



PENDLE COMMUNITY HIGH SCHOOL & COLLEGE



APPLICATION PACK

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APPLICATION PACK – DEPUTY HEADTEACHER

Pendle Community High School and College (PCHS&C) is an outstanding community special school for students with generic learning difficulties. We currently have 163 students on roll (ages 11 -19), with a variety of special educational needs including autistic spectrum disorders, speech, language and communication needs, and physical, medical and/or sensory needs.

PCHS&C moved into our purpose-built accommodation in 2008, where it is co-located with a mainstream secondary school. Our school and college provide an exciting and enriching environment, with a range of opportunities for social and educational inclusion.

Dear Candidate,

Thank you for requesting more information about the vacancy of **Deputy Headteacher** at Pendle Community High School & College (PCHSC). At PCHSC our core values are at the HEART of everything we do:

Honesty

Embrace diversity

Ambition

Respect

Togetherness

We are delighted that you have shown an interest in joining our thriving community. If you decide to pursue your application and are successful in securing a job with us, you will be joining a highly committed and dynamic staff team who all play a part in making a real difference to the lives of families, carers and young people with special educational needs.

In addition to this, we also offer a number of staff benefits which includes but is not limited to:

- Enrolment into the Local Government Pension Scheme
- Access to Employee Assistance Program
- Free use of our on-site gym
- Free on-site parking
- Access to the National College and regular CPD opportunities

For more information about our school & college, please visit our website www.pchs.lancs.sch.uk.

The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful, you will be required to apply to the Disclosure and Barring Service for an enhanced disclosure. Please note that if shortlisted, we will seek references before you attend the interview. Please also be aware that in line with Keeping Children Safe in Education 2022, an online search will be carried out as part of our due diligence on shortlisted candidates.

Please complete the application form enclosed and submit electronically to Debbie Saxton, HR Administrator, via email at dsaxton@pchs.lancs.sch.uk.

We wish you all the best with your application.



D Grogan, Head Teacher

WELCOME LETTER FROM THE HEAD TEACHER

Dear Prospective Candidate,

As the Headteacher of Pendle Community High School & College I would like to thank you for your interest in the post of Deputy Headteacher. We believe that PCHS&C is an amazing place to work where we ensure that our young people and are values are at the heart of everything that we do. We are therefore, looking for that special person who recognises how unique our school is, and who will share our passion and drive to continue to move our school forward with high expectations for all our students.

The opportunity to join our school will enable you to work alongside a passionate, dedicated and highly motivated staff team. Our staff team are welcoming and friendly and value anyone who shares their passion in providing as many opportunities as possible for our young people through an enriching and engaging curriculum. We pride ourselves on the work we have been doing for several years on emotional health and wellbeing for all and our investment in continued professional development for staff as they are our best and most valued resource.

The governors, staff and young people are looking for an enthusiastic, highly motivated and inspirational person to join our team. A special person who is resilient yet passionate and dedicated to ensure we have the best provision.

Whilst certain key experience is needed, what we want more than anything is someone who 'belongs here'. Someone who believes and shares in our vision, aims and values; recognising that everyone is unique and will go the extra mile to give each student their best possible life and learning outcomes for their next step in their journey.

We welcome any prospective candidates to visit our school and come and see us in action. I would like to thank you again for your interest in our school and look forward to receiving your application.

Your sincerely



Debra Grogan
Head teacher

CLOSING DATE:	30 th January at 12 noon
SHORTLISTING DATE:	1 st February
INTERVIEW DATE:	8 th / 9 th February TBC

DEPUTY HEADTEACHER – JOB DESCRIPTION

JOB TITLE:	Deputy Headteacher
GRADE:	Leadership Pay Spine L15-L20
FULL/PART TIME:	Full Time
PERM/TEMP:	Permanent
LOCATION:	Pendle Community High School & College, Nelson, BB9 8LF
REQUIRED FROM:	15 th April 2023 or 1 st September 2023
<p>The specific nature and balance of the responsibilities below will vary according to the needs of the school. It will be discussed upon appointment which areas the deputy headteacher will be responsible for after reviewing strengths and skills across the Senior Leadership Team.</p>	
MAIN PURPOSE:	
<p>The deputy headteacher, under the direction of the headteacher, will take a major role in:</p> <ul style="list-style-type: none"> the management of the school including day to day operations and managing staff and resources establishing a culture that promotes excellence, equality and high expectations for all pupils creating a productive learning environment which is engaging and fulfilling for all pupils providing vision, strategic leadership & direction for the school and helps to ensure it is managed to meet its aims and targets monitoring progress towards the achievement of the school's aims and objectives evaluation of the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all and developing policies and practice. safeguarding and promoting the welfare of children and young people, and following school policies and the staff code of conduct the safeguarding and child protection team, including online safety securing outstanding Quality of Education, Behaviour & Attitudes and Personal Development for all students securing appropriate and ambitious transition pathways for Post 16 students 	
<p>In addition, the deputy headteacher will be expected</p> <ul style="list-style-type: none"> to deputise if the headteacher is absent, as directed by the Governing Body to undertake such duties as delegated by the Headteacher to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD). to both achieve and exceed the Professional Standards of Upper PayScale teachers and aspire towards National Standards for Headteachers 	
QUALITIES:	
<p>The deputy headteacher will:</p> <ul style="list-style-type: none"> uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct build positive and respectful relationships across the school community serve in the best interests of the school's pupils and families demonstrate the school's vision in your everyday work and practice motivate and work with others to create a shared culture and positive climate convey a positive attitude and present a united front to secure successful outcomes for school initiatives Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils 	

