and online learning space across a large well-connected campus.

OUR VALUES



 Wellbeing	 Collaboration	 Aspiration
<p>We value the personal and professional wellbeing of all members of our school community.</p>	<p>We work together to achieve our shared ambitions.</p>	<p>We challenge ourselves to reach our full potential in all aspects of school life.</p>

SCHOOL DEVELOPMENT PLAN 2023-26

Focus	Actions	Costs	Completion
Teaching, Learning, Curriculum and Assessment	T&L Focus: Use the Quality of Education plan to maintain an ambitious and coherent vision of the curriculum. Focus on a whole school approach to expectations of high-quality learning through clear classroom routines for all. Use the quality of education plan to provide next steps in: literacy across the curriculum, approaches to formative and summative assessment, including use of GO4Schools to track and analyse assessment data; embed a whole school approach and routine for metacognition & self-regulated learning, linked to scaffolding and modelling; and quality assurance using the quality assurance calendar.	Staff time CPD time T&L Bursaries	July 2024
	Shared focus for teacher appraisal, Focus 2 also applies to appropriate student-facing support staff: Focus 1: Making effective use of Go4Schools: utilising the system to routinely analyse data at all levels to inform intervention in the classroom, across departments, year groups and at a whole school level. Focus 2: Use the pillars of the Quality of Education plan to develop best practice in the classroom, to ensure the progress of all students. To support appraisal process, all staff complete their own self-evaluation and contribute to development of quality assurance through visiting classrooms of other teachers either in King Edward VI School or beyond.		
	Pupil Premium students & Service Family students are supported in all aspects of school life (<i>Pupil Premium Plan/Service Family Premium Plan</i>)	PP/SF spending	Annual
	Evaluate and refine the cycle of intervention, including peer mentoring, in class support, additional learning activities and school-based tutoring. Review departmental and year group approaches, make recommendations for maximising impact and ensure clear communication to all stakeholders.	£80,000+ over 2 years	2024
	Reading & literacy: Whole school development using EEF research with each department utilising recommendations: a) to build Tier 2&3 vocabulary, b) for reading complex academic texts.	CPD + £10,000	2024
	Curriculum Planning to be re-evaluated to ensure best support for SEND, LAC and those with SEMH needs. To consider accommodation and staffing needs to support changes and further develop systems for working with external providers (alternative provision).	CPD	July 2025
Inclusion and a sense of belonging underpin working practice and routines	Embed a whole school approach to learning behaviours through positive relationships, clear expectations, consistent approach and development of reward system.	CPD	July 2024
	Establish Inclusion Framework, highlighting tiered needs of students in relation to: Wellbeing, Learning & Safeguarding. Fortnightly inclusion meetings review need and provision for vulnerable students.	Staff time	July 2024
	Develop 'Trauma Informed' approaches to support all learners, secure accreditation and implement action plan.	Bursary & CPD	July 2024
	The role of the tutor is prioritised. Improved communication, CPD, clear routines and expectations for tutor time support tutors in their role to meet individual needs.	CPD	July 2024
	Develop our use of the Learning Hub, and explore further 'in house' alternative provision opportunities to support the inclusion of vulnerable & disadvantaged learners.	£30,000	July 2024
	Embed Attendance Strategy to increase overall attendance towards 96% by early identification and intervention at year group level to reduce persistent absence, increasing overall attendance and punctuality.	Staff time	July 2024
	Embed additional opportunities for Student Leadership (Prefects, School Council, Mentoring and House System)	Bursary £1000	July 2024
	Strategic support for SEND to secure best possible provision through LA SEND review and strong outcomes for SEND learners including targeted CPD for staff.	Staff time	July 2024
	Meet Equality Objectives and develop Diversity & Accessibility Action Plans.	CPD+	July 2024
	Fully embed whole school approach to tackling bullying behaviour and ensure all students are aware of the methods they can use to report bullying and feel confident using them. Action plan is shared which includes developing the role of the Anti-bullying ambassadors.	Staff time	July 2024
Following the achievement of the Wellbeing Award for Schools award, embed action plan to continue to move forward supporting emotional wellbeing & mental health for staff & students. Including regular opportunities to collect and share staff feedback. Role of SMHL (Senior Mental Health Lead) established in school & appropriate training to be completed)	£5000	July 2024	

