



George Mitchell School



DEPUTY HEADTEACHER

(Head of Secondary)

Applicant recruitment pack



Dear Applicant,

Thank you for showing your interest in the role of Deputy Headteacher (Head of Secondary) at George Mitchell School, an all- through School. Whilst this post is a senior leadership position in the Secondary phase, should you be successful in your application, you will be joining an all-through senior team with plenty of exciting opportunities for cross phase work. All senior leaders at George Mitchell School hold one or more responsibilities that are whole school.

George Mitchell School is a wonderful place to work. Our students are ambitious and hard-working, they embrace our high aspirations and the range of opportunities offered to them both during and beyond the school day. This is highlighted not only by our exceptional examination results but also by the maturity of the students, their sense of responsibility, community and fun. They are a delight to work with.

George Mitchell School is in an exciting period of development as we look to challenge ourselves to excel in all areas of the curriculum and provision. We are making every effort to become an Outstanding school not just by building on our own best practice but also by looking outward for innovation and advancement. We encourage our staff to develop their skills and proficiencies and have in place a strong professional development programme.

We offer an inclusive curriculum that caters for a comprehensive range of students in both phases. We are proud of the fact that our curriculum is both carefully tailored to the needs of our students, and also highly academic. We seek to nurture our children’s talents and abilities, and to help our young people become confident, mature and responsible members of society who are able to fulfil their ambitions.

The advertisement for this post, together with that for a Head of the Primary, comes at a key time for George Mitchell School. The successful candidates will build on the huge improvements that have already taken place and take a proactive role in securing the Outstanding judgement from OFSTED in the future.

I thank you for taking an interest in this position and I hope that having read more about the school you will decide to apply for the post. I look forward to receiving your application.

Kind regards,

Saeed Hussain
Executive Headteacher

September 2021



Our Vision

‘More is in Me’

GEORGE MITCHELL SCHOOL’S MISSION STATEMENT

Our motto ‘More is in Me’ applies to everyone in our school community. We expect and encourage students, staff and families to push beyond themselves to improve their skills so that our students are given the best learning opportunities in school and at home.

At George Mitchell School we expect our students to develop

- A thirst for learning and a desire to achieve their best at all times
- Respect for themselves and others
- The ability to make safe and informed choices about what they do

We aim to provide an aspirational and excellent academic environment that supports students to make sustained progress from Nursery to Year 11. In our school, learning comes first.

Through their time at George Mitchell School, we want our children to develop the confidence to take on new challenges and resilience to overcome difficulties. We want them to understand how to take up an effective role in Modern Britain and develop an awareness of wider world issues.

We want our students to leave George Mitchell School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life. We will ensure they are equipped with the skills necessary to explore the many opportunities available to them in the world today.



HOW IS THIS ACHIEVED?

Our teaching is innovative and challenging. Students achieve most when they enjoy their learning so we encourage active participation in the classroom. Through high standards of teaching, thorough preparation and extracurricular revision, our dedicated staff help students to achieve their best in examinations.

George Mitchell School has a progressive and inclusive curriculum. At Key Stage 3 our students follow the National Curriculum and are taught in mixed ability tutor groups with setting in some subjects. Key stage 4 students follow a core programme but choose an options pathway appropriate to each individual. During the transition from Key Stage 3 to 4, students and families receive comprehensive support in their pathways and careers decisions to ensure students' future success.

We focus on developing career and life skills that enable students to make the most of future opportunities. ICT is used effectively to bring the curriculum to life and to stimulate and engage students in their learning. We offer a wide range of extra-curricular activities which enable students to showcase their talents.

The school is committed to maintaining a safe and positive environment that is conducive to learning. We foster an ethos that values respect, tolerance and co-operation – a robust system of rewards and sanctions supports this, and relationships between staff and students are excellent.

Exceptional pastoral care supports our students' personal development, builds their self-esteem and underpins their progress. Where possible, Learning Leaders and Tutors remain with students throughout their school career, getting to know them really well and provide a clear point of contact for parents.

