



Candidate Briefing Pack

Deputy Head Teacher

Wormholt Park Primary School

Learning today for a better tomorrow





Dear Applicant,

I would like to thank you for your interest in applying for the position of Deputy Head teacher at our school. Wormholt Park is a diverse, friendly, welcoming and inclusive school within the London Borough of Hammersmith and Fulham. We are a Gold UNICEF 'Rights Respecting' school and one of the first in London to achieve the *EQualities* Award.

Our aim is to provide a fun, safe and nurturing environment, in which children are valued, inspired and enjoy their time at school. We strive to provide an exciting and stimulating curriculum with many opportunities for trips, visits and workshops which enrich the learning experience; this is combined with high expectations of attainment, achievement and behaviour.

Our working environment is supportive, collegiate and friendly, with excellent career development opportunities. Leaders are committed to ensure that teachers achieve their full potential, as well as the children!

You can find out more about us by visiting our website at www.wormholtparkprimary.co.uk, or by contacting the school and speaking to our Deputy Head, Anika Hargie.

Closing date for applications – Friday, February 28th, noon.
Interviews week beginning – Monday, March 2nd

We look forward to meeting you.

Julie James

A handwritten signature in black ink that reads 'JG James'.

Head Teacher

About Our School

Wormholt Park Primary is a two form entry inner city community school situated in the Wormholt and White City ward of Hammersmith and Fulham. It has its own Nursery provision.

The school is ethnically diverse with over forty home languages being spoken. Current levels of free school meal entitlement and pupil premium are significantly higher than the national average; consequently, the school is able to ensure that there are sufficient funds invested to meet the diverse needs of our pupils. Our SEND provision is excellent. We have a dedicated Arts studio and ensure that our curriculum is broad, stimulating and exciting.

Please visit the school website for a full picture of the work we do to make sure our children are happy and achieving their very best.

Our Vision

Our school vision states that every child will leave this school:

- Achieving their very best
- Happy and confident
- Tolerant and respectful of themselves and of others
- Always reaching for the stars!

Intent

To make this happen, we have designed a skills and knowledge based curriculum which recognises all children as individuals and supports them to recognise they have a role to play as members of the local, national and global community:

- We will promote children's curiosity and enthusiasm for learning
- We will provide well planned, creative and experiential learning opportunities, building on prior knowledge and skills, that will be matched to the individual strengths and needs of the children
- We will provide opportunities through an exciting and engaging curriculum, including a wide range of workshops and trips and the Skills Builder programme, to develop skills for life
- We will create a happy, friendly, stimulating working atmosphere
- We will encourage self-confidence, resilience and the ability to make decisions
- We will celebrate all types of achievements so that everybody experiences the fulfilment of personal and shared success
- We will ensure that everyone has access to equal opportunities. We will expect sensitivity and acceptance of others, and good manners
- We will ensure that 'Rights' education is embedded within the curriculum and that all children know and can use the language of rights.
- We will continue to promote our status as a 'Rights Respecting' school, developing pupils' tolerance and understanding of others and equipping them for life in a diverse and rapidly changing society
- We will ensure that curriculum across the school, including Personal, Social and Health Education, Relationships and Sex Education and Religious Education, teach children about those different to themselves; to promote tolerance and help children understand the importance of education in combating prejudice

What we can offer you

- Excellent professional development opportunities and career progression
- A strong, friendly team in a highly professional working environment
- Season Ticket
- Cycle scheme
- Discount Gym Membership
- Workplace Options Employee Assistance Programme
- CSSC – Nationwide discount for staff and their families

If you are Interested...

If you wish to be considered for this appointment, please complete the application form with a covering statement outlining your reasons for applying for this position and what you believe you would bring to Wormholt Park Primary School. Your application should relate to the person specification and job description.

Application closing date: 28 February 2020 (at 12.00 noon)

Interviews: Week beginning 2 March 2020

Start Date: 01 June 2020

We welcome informal visits from prospective applicants for a tour of the school and an initial conversation with upcoming Head Teacher. Please contact Kim Taylor, Senior Administrator; telephone: 0208 743 5073 or info@wormholtpark.lbhf.sch.uk

Job Description

Job Title: Deputy Headteacher

Location: Wormholt Park Primary School

Salary Range: Leadership Scale Group 3 L13-L17

Status of the Post: The post holder is accountable to the Head Teacher

- To assist the head teacher in carrying out the management and organisation of tasks involved in the running of the school.
- To deputise for the head teacher in their absence carrying out the full professional duties that are required of headship
- To support the head teacher and leadership team in the formation and implementation of school aims, objectives and ethos, establishing the policies through which they will be achieved and monitoring progress towards their achievement in collaboration with the leadership team
- When necessary, to represent the head teacher in governing board meetings
- To promote teamwork and trust throughout the school promoting a cohesive approach
- To ensure effective communication and organise and implement systems and procedures for the daily running of the school
- To resolve day to day staffing issues across the school, ensuring supply cover or covering classes personally
- To identify relevant CPD opportunities for staff which will benefit the individual and school
- To maintain the CPD programme, ensuring staff reflect on CPD received
- To ensure that Extended School provision with internal and external staff is managed appropriately
- To be responsible for all educational visits, including producing relevant policies, risk assessments and ensuring HASPEV health and safety guidelines are followed
- To monitor the quality of teaching and learning across the school in collaboration with the leadership team
- To ensure that all monitoring activities, including governor monitoring visits, are completed in a timely fashion and managed appropriately
- Using assessment data to identify children needing intervention
- Liaise with staff to monitor the children receiving intervention and its impact on progress
- To implement progress meeting for all teaching staff each term
- To liaise with Year 2 and 6 staff to ensure the setting of appropriate targets for submission to governors
- To liaise with Year 2 and 6 staff to support the delivery of SATs.
- To ensure the completion and submission of statutory teacher assessments at the end of KS1 and KS2
- To liaise with Y1 to support in the delivery of Phonics Check
- To be responsible for ordering all stock resources for the school
- To liaise with Head as to progress of spend of budget areas during the financial year
- To be aware of current national and international developments in the field of education and social policy
- To assist the head teacher in the implementation of the performance management system for teachers
- To liaise with parents with concerns prior to contact with Head
- To manage behaviour of children across the school to support class teachers
- Organise and manage events across the year
- To ensure school policies are reviewed as necessary
- To be the school's Safeguarding Lead, creating and sustaining a culture of safeguarding excellence across the school and ensuring all staff are receiving high quality and timely training
- To act as SENCO, working alongside a member of the admin team and a further member of Leadership team

Person Specification

Attributes	Essential	Desirable
Qualifications/ Training	<ul style="list-style-type: none"> • Qualified teacher status • Degree to at least a 2:2 level • Nationally accredited leadership qualification 	
Experience	<ul style="list-style-type: none"> • At least five years primary experience in a two-form or larger school • Involvement in school self-evaluation and development planning • Line management experience • Experience of contributing to staff development • Experience of managing challenging situations 	<p>Qualified SENCO</p> <p>Experience as designated/deputy lead on safeguarding</p>
Skills and Knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Knowledge of statutory SEND requirements and developments within SEND • Knowledge of relevant changes in education that will impact on the provision offered by the school 	<p>Developing understanding of school finances and financial management</p>
Skills and Personal Qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • A commitment to inclusive education and a willingness to respond to the needs of individual learners with sensitivity • A positive and resilient individual with drive, integrity, a cheerful disposition and a sense of humour • Excellent presentation and inter-personal skills • Highest standards of professional conduct 	