DUTIES AND RESPONSIBILITIES:

School culture and behaviour

Under the direction of the headteacher, the deputy headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Identify emerging talents, coaching current and aspiring leaders
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Undertake subject leader cover in the event of long term absence
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Research and lead creative and imaginative ways of anticipating and solving problems and identifying opportunities that will enhance the quality of education across school and college

Additional and special educational needs (SEN) and disabilities

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.
- Have experience of working in a special school

Organisational management and school improvement

Under the direction of the headteacher, the deputy headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure school improvement strategies are effectively implemented
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff; addressing any underperformance, supporting staff to improve and valuing excellent practice
- support staff in their duties to ensure transitions into, out of and around school are smooth and punctual

Professional Development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Ensure excellent teaching in the school, including through training and development for all staff
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge

Governance, accountability and working in partnership

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

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 head teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the head teacher.

AGREED BY:

Head Teacher January 2023

DEPUTY HEADTEACHER – PERSON SPECIFICATION

REQUIREMENTS (based on the job description)	Essential (E) or Desirable (D)	Identified by: Application form (A), Interview (I), Test (T), References (R) or other (give details)
The applicant will be required to safeguard & promote the welfare of children & young people		
QUALIFICATIONS		
Qualified Teacher Status	E	A/I
Degree	E	A/I
Other higher related qualification at post-graduate level or equivalent experience	E	A/I
A leadership qualification (NPQH, NPQSL)	D	A/I
PROFESSIONAL DEVELOPMENT		
Evidence of appropriate professional development for the role of deputy headteacher	E	A/R
Has successfully undertaken appropriate Child Protection training/ Designated Senior Lead training	E	A/I
Evidence of CPD (continuing professional development) linked to Secondary and college provision	E	A/R
Knowledge of Pathways and accreditation for SEN students at Year 11 and Year 14	E	A/I/R
A sound knowledge and understanding about Sensory difficulties and emotional regulation.	E	A
SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE		
Successful leadership and management experience in a school	E	A/R
Minimum of 5 years' teaching experience with outstanding observations	E	
Experience of leadership of a team / key stage/ curriculum area/ department	E	A/I
Experience of working with pupils with Special Educational Needs	E	A/I
To have taken an active involvement in school self-evaluation and development planning	E	A/I/R
To have implemented and developed a whole school initiative	E	A/R
To have contributed to policy development and implementation	D	A/R
To have a working knowledge of Educational Health Care Plans, Individual outcomes and the review process.	E	A/I
To have had experience of and ability to contribute to staff development across the secondary range. (E.g. coaching, mentoring, INSET for staff).	E	A/R
EXPERIENCE AND KNOWLEDGE OF TEACHING		
Experience of teaching in more than one school	E	A
To have taught in at least 2 different Key Stages (at least one in Secondary)	E	A/R
To have a knowledge and understanding of all Key Stages 3-5 in a specialist setting	E	A/R
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E	A/I
To have a secure knowledge and understanding of the systems and processes of assessing children with complex learning difficulties.	E	A/I
A sound knowledge and understanding about sensory difficulties and emotional regulation.	E	A/R
To manage effectively and confidently challenging behaviour, using positive behaviour strategies.	E	A/I/R
To be a positive role model of outstanding teaching and can evidence improving teaching standards across school	E	A/I

PROFESSIONAL ATTRIBUTES AND SECURING ACCOUNTABILITY		
Excellent written and oral communication skills (which will be assessed at all stages of the process).	E	A/I/R
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	E	A/I/R
High degree of personal resilience.	E	I
Hold teaching staff to account for their performance against national standards through appraisal system.	E	A/I
Provide meaningful, relevant and timely reports to Governors in respect of areas of responsibility.	D	A
Support the school self evaluation and improvement processes to secure continuous improvement against national and other benchmarks.	E	A
Show a good commitment to sustained attendance at work.	E	A/R
PERSONAL SKILLS AND QUALITIES		
Inspire, challenge, motivate and empower teams and individuals to achieve high goals.	E	A/I/R
Be approachable, person centred.	E	A/I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people with learning difficulties.	E	A/I/R
Build and maintain quality relationships through interpersonal skills and effective communication.	E	A/I/R
Demonstrate personal and professional integrity, including modelling values and vision.	E	A/I/R
Manage and resolve conflict.	E	A/R
Confidence and familiarity with ICT and media platforms including office 365 and other school software.	E	A
Prioritise, plan and organise themselves and others.	E	A/R
Think analytically and creatively and demonstrate initiative in solving problems.	E	A/I
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	E	A/I
Able to empathise appropriately and take necessary steps.	E	A/I/R
Demonstrate impact and presence.	E	A/I/R
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	A/I
Ability to work under pressure and prioritise effectively	E	A/R
Commitment to maintaining confidentiality at all times	E	A/R
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	E	A/I/R
STRENGTHENING COMMUNITY		
Have experience in working effectively with children, staff, families, multi-agency professionals and providers to provide the best for our children.	E	A/I
Have experience in contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.	D	A
Have experience in co-operating and working with relevant agencies to protect children.	E	A/I/R
CONFIDENTIAL REFERENCES AND REPORTS		
Positive recommendation from all referees, including current employer	E	
PREPARED BY:	Head Teacher January 2023	