

Heathcote School & Science College

Encourage ● Challenge ● Succeed



Senior Deputy Headteacher Recruitment Pack



Heathcote School & Science College

Normanton Park, Chingford, London E4 6ES

Tel: 020 8498 5110

Web: www.heathcoteschool.com

Email: heathcote.school@heathcote.waltham.sch.uk

Facebook/Twitter: #heathcotee4

Headteacher: Sonia Close NPQH, B.ed, MA



Dear Applicant,



Senior Deputy Headteacher, Heathcote School and Science College

Thank you for considering our Senior Deputy Headteacher vacancy at Heathcote School and Science College.



As you will see from the accompanying details, Heathcote is a thriving school with a strong reputation in the local community. We are looking to appoint an exceptional and experienced Deputy Headteacher with vision, leadership qualities, management skills and the ability to secure accountability to take the school forward on the next stage of our journey working closely with myself and the Governors.



We passionately believe in our pupils and enabling them to be the best they can be, ensuring the most vulnerable have the best life-chances. At the same time, we recognise the need for autonomy and welcome a highly experienced senior leader, with a minimum of three years experience as a Deputy. The successful candidate will have a strong understanding of safeguarding, behaviour and attendance with experience of leading on these areas.



The School retained its Good Ofsted status in a Section 8 inspection in February 2024. We are absolutely committed to ensuring that the school continues to grow and develop, building on the strong progress we have made, as we strive to provide the best all round education possible, ensuring that all pupils reach their full potential.



As Senior Deputy Headteacher of Heathcote you will become an important central part of the school community. We hope the following information helps you understand our school and we greatly look forward to receiving your application.



Please contact Heather Fleetwood should you wish to arrange an appointment to visit the school on one of the assigned tour dates set out in the application process. Ms Heather Fleetwood can be contacted on 02084985110 or hfleetwood@heathcote.waltham.sch.uk.



In addition to the information in the booklet there is a wealth of information on our website: www.heathcoteschool.com.

Yours sincerely,



Sonia Close
Headteacher





The Application Process

Please see below the key dates in the application process:

1. Closing Date – 5th February 2025. Completed applications should be returned by email to recruitment@heathcote.waltham.sch.uk. Please ensure that the application addresses all aspects of the Person Specification.

2. There will be an opportunity to visit the school on the below dates and times:

Friday 31st January 2025 at 8:30am and 2.15pm

Monday 3rd February 2025 at 2.05pm

Please contact Ms Heather Fleetwood on 020 8498 5110 or by email

hfleetwood@heathcote.waltham.sch.uk, to book an appointment on one of the above tours.

3. The shortlisting meeting has been scheduled for Thursday 6th February 2024. Successful candidates will receive communication by Friday 7th February 2025. If you have not heard by this date, please assume you have not been successful.
4. Successful candidates will be invited to Heathcote School for interview on:
Tuesday 11th February 2025 and Wednesday 12th February 2025.

This pack includes the following information:

1. Letter from the Headteacher
2. The Application Process
3. Values and Ethos
4. Job description
5. Person Specification
6. School Information
7. Ofsted/ Performance Statistics



Values and Ethos

In Heathcote School, how we behave is just as important as what we do. That is why we have three key values which underpin our day to day work with pupils which all employees are expected to develop:

Encourage

We encourage our pupils to take pride in their learning and community – to work hard, be kind, display good manners and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect for each other and show excellent behaviour at all times.

Challenge

We challenge our pupils to push themselves, take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed

We succeed when all pupils enjoy their learning and reach their academic potential in all areas; leaving Heathcote as thoughtful, caring and honest citizens fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment and culture where they take a proactive role and develop socially.