MORE ABOUT GEORGE MITCHELL SCHOOL

George Mitchell School is committed to providing an outstanding, all round education for every child.

The school has three phases; reception/early years, primary and secondary. We have just under 1000 pupils, of which 40 are in the reception, 420 are in primary and 600 are in secondary. We were oversubscribed by 53 pupils this year in the secondary phase. Combined we have 60 teaching staff and 32 support staff.

George Mitchell School serves an ethnically diverse community and the majority of students are from minority ethnic backgrounds. The proportion of students who speak English as an additional language (EAL) is above average and this is representative of the demographics of Waltham Forest.

The school is also committed to safeguarding and promoting the welfare of our children. We are also committed to Safer Recruitment practices and procedures. Shortlisted applicants will be questioned about their commitment to the safeguarding of young people and the successful candidate will be subject to an enhanced DBS clearance.

George Mitchell School is part of the Partnership Learning Multi-Academy Trust who work closely with the school on strategic issues but leave the day-to-day management of the school to school leaders. More information about Partnership Learning can be found at www.partnershiplearning.com.

The governing body at George Mitchell School i body has responsibilities delegated by the trust and is very ambitious for the school. The relationship is constructive, mutually respectful, wholly supportive and we expect the successful applicant to engage with them in discussions on the school's progress and development.

OFSTED

Our most recent Ofsted report in January 2016 graded the school 'Good'.

Ofsted praised the good leadership, teaching and the rapid improvements seen and we have set our sights on becoming an Outstanding school in the future. Our Ofsted report can be found at files.api.beta.ofsted.gov.uk/v1/file/2542288

There were many complimentary comments in the Ofsted report including:

" The school is improving quickly and securely. The Headteacher, senior leadership team and members of the governing body are ambitious for the school. They have devoted their energy to driving successful improvements to teaching and pupils' outcomes across the school. The school puts the students at the heart of its inclusive ethos"

" Teaching, learning and assessment is good across the school because leaders identify where teaching needs to improve and provide training and coaching that secures swift improvements.

"Pupils attend school regularly and have positive attitudes to learning. They behave well in lessons and around the school. Pupils are polite and well mannered."



Wellbeing, Amenities and Facilities

IMPACT FRIDAYS

The primary and secondary have recently introduced ‘Impact Fridays’ with a pacier day and an earlier finish for students, allowing everyone a pleasant start to the weekend. On Fridays, the school day finishes at 1.15 pm in the primary and 1.30 pm in the secondary.

STAFF ACTIVITIES

There are a number of enjoyable activities that take place after school for those staff who wish to get involved – these include yoga, badminton and other sporting activities.

There are also a number of staff social events.

FREE ACCESS TO OUR EMPLOYEE SUPPORT HELPLINE

All staff and their families have access to our Employee Assistance Programme, which can offer confidential support on a range of issues including legal, financial, medical, consumer and counselling.

TRAVEL AND TRANSPORT

Local transport links are good through tube and bus networks. Leyton Midland Road Overground station is a 5 minute walk away. There is parking on both sites.

IT SUPPORT AND WORKING ENVIRONMENT

IT support for staff is good. There is good provision and access to computers in school for staff to use. Staff can also access documents and drives with remote access facilities.

All curriculum areas have an office and storage space. Staff are mostly sited in curriculum or year specific classrooms.

The school buildings are relatively new, bright and sunny, based within a quiet supportive community with a lovely little park between the two sites.

How to Apply

Please read this application pack carefully. On page 8 you will find the person specification, which lists the key competencies that we are looking for. Please make sure that all sections of the application form are completed. Any applications received that are incomplete may not be accepted. Additional sheets may be used if there is insufficient space.

PERSONAL DETAILS

Make sure that your name, address and telephone numbers and email are legible.