Supportive relationships for the school community	Build on work linked to Chimp Management to investigate an effective programme for students in school using the key strands from the mind management programme for staff.	CPD Staffing	July 2025
	Work with the new Advertising and Marketing Administrator to develop the profile of the school including resources for recruitment, induction and CPD opportunities.	£20,000 + CPD income	October 2024
Personal development PSHE/CPD	Governors develop their link roles and presence in the school and on the school website, so that governors fully represent stakeholders and take their views into account.	Time	July 2024
	We have a robust safeguarding action plan formulated from the feedback of our own evaluation of provision (175 audit) and the external audit. Our PSHE provision adapted to respond to patterns identified from the timely analysis of safeguarding data.	Staff time	July 2024
	Careers programme fulfils the requirements of the Gatsby benchmarks and widely recognised as centre of good practice. Further strengthening of employer and provider engagement has positive impact on destinations. Implement Unifrog and evaluate as vehicle for careers development.	Staffing CPD £10,000	July 2025
Collaboration & Leadership	Empower Middle Leaders & Support Staff Team Leaders across the school. Provide increasing opportunities for collaboration, distributed leadership and ensuring impact of strategic approaches to school development. To continue Associate Assistant Headteacher secondment opportunity for 2023-24 and bursary leads for key development priorities (currently Trauma & Attachment, Metacognition & Ind. Learning, Student Leadership). Evaluate impact of NPQ programme and link to in-school developments.	Time & CPD	July 2024
Communication	Review opportunities for parental engagement including in-school events for each year group in addition to online parents' evenings, evaluate and update celebration events.	£5000	October 2024
	New school website to improve accessibility to information and celebrate success.	£5000	December 2023
	Active use of Go4Schools by all the school community (staff, parents, governors) to communicate about attendance, behaviour and progress through using GO4Schools. The on-going reporting of assessments to become fully embedded with the use of markbooks. Usage to be monitored and key actions taken where gaps are identified.	Staff time/CPD Systems £10,000+	July 2024
Buildings & Environment	Celebrate the life of the school: a) Develop areas around the school to share student success b) Develop and install wall vinyls in key areas c) Identify and set up mechanism to visually promote the running House points totals throughout the year.	£25,000	July 2024
	Update accommodation: a) Bader dining extension 2023 b) Windows Bader Hall, Bader staircases 2023 c) Develop proposal for Sixth Form expansion with the LA d) Redecorate Bader Hall	£150,000 plus bid funding	September 2025
	Develop facilities for staff: a) Bader Staffroom & workroom b) Toilet facilities Bader c) PE office in Sports Centre.	£40,000	September 2025
	Improve the fabric of the buildings: roof repair to Bader corridor (LA funded,) gym roof, DT block developments, Geography area renewal plan, rolling programme to decorate 10 classrooms per year.	LA funds + £40,000+	September 2025
	Consider sustainability in all planned developments to make the school as energy efficient and environmentally friendly as possible.		Ongoing

JOB DESCRIPTION

Core Purpose

The job description which follows recognises that the core purpose of the role of the Deputy Headteacher is to provide professional leadership and strategic direction in order to secure:

- High standards of achievement, behaviour, attendance and pastoral care for all students
- The efficient and effective deployment of staff and resources

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

The Deputy Headteacher will undertake any reasonable tasks or duties assigned by the Headteacher. Specific priorities in each year will be defined by the Headteacher in line with the School's Development Plan.

If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the Governing body. In the absence of the Headteacher, the Deputy Headteacher will take full responsibility for the operational leadership of the school. As there are two Deputy Headteachers, this will apply on an agreed basis. The Deputy Headteacher will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Responsibilities and Tasks

The specific role of the successful applicant will be developed around their skills, experience and priorities for the school. The following outlines their general responsibilities. A review of the specific Senior Leadership Team roles and responsibilities will be undertaken following the appointment of the Deputy Headteacher (and any subsequent Leadership Team appointments where necessary.)