Job Description –Senior Deputy Headteacher

Job Title:	Senior Deputy Headteacher – Pastoral Lead
Responsible to:	Headteacher
Grade/Pay Range:	Leadership Point 24-28 (dependent on experience)

Job Purpose

This is an exciting opportunity for an experienced and visionary leader to play a pivotal role in shaping the strategic and operational direction of Heathcote School. The Senior Deputy Head Teacher will lead the pastoral areas of the school, ensuring high standards of attendance, behaviour, safeguarding, SEND provision, and pastoral development. The successful candidate will also oversee the Deputy Head Teachers, providing support and accountability, and serve as a central point of contact for the Head Teacher. In the absence of the Head Teacher, the Senior Deputy Head Teacher will act as the Head Teacher.

This role will support the Head Teacher in the strategic and operational leadership of the school, ensuring a cohesive and collaborative approach to achieving the school's vision and goals. Following our successful Ofsted inspection in February 2024, which highlighted the school's calm, inclusive environment and strong focus on pupil welfare, this position provides an opportunity to further enhance our provision and build on our successes.

Our Senior Leadership Team has been grown from within the school and is relatively new and enthusiastic. While this provides a solid foundation of commitment and understanding of our school's ethos, we are seeking a highly experienced professional to complement and strengthen the team. This role has been created to bring fresh ideas, external perspectives, and strategic vision, while also adding capacity to support the Head Teacher in managing the school's ongoing development.

This role also plays a critical part in raising pupils' ambition and aspiration. The successful candidate will oversee the Assistant Head Teacher responsible for careers and enrichment, ensuring pupils are equipped with the skills, experiences, and confidence to pursue ambitious future pathways. Additionally, the role involves driving teaching and learning strategies to improve pupil engagement and outcomes, ensuring that clear classroom routines and high standards maximise learning time.

The core purpose of this post is to assist the Headteacher in leading the school to achieve its strategic plans, implement the vision, and deliver the School Improvement Plan (SIP). All members of the Senior Leadership Team are learning-centred, ensuring that all stakeholders—pupils, staff, and families—reach their full potential. This role emphasises sustainable leadership, reflecting the highest professional standards, including the health and safety of all stakeholders within the school's care.

Our work is underpinned by our core values and beliefs, which align with the school's vision. We are inspired by our purpose to improve the life chances of our most vulnerable pupils, develop expertise within our teaching staff, and ensure continuous improvement in teaching and learning practices.

All teachers at Heathcote School are expected to uphold the school vision and ethos daily through their professional conduct.

All teachers' job descriptions define the responsibilities of the postholder as being:

- Under the reasonable direction of the Headteacher, to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD).
- To comply with Health and Safety at Work legislation.

This job description is not a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time. The specific roles of the Deputy Headteachers may be rotated or adapted. All SLT members will be expected to comply with any reasonable requests from the Headteacher or Governors to undertake work not specified within this job description.

As Senior Deputy Headteacher, you are expected to:

Key responsibilities

Strategic Leadership

- Support and assist the Headteacher in leading and managing the school, deputising for the Headteacher in her absence.
- Contribute to the development and implementation of the school's strategic vision, values, and goals.
- Support the Head Teacher by overseeing the Deputy Head Teachers, ensuring clarity of roles, accountability, and effective leadership across all areas of the school.
- Act as the central point of contact for the Head Teacher and represent her in her absence.
- Lead and innovate in the school's pastoral and safeguarding strategy, ensuring it is inclusive, effective, and reflective of the school's ambition to offer a private-school-quality education on a public-school budget.
- Use data-driven insights to monitor and improve attendance, behaviour, teaching quality, and pupil outcomes across all key stages.
- Promote a culture of wellbeing, aspiration, and achievement for pupils and staff, aligning with the school's commitment to nurturing lifelong learners.
- Provide clear strategic direction for the school to ensure the highest quality educational provision.
- Deliver at least good provision for the area of the Ofsted framework under your responsibility
- Ensure rigorous self-evaluation frameworks are in place to raise standards
- Line manage and oversee the appraisal

Pastoral Leadership

- Oversee all aspects of the school's pastoral systems, including behaviour management, attendance, safeguarding, and SEND provision.
- Work with pastoral teams to ensure high-quality support for pupils' social, emotional, and mental health needs.
- Ensure compliance with safeguarding legislation and act as the school's Deputy Designated Safeguarding Lead (DDSL).
- Lead on improving attendance, implementing strategies to reduce absence and persistent absenteeism.
- Managing the year leads to ensure behaviour is managed to the highest standard under your responsibility

