

From September 2020 we are looking to appoint a -   
**Deputy Headteacher**

Our deeply respected Deputy Head is retiring – and we are looking for an ambitious and creative leader!

John Scurr is an aspiring and inclusive community school with a local and national reputation for providing a high standard of education. We are seeking to appoint an ambitious and enthusiastic Deputy Head teacher to join our highly successful leadership and management team.

We are looking for someone who:

* demonstrates a clear understanding of what constitutes outstanding teaching and learning, and has the ability to lead staff by example;
* through their energy and practice; inspires and motivates staff, parents, carers and children;
* demonstrates exceptional knowledge of the curriculum and safeguarding standards and ;
* demonstrates excellent management, interpersonal and organisational skills;
* supports teams in working together to raise levels of achievement and attainment for all children;
* shows commitment to ensuring equality of opportunity for all learners;
* is a dynamic and creative practitioner with high expectations.

We can offer you :

* A great school - with passionate governors, brilliant pupils, reflective staff and supportive parents.
* Highly skilled middle and senior leaders – who care deeply about the impact they are making
* A well resourced, bright and inviting local authority school with creative spaces and a warm welcome
* An Inner City leadership career experience with the very best CPD –high challenge but high support too (we are linked to UCL, Tower Hamlets Educational Partnership, M Cubed and TELTSA partnerships and alliances)
* A shared vision and ethos to ‘be the best that you can be’.

**It is desirable that applicants visit the school as part of the application process - to arrange a visit to the school, please contact our Headteacher Maria Lewington.**

**An application pack can be downloaded:** [**https://johnscurrprimary.weebly.com/vacancies.html**](https://johnscurrprimary.weebly.com/vacancies.html)

**Please email your completed application to the PA to the HT: michelle.drew@johnscurr.towerhamlets.sch.uk**

**Closing date: 9:00am - Monday 20th January.**

**Interviews over 2 days :**

*John Scurr Primary school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance and be able to clearly articulate rigorous safeguarding leadership as part of the recruitment process.*

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| **2019/2020 Leadership delegation and line management (proposed)** | | | | |
| SLT - led by the Headteacher | | | | |
| Head teacher – Compliance including safeguarding and standards and capacity development of the school. | | | | |
| DHT – 1 Teaching and Learning EYFS and KS1 | DHT – 2 Teaching and Learning KS2 | SBM – 0.5 | PA to the SLT –O.4 | AHT – Inclusion and Equality/ Medical needs 0.8 |
| Curriculum and Middle Leader development | Assessment, attendance and behaviour for learning | Finance  Business and premises  Admissions  HR | Governance communication  Marketing  Website | TAs –Support staff role development and CPD |
| MLT\* | UPS staff\* |
| CPD and research | Logistics | Outside agencies |
| Deputy DSL\*\* | DSL\*\* | Health and Safety | Safer recruitment | Safeguarding practitioner |
| NPQSL/ML | Data – standards/HR and attendance |  |  |  |

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| Teaching and Learning (SIP) – lead by the HT | | | |
| Delegated to DHT 1 - Curriculum and MLT development\* and DHT – Assessment and UPS staff development | | | |
| TLR 1 – English and NQT lead | TLR2b – Wider curriculum Leader | TLR 1 – Maths and ITT Lead | TLR2b – Technologies and MFL lead |
| UPS SIP working party 1 – Communication and Reading | | UPS and SIP working party 2 – STEM development | |
| Classteachers | | Classteachers | |

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| Vulnerable Pupil Team – lead by HT | | |
| Delegated to DHT KS2 – Attendance and behaviour \*\* | | |
| DSL – DHT- EYFS and KS1 | Safeguarding Practitioner- FSW | Medical Needs and Safeguarding Practitioner- AHT Inco |
|  |  | Achievement Advocate - |

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| Inclusion and Equality Support Team – led by SLT | | | |
| EYFS | KS1 | KS2 | Inclusion |
| EYEs | 1 cover supervisor | HLTA – | Achievement Advocate and mentor – including ASC |
| Class based TAs | Year Group shared TA | Curriculum Development assistant -PE | Specific allocated TAs and Intervention TAs – |

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| Business and Premises development – led by HT | | |
| Delegated to SBM – Finance, HR, Business and Admin | | |
| FSW – Admissions/ Attendance | Finance and Admin Officer - | Premises Team and Kitchen – contractors |
|  | Administrator- |  |
|  | Apprentice |  |

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| SIP 19 – 21 | | |
| Drivers | Focus 19/20 | Focus 20/21 |
| Possibilities | **Stand up and Be Counted**  **Using representation, communication and expectation to ensure our pupils can access the *possibilities of the curriculum* *and the wider world.***   * I can be (Mentoring) * Oracy development (Oracy21) * Feedback and marking policy/ Learning environment policy * New class names / Aspirations week/ pupil voice * And ensuring our wider staff (planning partners) can evidence the impact and value of diving deeply into the learning opportunities and be confident about when to do this (collaborative PPA leading to improved Curriculum implementation) – knowledge organisers /book scrutiny/appraisal * Reading by 6 (phonics- Appraisal) * How the curriculum leads to employability / lifelong learning   Also focusing on the readiness of the lowest 20%  Focusing also on discrepancies in Boys attainment and progress ( M3)  SEN provision mapping (M3) | How the curriculum leads to employability / lifelong learning /readiness ? |
| Resilience | **Attainment and Progress**  How can our understanding of **Cognitive Load Theory** develop our *curriculum implementation* and our feedback to pupils (TELTSA/ working parties)?  **Refining our Feedback and Marking policy** and beyond the marking codes to develop pupil voice and engagement in feedback (Working parties).  **Family resilience** – Parent gym sessions (Rofina)/ Maths always Counts weeks (Tracy) / whole school Family homework (Helen) / attendance and lateness  **Staff and pupil wellbeing and resilience** – embedding systems of support and collaboration for staff/ HR systems evaluated/ introduction of coaching sessions for key staff /behaviour policy reviewed. | Curriculum implementation to improve resilience and outcomes for vulnerable groups. |
| Communication | **Written communication**– Quality over quantity in books, classroom environment and displays, feedback and marking policy  **Spoken Communication**– embedding vocabulary work and opportunities for presenting and participation (over a session or a day or a week) – including speaking in full and enhanced sentences (Colourful Semantics), feedback and marking policy  **Formal Communication** – modelling the structure of a presentation, using the structures – clarity of voice and also nonverbal communication (including uniform and the classroom environment/displays)  **Reciprocal Communication** – building on the successes of RR to ensure all lessons have a facilitated ( collaborative) lead ( Oracy project) | Every lesson an English lesson. |