PRESENT AND PAST EMPLOYMENT

Starting with the most recent, list all the employers you have worked for and provide details of the job title and the period you worked for them. This information may be used to assess whether you meet the experience requirements for the post. Please list any break in employment, giving reasons.

REFERENCES

You must give your present or most recent employer as one of your referees.

EDUCATION, QUALIFICATIONS AND TRAINING

Starting with the most recent, in each section please list qualifications and training. You may continue on a separate sheet if necessary. This information may help assess whether you have a relevant qualification or meet some other requirement.

SUPPORTING STATEMENT

Please make sure you address the criteria outlined in the job description and the person specification when writing your personal supporting statement. We highly recommend that you visit our school before applying for the position. To arrange a visit, please contact the school office on 0208 539 6198.

Your completed application form is the only basis for considering your initial suitability for the post. No assumptions will be made about your experience or skills.

DISCLOSURE OF CRIMINAL RECORD

George Mitchell School operates a strict pre-employment vetting process, which includes a Disclosures and Barring Service (DBS) check. Successful applicants seeking to work with children and/or young people are required to undergo an Enhanced DBS (Children and Adults) this will include a check against the barred list.

We look forward to receiving your application.



DEPUTY HEADTEACHER (Head of Secondary)

JOB DESCRIPTION

Reporting to:	Executive Headteacher
Line management of:	Assistant Headteachers and other named members of staff
Contracted working time:	195 days per year – full time. Attendance at identified calendared events in school year
Salary/Grade:	L20 – L24
Disclosure Level:	Enhanced

JOB PURPOSE:

The post holder will assist the Executive Headteacher in the leadership and management of the school and actively contribute to all areas of school improvement. Under the direction of the Executive Headteacher, the post holder will take full responsibility for the day to day running of the secondary phase.

The post holder will assist and support the Executive Headteacher to:

- shape the vision and direction of the school by setting out very high expectations for achievement and standards across both phases
- coordinate planning, teaching and learning
- liaise with all Key Stage leaders and the Senior Leadership Group where necessary
- maintain high standards of behaviour and discipline across the school including lunch and break times
- develop and maintain effective lines of communication throughout the school
- maintain and develop the ethos of the school, including the development of effective cross phase working

LEADERSHIP AND MANAGEMENT

The post holder will

- play a significant role in setting aims and objectives for the school through the formulation of a development plan for teaching and learning that fulfils the vision and aims of the school
- take responsibility for developing and monitoring policy and practice as laid down in the development plan.
- contribute to the strategic development of the school as part of the SLG.
- share with the Executive Headteacher the responsibility for the development and implementation of the school’s performance management policy
- role model, alongside the Executive Headteacher, to the whole school community the expectations and aspirations of the school as set out in the development plan
- take responsibility for induction, mentoring and professional development of staff
- work alongside the Executive Headteacher, to provide coaching, partnership teaching, training and other forms of staff development
- take a leading role in promoting good relationships with parents, carers, and the community in the life of the school
- assist the Executive Headteacher in school self-review and evaluation and effectively plan and manage resources to secure improvements

- actively work with the Executive Headteacher to further develop the all-through vision and practice of the school
- maintain an informed view of the quality of standards and teaching across both phases through effective monitoring of pupils’ learning and teachers’ planning and teaching
- provide guidance and support to senior colleagues, middle leaders and other staff in order to improve the quality of teaching and learning
- support leaders with all aspects of organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered
- liaise closely with other leaders to ensure continuity and progression across all key stages
- monitor the standards of behaviour and achievement across the secondary school
- ensure Equal Opportunities are upheld in the curriculum, school policies and employment practice
- ensure that Health and Safety issues are addressed and met throughout the School
- lead assemblies
- keep abreast of educational developments through own professional development
- deputise for the Executive Headteacher as required