Careers and Enrichment

- Line manage the Assistant Head Teachers responsible for personal development and careers and enrichment, ensuring a robust programme that raises ambition, prepares pupils for future pathways, and enriches their school experience.
- Promote equity of access to enrichment opportunities, ensuring all pupils benefit regardless of their background.
- Create a positive learning environment through praise and celebration

SEND and Inclusion

- Work closely with the SENDCo to oversee and improve provision for pupils with special educational needs and disabilities, ensuring inclusivity and high-quality teaching and support.
- Line manage the team overseeing the School Resource Provision (SRP) for Deaf pupils, ensuring they receive tailored, exceptional support to thrive academically and socially.
- Line manage the team delivering the school's local authority alternative provision for pupils with mental health needs, ensuring effective collaboration, high standards, and improved outcomes.
- Monitor the impact of interventions and support mechanisms for SEND and vulnerable pupils to ensure positive outcomes.

Teaching and Learning

- Develop and implement teaching and learning strategies that improve pupil engagement and aspiration, and raise standards across the school.
- Drive consistency in classroom routines and expectations, ensuring that lessons maximise learning time and create a calm, focused environment.
- Support the professional development of teaching staff, providing coaching, feedback, and opportunities for growth.
- Lead by example in delivering outstanding teaching, inspiring confidence and ambition in both pupils and staff.

Behaviour and Culture

- Develop and maintain a consistent and effective behaviour policy, underpinned by the school's core values of being ready, respectful, and responsible.
- Foster a positive school culture where all pupils feel safe, valued, and motivated to achieve their potential.
- Hold staff to account for ensuring the school's culture is managed and maintained, with all staff understanding their responsibility for upholding the school's values and routines.
- Ensure that all members of staff are accountable for their role in creating a positive environment and consistently enforcing behaviour standards and routines.

Operational Leadership

- Support the Deputy Head Teacher in overseeing the daily operational running of the school, including timetabling, staffing, and cover arrangements.
- Lead whole-school assemblies, events, and key projects as required.
- Actively contribute to the development of staff CPD, ensuring pastoral and teaching teams are well-equipped to meet the needs of pupils.

Partnerships and Communication

- Build and maintain effective relationships with pupils, parents, carers, and external agencies to support pupil development.
- Act as an ambassador for the school, ensuring excellent communication with families and the wider community.
- Represent the school at local authority meetings and work collaboratively with external stakeholders to enhance provision.

Other Key Roles of Deputy Head

- Consult with staff, parents, pupils and Governors to contribute to the development, leadership and implementation of our School Improvement Plan.
- Report to Governors as required, and service a Governors sub-committee
- Ensure key policies are up to date, relevant and compliant, and policies are regularly reviewed and consulted upon to ensure they are live documents
- Ensure that guidance and support is provided to all pupils
- Ensure that appropriate educational initiatives are incorporated effectively within the whole-school drive for improvement
- Ensure that staff work within the school's policies, and lead on HR issues where directed by the HT
- Attend and contribute to meetings relative to the curricular, administrative, organisational, pastoral and managerial arrangements for the school
- Manage budgets effectively to ensure the SIP is realised
- Perform supervisory duties around school

Specific responsibilities for all teachers:

- Teaching high quality lessons that are secure or better under the school's self-evaluation process
- Teaching with due regard to current Health and Safety legislation
- Planning and preparing schemes of learning and lessons
- Teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the pupils assigned to her / him, including the setting and marking of work to be carried out by the pupil in the school and elsewhere
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned
- Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- Taking such part as may be required of her / him in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher and or relevant Leadership Standards
- Participating in any arrangements within an agreed national framework for the appraisal of her / his/ their performance and that of other teachers.
- Reviewing from time to time her / his methods of teaching and programmes of work.