In addition to the responsibilities set out in the National Teaching Standards the specific responsibilities for the role of Deputy Headteacher are as follows:

Strategic Leadership

- To actively model and promote the values, vision and ethos of the school and its community
- To actively contribute to building, communicating and implementing a shared vision for the school
- To take a lead role in the planning, development and implementation of the school development plan
- To build capacity within the staff of the school to deliver and sustain the highest quality of provision and achievement for students across the school
- To fully support and promote the school's Code of Conduct (Ready, Respect, Strive) in order to develop and support a positive ethos across the school
- To be accountable for effective project management of deadlines, engaging staff, delegating, holding areas accountable and securing resources to deliver the highest quality outcomes
- To be accountable for the continuing effective work of all staff for whom the post holder has responsibility; line-managing, training, mentoring and coaching staff as appropriate, to enable them to give their best

- To work with the Headteacher, Deputy and Assistant Heads, to plan and organise the effective working of the SLT
- To contribute at a high level to policy discussions and decisions on curriculum, assessment, pastoral management, safeguarding, staff development and training, finance and estates issues, staff recruitment, appointment and management
- To maintain an oversight of key policies and associated documents appropriate to the role, providing support for staff in their implementation and advising the Headteacher and Governors on the need to review them
- To work with political and financial astuteness, translating policy into the school's context
- To be ready to take on new tasks and responsibilities within SLT as needs arise
- To actively seek out the latest developments in national policy, educational research and evidenced-based practice, bring this to SLT for discussion and disseminate these to relevant colleagues
- To seek training and continuing professional development to meet own needs
- To work alongside the Headteacher and SLT to develop the role of King Edward VI School as a centre of excellence; contributing to strategic discussions and maximising practical opportunities to become involved in developing, sharing and celebrating excellent practice
- To contribute to whole-school review and to ensure the effectiveness of quality assurance systems and practice
- To support and oversee the analysis of performance and survey data from a range of agreed sources
- To deputise for the Headteacher as required

Operational Leadership

- To lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students
- To ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- To support with the day-to-day management of the school
- To build positive relationships with all members of the school community, showing positive attitudes towards them
- To model good practice in relation to ensuring high standards of achievement, behaviour, attendance and pastoral care for all students and to coordinate the sharing of good practice in relation to these areas
- To provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour
- To oversee the management of student behaviour and attitudes to learning across the school ensuring that school expectations are consistently understood and applied
- To implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- To work with the governing body as appropriate
- To ensure that the school calendar makes best use of time for meetings, collaboration (with all stakeholders) and the sharing of good practice
- To support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- To support distribution of leadership throughout the school
- To lead and manage middle and senior leaders as appropriate
- To take a lead on whole school events or projects as appropriate
- To work closely with key stakeholders within the identified areas of responsibility
- To work with the Senior Leadership Team, achievement teams, SENCo, Inclusion Manager and external agencies to ensure appropriate support is provided to students who require it
- To assess serious incidents of poor behaviour and liaise with key staff to identify appropriate sanctions
- To ensure that accurate and easily accessible records are kept on each student and that key information from these records is disseminated properly
- To ensure that strategies for the effective use of data and target-setting are consistently applied and reviewed as necessary
- To ensure that reporting and feedback to students and parents is supporting student achievement
- To ensure proactive, timely and effective communication with parents
- To plan opportunities for students to develop their wider learning by exploiting opportunities for personal development outside the classroom
- To value collaboration and develop effective relationships with fellow professionals
- To model entrepreneurial and innovative approaches to school improvement and leadership
- To ensure excellent teaching in the school, including through training and development for staff
- To establish a culture of 'open classrooms' as a basis for sharing best practice
- To support the personal and professional wellbeing of all members of the school community
- To create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- To hold all staff to account for their professional conduct and practice
- To act as the Critical Friend to agreed subjects and school support teams
- To conduct absence review meetings with agreed members of staff
- To lead briefings, assemblies, meetings and training
- To play an active role in staff professional development, including appraisal where agreed
- To ensure that all staff are actively involved in the development and implementation of processes and practices related to student achievement, behaviour, attendance and pastoral care
- To support new staff through an effective induction programme
- To ensure that there is a safe working environment in which risks are properly assessed

Personnel Leadership

- To inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- To expect ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes
- To create an outward-facing school, working with other schools and organisations to secure excellent outcomes for all students