TEACHING AND LEARNING

The post holder will

- carry out teaching duties as agreed with the Executive Headteacher, providing a model of excellence for other colleagues
- provide cover for absent colleagues or those released for professional duties
- provide in-class support for colleagues through demonstration lessons
- be fully responsible for maintaining a high standard of behaviour and discipline in lessons through the development and implementation of effective

behaviour for learning systems

- lead key middle leaders to ensure that all curriculum areas are delivering high quality teaching and learning
- provide the Executive Headteacher and the Governing Body with clear, accurate reports on the school’s performance in relation to attainment and the quality of teaching and learning
- set up whole school systems for monitoring the quality of teaching and learning across the all-through school such as learning walks and whole school work scrutinies
- assist the Executive Headteacher in the recruitment of trainee teachers and staff

OTHER DUTIES AND RESPONSIBILITIES

The post holder will

- implement and manage an effective absence monitoring policy across the all-through designed to track, monitor and minimise staff absence across the all-through
- plan with all stakeholders an effective and clear school calendar for the academic year that reflects the priorities and actions set out in the school’s development plan
- take responsibility for leading and co-ordinating middle leader meetings including agendas and minutes
- plan, implement and monitor cross-phase collaboration with colleagues from the primary
- attend daily and weekly meetings in accordance with school policy and lead meetings when required
- prepare and present reports as required to stakeholders including parents, governors and outside agencies
- take on any other additional responsibilities delegated by the Executive Headteacher



CRITERIA	ESSENTIAL	DESIRABLE	TESTED BY
Qualifications			
Good honours degree	✓		A
Qualified teacher status	✓		A
Evidence of relevant continuing professional development eg. NPQH, Teacher leaders etc		✓	A
Knowledge and Skills			
A clear working knowledge of how to lead curriculum development and manage innovation and change	✓		A, R, I
Successful experience of coaching or mentoring trainees/NQTs	✓		I
An effective communicator at all levels	✓		A, I
A strategic thinker	✓		R, I
The ability to generate a vision and influence others	✓		R, I
A clear working knowledge and understanding of the current OFSTED framework	✓		A, R, I
Teaching & Learning			
The ability to devise and implement strategies for raising achievement and for intervention strategies	✓		A, R
A clear understanding of different models of teaching and learning	✓		A, R, I
An outstanding and effective classroom practitioner	✓		A, R, I
Knowledge of how children learn, develop and progress through the stages	✓		R, I
A clear understanding of assessment procedures	✓		A, R
An ability to recognise and encourage outstanding practice	✓		A, I
Developing self and working with others			
Recent experience as a Senior Leader in primary education	✓		A
Experience of working in more than one key stage	✓		A, I
Experience of delivering INSET	✓		A, R
The ability to develop, empower and sustain teams and individuals	✓		R, I
The ability to give and receive effective feedback and act to improve personal performance	✓		R, I
Experience of making effective use of school to school support	✓		A

CRITERIA	ESSENTIAL	DESIRABLE	TESTED BY
Managing the Organisation			
An understanding of the principals of effective management, delegation and organisation	✓		A, R, I
Experience of performance management	✓		A, R
The ability to prioritise and manage time effectively	✓		R, I
The ability to make decisions and act upon them	✓		R, I
Experience of whole school budgets and financial management		✓	A, I
Securing Accountability			
The ability to use a range of data to support, monitor and improve aspects of school life	✓		R, I
Experience of effective school evaluation	✓		A, R
The ability to acknowledge excellence and challenge performance that is not yet good	✓		R, I
Strengthening the Community			
Experience of successful collaborative working with other organisations and agencies	✓		A, R, I
The ability to work effectively with parents and carers to support their children's learning	✓		A, R, I
The ability to listen to, reflect and act on community feedback	✓		A, R
Personal Qualities			
Stamina	✓		R
Excellent interpersonal skills	✓		R, I
High expectations and aspirations	✓		R, I
Level headedness	✓		R, I
A sense of humour	✓		R, I
Motivation and drive	✓		R, I