- Participating in arrangements for her / his / their further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her / his / their supervision and training.
- Working towards meeting appraisal targets and relevant standards where relevant.
- Working towards meeting appraisal targets and relevant standards where relevant.
- Undertaking any reasonable direction from the Headteacher.

School Ethos:

For Heathcote staff in general:

- Playing a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively supporting the school's corporate policies and aspirations
- Adhering to the staff professional code of conduct as developed collectively by staff
- Complying with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Checking emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

We show respect by:

- Listening to what others have to say
- Thinking about our body language and demeanour
- Praising in public and challenging in private
- Working within an ethos of high challenge and low threat

We show responsibility by:

- Being proactive
- Keeping to deadlines
- Being consistent
- Being on time
- Doing our jobs to the best of our ability
- Offering help and support to others when needed
- Always being ambitious and solution-focused

We show integrity by:

- Owning up to mistakes
- Being open, reflective and honest
- Having a culture of no blame
- Doing the right thing even though it may be difficult
- Treating everyone equally

Qualifications	
Qualified Teacher Status	Essential
A good honours degree	Essential
Further professional qualifications	Desirable
Evidence of recent professional development	Essential
NPQH, or willingness to undertake NPQH	Desirable
SENDCo qualification or equivalent experience in leading SEND provision	Desirable
Experience	
Relevant, recent experience of leading in a good or outstanding school	Essential
A minimum of 3 years' successful experience as a Deputy Head	Essential
Substantial leadership experience in more than one secondary school setting, with a proven track record of leading pastoral, teaching and safeguarding initiatives	Essential
Experience of successful strategic thinking with the ability to use data effectively to inform decision-making and drive school improvement with clear evidence of impact in areas under your leadership	Essential
Proven record as a good/outstanding teacher	Essential
A proven ability to drive improvements in teaching practice and inspire innovation within leadership teams	Desirable
Experience of leading successful improvements and managing change at a whole school level	Essential
Experience and understanding of the current OFSTED framework	Desirable
Experience of whole school evaluation	Essential
Experience line managing a School Resource Provision or similar initiative for vulnerable pupils	Desirable
Experience managing alternative provision for pupils with mental health needs, ensuring high standards and effective outcomes	Desirable
Experience deputising for the Headteacher	Essential
Skills, Knowledge and Understanding	
A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	Essential
A sound understanding of the processes of school improvement and a track record in this area	Essential
Successful track record in using data to raise achievement	Essential
Thorough understanding of the SEND Code of Practice, safeguarding legislation and behaviour management strategies	Essential
Commitment to fostering an inclusive, supportive and aspirational environment for all pupils	
An understanding of the principles involved in being a successful leader as well as team member	Essential
Personal Qualities	
A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels	Essential
Aspiring Headteacher	Desirable
Outstanding interpersonal and communication skills, with the ability to inspire and motivate staff, pupils and families	Essential
An absolute commitment to the belief that every child deserves the very best education	Essential
A passion for the values of community education	Essential
An ability to maintain professional integrity even when under pressure	Essential
Flexibility and resilience	Essential
High organisational skills including the ability to prioritise and manage time effectively	Essential
Capacity and enthusiasm for hard work and challenge	Essential
Able to work as part of a team whilst also being self-motivated	Essential
Emotional intelligence and ability to use appropriate leadership style	Essential
Capacity to reflect on practice in order to grow and develop as a leader	Essential
An understanding of the strategies for ensuring inclusion, diversity and access	Essential
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	Essential

School Information

Heathcote is ambitious for all our pupils. We are extremely proud of the astonishing achievements of our young people. We continue to be immensely impressed by their ability to succeed in all fields of life and we enjoy continuing to hear about their triumphs when they come back to visit us.

Note regarding outcomes:

“Given the uneven impact of the pandemic on school and college performance data, the government has said you should not make direct comparisons between the performance data for one school or college and another, or to data from previous years.”

