



**Truro and Penwith  
Academy Trust**

Truro and Penwith Academy Trust is a supportive and collaborative organisation with one primary focus: the improvement of teaching and learning within Cornwall.

<b>Job Title:</b>	Deputy Headteacher
<b>Code:</b>	
<b>Salary Range:</b>	Leadership Scale L12 – L16
<b>Hours:</b>	1.0fte
<b>Base:</b>	St Ives School
<b>Responsible to:</b>	Headteacher
<b>Direct Supervisory Responsibility for:</b>	Teachers, Curriculum/ Pastoral Team Leaders, Support Staff
<b>Important Functional Relationships: Internal/External</b>	<u>Internal:</u> Headteacher, SENDCO, support staff, students <u>External:</u> School Local Monitoring Committee, TPAT central team, LEA advisers and representatives, suppliers, parents, external support agencies

#### Main Purpose of Job:

To lead the continued development and sustained improvement of the school through high quality leadership and communication skills and an up-to-date knowledge and understanding of educational theory and practice. To have a relentless focus on raising standards in agreed areas of our provision so that all students experience an exceptional education. To deputise for the Headteacher.

#### Main Duties and Responsibilities:

##### Shaping the Future

- Ensure the vision for the school is clearly communicated, shared, understood and acted upon by all.
- Develop an ethos of self-review and improvement where all members of the school community have opportunities to contribute and are able to do so without fear of failure in a culture that promotes equality, diversity and respect.
- Work within the school community to translate the vision into agreed objectives and operational plans that promote and sustain rapid school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture of school improvement and positive contribution.
- Encourage and role model creative solutions, innovation and the use of appropriate technologies to achieve excellence.
- Develop review systems that provide a robust and accurate evaluation of school performance and priorities for improvement.

##### Leading the Organisation (within agreed areas of responsibility)

- Produce and implement clear, evidence-based improvement plans and policies that make a significant contribution to school improvement.
- Contribute to the recruitment, retention and effective deployment of staff and manage their workloads to achieve the school's vision and goals.





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- Contribute to effective performance management and appraisal processes of all staff.
- Contribute to the management of the school environment efficiently and effectively to ensure it meets the needs of staff, students and statutory obligations and legislation.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provides excellent value for money.
- Lead regular reviews of school systems to ensure statutory obligations are met and current practice is improved on where appropriate.
- Manage and lead key HR and leadership processes as appropriate e.g., absence, disciplinary, capability.
- Ensure a consistent approach to promoting high standards of behaviour, attendance and punctuality are implemented across the school.

#### **Professional Development and Working with Others**

- Treat people fairly, equitable and with dignity and respect to create and maintain a positive school culture and ethos.
- Build a collaborative learning culture within the school and actively engage with local, regional and national providers to share best practice and ensure rapid and sustained school improvement.
- Develop and implement effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
- Plan, lead and contribute to school INSET, training and activities that share best practice.
- Recognize and celebrate the skills and contribution of staff and promote an ethos of continuous professional development through sharing best practice.
- Develop and promote a culture of high expectations for self and others and take appropriate action to tackle underperformance.
- Review own practice, set personal targets and take responsibility for personal professional development.
- Be an excellent role model for staff and students by reflecting on own skills and demonstrating a desire to improve and learn.
- Manage own workload and that of others to promote appropriate work/life balance.

#### **Promoting School Ethos**

- Build a culture and curriculum that celebrates the richness and diversity of the school, local, national and global community.
- Create and promote positive strategies for challenging prejudice and harassment.
- Collaborate with local and national agencies to provide for the academic, spiritual, moral, social, emotional and cultural wellbeing of students and their families.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- Seek and secure opportunities to enrich the curriculum and experience of students with the experiences and skills of the wider community including local and national educational providers.
- Promote opportunities to share best practice by working in partnership with others schools.
- Cooperate fully and work effectively with relevant agencies to protect the welfare of students.





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### Securing Accountability

- Contribute to effective school governance by providing accurate information and reports, clear communication, advice and support to Local Monitoring Committee Members.
- Develop a school ethos which supports collaborative working, has a systematic approach to sharing best practice, celebrates success and takes responsibility for outcomes
- Ensure individual staff responsibilities and accountabilities are clearly defined, understood and agreed and are subject to rigorous and systematic review and evaluation
- Develop and present a coherent, clear, and accurate account of the school's performance to a range of audiences including parents, Local Monitoring Committee Members, staff and The Trust.
- Take responsibility for promoting and safeguarding the welfare of students within the school.
- Take responsibility to leading sustained improvement in substantial aspects of the school's development plan, as agreed with the Head of School.
- Take a lead role in the performance management of teachers and support staff, setting aspirational targets and providing mentoring and coaching for staff to support their achievement and professional development.