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of the latest educational approaches and techniques to raising student achievement that reach across subject areas • Knowledge of the latest developments in safeguarding policies including at the wider national perspective and recognised best practice • Knowledge of a range of effective attendance, behaviour, achievement and safeguarding quality assurance practices and procedures • Understanding of responsibilities of the Deputy Headteacher in ensuring compliance with Health and Safety Legislation • Understanding of effective budget planning and resource deployment • Detailed knowledge of the national curriculum, exam specifications and Ofsted frameworks 	<ul style="list-style-type: none"> • Experience of more than one school • To have substantial experience of safeguarding procedures
SKILLS ABILITIES AND EXPERIENCE	<ul style="list-style-type: none"> • Excellent classroom practitioner • A leader of learning demonstrating, promoting and encouraging outstanding classroom practice • Proven track record of highly effective senior leadership role in a secondary school • Highly effective relationships with students, parents and staff • Evidence of strategic planning to raise standards for school improvement • Proven track record of leading and managing whole school strategies • Experience of leading and line managing a significant team • High level verbal and written communication skills including use of ICT • Ability to articulate a vision and put this into practice • Ability to model exemplary skills and behaviour, including through training or mentoring others • Ability to effectively use data, assessment and target setting to raise standards and address weaknesses • Ability to organise, plan, prioritise and delegate effectively • Willingness to instruct and direct others and the confidence to bring a level of challenge when required • Experience of offering challenge and support to improve performance 	<ul style="list-style-type: none"> • To have taken an active role in school self-evaluation and development planning • To have had responsibility for policy development and implementation • Experience of working with a governing body
PERSONAL QUALITIES	<ul style="list-style-type: none"> • A commitment to securing the best outcomes for all students and promoting the ethos and values of the school • An exemplary role model to staff and students at all times • Proactive approach to initiating and implementing change 	



	<ul style="list-style-type: none">• Emotional intelligence and empathy• Resilience and ability to work under pressure• Openness to adopting new ideas and approaches and a proactive approach to implementing these• Positive outlook with the ability to motivate and inspire others• Flexibility in approaches to tasks and activities• Self-awareness / reflectiveness and willingness to learn from mistakes• Ability to remain calm under pressure and to manage conflict or challenging conversations in a professional manner• Willingness, desire and confidence to take ownership when required• Commitment to maintaining confidentiality at all times	
TRAINING AND PROFESSIONAL DEVELOPMENT (OF SELF AND OTHERS)	<ul style="list-style-type: none">• Commitment to personal professional development and improvement• Experience of developing staff both in own team and across the school• Capacity to apply a range of approaches to motivate and develop others• Patience, support and commitment	<ul style="list-style-type: none">• NPQ qualification in a relevant area
PROFESSIONAL QUALIFICATIONS	<ul style="list-style-type: none">• A degree in a relevant subject• A DfE recognised teaching qualification	<ul style="list-style-type: none">• Relevant higher level qualification
OTHER	<ul style="list-style-type: none">• A good sense of humour• A good attendance record	

HOW TO APPLY

Thank you again for your interest in the post. You will find further information on our website www.keslichfield.org.uk.

Please do not hesitate to get in touch with the school if there is any further information which you require to assist you in making an application.

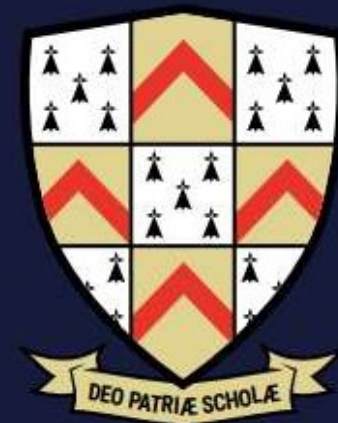
As stated in the advertisement for the post, the closing date for receipt of applications is Monday 29th April 2024 at 9.00am. Interviews for the post are currently scheduled to take place on 9th and 10th May 2024.

Any candidates who have not been contacted within ten days of the closing date should assume that, on this occasion, their application has not been successful.

If you feel that this is the school that you would like to work in then please complete the application form and recruitment monitoring form in full, sign them and send them back to us, preferably by email to office@keslichfield.org.uk. Please include with your application a covering letter, no more than 2 sides of A4, which clearly highlights:

- Why you are particularly interested in the post
- What particular strengths and qualities you feel you could bring to the school
- Three core values you show as a school leader and how you would ensure that these values are demonstrated by the students at King Edward VI School, Lichfield.





KING EDWARD VI
SCHOOL LICHFIELD

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