Results at KS5:

Our KS5 results continue to go from strength-to-strength. Our A*-C pass rate increased by 7% in 2024. These strong results are combined with strong pastoral support, however, a hallmark of our Heathcote Sixth Form is that all pupils are supported to achieve their next steps. A measure of the success of our personalised careers programme can be measured in the fantastic destinations data achieved by our entire Year 13 cohort. In 2024, 80% of our pupils left Heathcote to take up a place at university and the remainder of pupils secured apprenticeships or took up roles within the workplace.

Results at KS4:

Our KS4 results continue to be strong, with more than 60% of the cohort of 2024 achieving five or more Grade 9 to Grade 4 results. Once again, we were delighted that so many pupils secured the grades that they needed to pursue a wide range of courses at KS5. Significantly more than the national average achieved a pass in Maths and English, with a remarkable 82% attaining a Grade 9 to Grade 4 in the latter.

Statutory Outcomes Data:

Measure	Data (from ISDR or ASP)
KS4	
P8 Score	-0.44
Attainment in English and Maths (5+)	39%
A8 Score	43.84
Ebacc APS	3.89
Ebacc %	27%
KS5	
Attainment	A-level APS: 212.0
Retention	A-level: 94%
	Applied General: 96%
Destinations	87% (2020/21)

An Ofsted report in 2024 confirmed that we are 'Good' in all areas.

The school is maintained by the London Borough of Waltham Forest with good travel links by road or public transport. The LA are very supportive and there is a collegiate ethos when working with other Heads, as well as an annual Secondary Heads conference.

There are currently 1126 pupils on roll with 228 pupils in the Sixth Form. Currently there are 187 teaching and support staff. Six forms of entry (180 pupils) are admitted at Year 7. All places for 2025 are filled based on applications. The school have declined to go back up to 7 forms of entry for the new year 7. Year 8 is carrying additional pupils from prior to the PAN reduction (209).

Including the Sixth Form, the school has 29.6% pupil premium Y7-11 and 25.8% FSM Y7-13, as well as 70 EHCPs.

The school is on the edge of Epping Forest and this is an opportunity that has so much more potential for creative approaches to learning and teaching.

Heathcote School and Science College is an inclusive community school and Sixth Form with key values to Encourage, Challenge and ensure Success. The values are integral in everything we do to support and nurture pupils to achieve the best possible outcomes in a safe and happy learning environment. Feedback from our recent Ofsted report (February 2024) confirmed Staff greatly enjoy working at the school. They hugely value the support they receive for their workload and well-being.

Why Work at Heathcote?

- Dedicated and supportive CPD Programme
- Cycle 2 work Scheme
- Eye Test Voucher Scheme
- Access to EAP Service
- Commitment to staff Wellbeing
- Onsite Gym
- PPA is above the national minimum
- Excellent transport links and parking facilities on grounds, being in a great setting close by to Epping Forest
- Strong commitment to Professional Development of staff with high retention rates
- Dedicated and supportive mentoring programme for Early Career Teachers



Ofsted/ Performance Statistics

The school was last inspected by Ofsted in February 2024, maintaining its 'Good' status. This was a section 8 inspection and the last full section 5 inspection was completed in 2018. The following was noted by Ofsted:

<https://heathcoteschool.com/wp-content/uploads/2024/06/Heathcote-School-and-Science-College-Ofsted-Report.pdf>

"Support for pupils with SEND is well thought out. Staff know pupils' individual needs well."

"The school has improved pupil attendance significantly, Leaders have adopted clear strategies to reduce pupil absences."

"The schools wider offer is ambitious, inclusive and well-planned."

"Overall Teachers subject knowledge is strong."

"The school provides many opportunities to develop pupils' talents and interests."

"Most pupils behave well in class and around the school. Working relationships between staff and pupils are positive. Pupils felt confident that staff would support them quickly should they have any concerns. As a result, pupils feel safe and happy in school. The schools work to support pupils' attendance is exemplary."

"The school provides pupils with a broad and balanced curriculum."

"Leaders' evaluation of the school is accurate. Governors are committed to the school and know it well. They share leaders' drive for continuous improvement."

"Staff greatly enjoy working at the school, they hugely value the support they receive for their workload and well-being."