### Unlocking Potential

- Role model the mutually respectful relationships with others that are a core part of the school's ethos.
- Embed a culture of high standards: in academic learning, work, social interactions and personal development.
- Embed a positive school culture which values, recognizes and rewards achievement, effort, high standards and progress and offers to children repeated opportunities to 'begin again' and make a fresh start. Exemplify forgiveness, restorative practice and emotional intelligence about the needs of others.
- Demonstrate daily optimism about the power and high value of education as a means to empower future citizens, change lives for the better and open and widen opportunity and life chances.
- Embed a culture of equality of opportunity which celebrates diversity and difference.
- Provide through role modelling and mentoring, the individual care and support that students need to thrive academically, socially and emotionally.
- Make a substantial contribution to leading the school's culture of safeguarding, exemplifying the values and actions which embed this culture throughout the school.
- Support colleagues, and work directly with children, to remove barriers to learning and ensure every child achieves their full potential.
- Demonstrate daily to others, explicitly and through policy and procedures, that the school's high quality education of children is built on foundations of strong, professional and mutually respectful relationships, professional integrity, care, wellbeing and safeguarding.

### General/Other:

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the Academy's and the Trust's pupils at all times
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance
- To be aware of and adhere to all Trust policies and procedures
- To be responsible for your own continuing self-development and attend meetings as appropriate
- To undertake other duties appropriate to the post as required





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Person Specification:	Essential	Desirable	Recruiting method
<b>Education and Training</b>	<p>Attainment of GCSE's grade C or above in English &amp; Maths and a range of other curriculum subjects</p> <p>A Levels</p> <p>Degree in National Curriculum Subject</p> <p>Qualified teacher status</p>	<p>Honours Degree at 2:1 or above</p> <p>Masters Level qualification</p> <p>NPQ qualification (Middle, Senior or Headteacher)</p>	Application Form / Interview
<b>Skills and Experience</b>	<p>A proven track record of working with students of the relevant age in a learning environment.</p> <p>Previous experience of working on a school leadership team</p> <p>Experience of working in at least one secondary school</p> <p>Track record of securing school improvement and standards commensurate with Ofsted 'Good'</p> <p>Experience of managing significant resources or finance within a school environment</p> <p>Experience of working with Local Monitoring Committee Members and within a MAT setting</p> <p>Track record of improving outcomes for students, including vulnerable students and those with SEND, disadvantaged.</p>	<p>Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups</p> <p>Experience in working in more than one secondary setting, or in a different educational context e.g. specialist education</p>	Application/Interview/Assessment





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<b>Specialist Knowledge and Skills</b>	<p>Up-to-date ICT skills.</p> <p>Good listening and communication skills.</p> <p>Knowledge of specific curricular areas or key stages.</p> <p>Awareness of the SEND Code of Practice and guidance on meeting SEND.</p> <p>Knowledge and understanding of the Ofsted framework</p> <p>Knowledge of statutory policy and procedures for schools e.g. exclusion, attendance, admissions, health and safety, HR, recruitment, safeguarding</p>	<p>Safer recruitment training</p> <p>Tier 3 safeguarding</p>	<p>Application/Interview/Assessment</p>
<b>Behaviours and Values</b>	<p>Self-motivated and able to work constructively as part of a team and as a leader. Able to adapt approach to suit circumstances and audience.</p> <p>Ability to relate well to children and adults and to inspire others to excel.</p> <p>Outstanding role model for Growth Mindsets</p> <p>Excellent communicator: to a variety of audiences and orally, in writing and using social media</p>		<p>Application/Interview/Assessment</p>





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	<p>Ability to work to deadlines and methodical approach to work. Ability to thrive under pressure.</p> <p>Ability to manage challenging situations including with students and stakeholders.</p> <p>Deeply committed to equality of opportunity, British Values and diversity.</p>		
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#### Special Conditions related to the post

- Physical fitness
- Able to work unsocial hours
- Key holder

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:

- Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information
- Receipt of two satisfactory employer references one of which must be from your current or most recent employer
- Satisfactory verification of relevant qualifications
- Satisfactory health check

All new employees will be required to undertake mandatory training required by the Trust.

<b>Contact details:</b>	<p>St Ives School, Higher Tregenna, Cornwall, TR26 2BB</p> <p>Tel: 01736 795608</p> <p>E-mail: <a href="mailto:recruitment@stives.tpacademytrust.org">recruitment@stives.tpacademytrust.org</a></p>
<b>Closing date:</b>	<p>Please see advert and please note that if you have not received a reply within 5 working days of the closing date you must assume that, on this occasion your application has been unsuccessful.</p>





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**Truro and Penwith Academy Trust is committed to providing employee benefits that motivate and reward our employees.**

**Our benefits include:**

- A competitive salary
- You will be eligible to join the teacher pension scheme
- Previous continuous service will be recognised
- Family friendly policies
- Childcare vouchers
- Local and national discount schemes and initiatives
- Continued professional development support

To find out further information please visit the Trust's website at: [www.tpacademytrust.org](http://www.tpacademytrust.org)

