

**BIRKBECK  
PRIMARY  
SCHOOL**

**Deputy Head Teacher  
Application Pack**



## BIRKBECK PRIMARY SCHOOL



Birkbeck Primary School provides a caring and stimulating atmosphere in which the children feel safe and secure and excited to learn.

We believe children should 'Dream, Believe and Achieve'.

Our goal is to develop self respect and in turn respect for others and our surroundings; creating responsible and accepting citizens for the future.

## What OFSTED say...

"Pupils are developing a love for literature and read with fluency and expression."

"established a culture where the values run through all aspects of the school."

"Teachers ensure that pupils have access to high-quality texts and choose books which motivate them to read more.."

"The curriculum is rich and varied. Through the school's topic-based approach, pupils investigate and explore questions in depth. "

"Specialist teaching of football and dance and performance opportunities enrich pupils' experiences..."



## What we celebrate...

- Good attendance
- High Expectations
- Experienced leaders, teachers and support staff
- Gold Sports Award
- Happy pupils
- Excellent links to the Arts and Music
- Rights Respecting School with strong values
- Open door approach
- Strong pastoral support
- High % Selective places
- Superb PTA

**Birkbeck Primary School**  
Alma Road,  
Sidcup Kent ,  
DA14 4ED

**Main Contact: Veronica Jarvis**  
0208 300 4161

**[admin@birkbeck.bexley.sch.uk](mailto:admin@birkbeck.bexley.sch.uk)**





June 2019

Dear Applicant,

Many thanks for your interest in the hugely exciting role Deputy Head Teacher at Birkbeck Primary School. Our current Deputy Head Teacher has been promoted to his first Headship and we are now looking for someone who would thrive on creating opportunities for our pupils to 'Dream, Believe, Achieve' and who would make a genuine difference on a daily basis.

We have a commitment to supporting leadership development and for the right person; the position of Deputy Head at Birkbeck Primary School presents an opportunity to progress to Headship.

Birkbeck is a large two form entry primary school, which is growing from September 2019 into a three form entry school. The additional reception class will join us, increasing the intake to 90 children for the first time. We are a friendly, maintained primary school based in Sidcup, Outer London. We encourage our children to grow and develop into confident, aspirational young people. The school is well-resourced with attractive grounds, including a Forest School area.

We have a dynamic staff team, eager to move the school forward to achieve outstanding provision for our pupils. Our pupils are happy, well behaved, interested and excited about learning. We are a Rights Respecting School working towards Silver. PE is strong in the school and we achieved the Gold School Games Mark for providing excellent PE in 2016/17, 2017/18 and 2018-19 academic years. We hope to achieve Platinum in 2019/20.

We need a Deputy Head Teacher with the drive, vision and ability to ensure that the school does its very best for our children and the community it serves. Thank you again for your interest in this post. If you are the sort of person who is excited about making a demonstrable difference to children's lives we would love to hear from you.

Further information about the school can be found at [www.birkbeckprimaryschool.com/](http://www.birkbeckprimaryschool.com/)  
Visits to the school are strongly advised and appointments can be made through the school office on 020 8300 4161.

Yours sincerely,

Lesley Fisher-Pink  
Head Teacher



Dear Applicant,

We are delighted that you are interested in becoming a Deputy Head Teacher at Birkbeck Primary School. As governors we are passionate about children's education and wellbeing. We would encourage you to visit the website as an introduction to the school: <http://www.birkbeckprimaryschool.com/>.

We are looking for a professional who is willing to take a lead in developments to secure high standards of teaching and learning and who is prepared to take on challenge and have high aspirations. We also need someone with the ability to lead and manage the school well; someone who is ready, confident and who would eagerly anticipate deputising in the absence of the Head Teacher on the occasions when Lesley is fulfilling her role as an Ofsted Inspector.

Over the years we have developed a highly supportive and trusting relationship between governors and the senior leadership team as well as built a strong community spirit between the families and pupils who attend the school. There is regular communication and interaction which has led to Birkbeck being a highly respected and popular school in the local community and borough.

As you can see from the Head Teacher's letter the school is developing many areas of strength such as becoming a Rights Respecting School, as well as excelling in other areas including PE and Forest School. We value opportunities to build resilience of both pupils and staff and to reflect and evaluate; we always welcome new initiatives and ideas that can be further developed.

Governors are fully aware that becoming a Deputy Head Teacher is both a personal and professional decision and we value and support appropriate work-life balance. Governors look forward to working in partnership with you to take Birkbeck Primary School forward to the next exciting level.

We hope you find the recruitment pack informative and helpful and look forward to receiving your application. As Lesley stated, you are very welcome to visit the school, when Governors would also endeavor to meet you.

Yours sincerely,

Aishah Safdar  
Chair of Governors

Thank you for your interest in becoming our Deputy Head Teacher.

The information, job description and person specification enclosed have been provided to help you decide whether you wish to apply and, if so, to make an effective, good quality application.

### **About us**

At Birkbeck Primary School we are developing confident, successful children with a natural love of learning, through setting high aspirations and an inspirational curriculum where everybody is valued.

### **At Birkbeck Primary School we aim:**

- To maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically to their full potential.
- To use the resources available to provide the best possible educational opportunities for the children in our care.
- To provide a broad and well taught curriculum where children have many wide and varied experiences.
- To continue to work in partnership with parents.
- To give children opportunities to develop independence and the responsible attitudes that will enable them to become active and caring members of the community.

In order to achieve these aims, we hope to create a friendly atmosphere, taking special care to establish a good relationship with children from their first day at school. We encourage the children to have a caring and responsible attitude towards one another and a respect for property belonging to other individuals and the community. Children should feel part of the whole school community, not just their own class, meet teachers from other classes and feel that they have an important contribution to make to the whole school.

Children are naturally inquisitive and we aim to use this to guide the children to discover much for themselves, thus laying a foundation for independent learning.

Our school motto is '**Dream, Believe, Achieve.**'

### **Our values are:**

**Respect** – we value others' successes.

**Resilience** - supporting our pupils to build resilience and allowing them to become reflective learners.

**Equality** – values are part of the community at Birkbeck Primary School.

We want children to develop self-awareness, improve on their own standards and strive to achieve the best work in all fields to their full potential. Our mission statement is "we strive for excellence" which reflects this aim.

The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.

### **About the London Borough of Bexley**

Bexley is an Outer London borough offering the very best of town and country. Within its boundaries are award winning parks and open spaces, historic houses and attractive waterways. The River Thames runs along the Borough boundary for 5 miles to the north offering pleasant walks, wildlife and access to water sports and a successful history of waterside industry.

Bexley has some of the most affordable housing in London, good schools and diverse neighbourhoods ranging from the urban to the rural. Bexleyheath is one of South London's most successful and lively town centres and we have a number of small thriving centres. We have easy access to the facilities of central London, to major shopping centres at Bluewater and Lakeside and to the beauty of rural Kent as well as the international rail terminal at Ashford, the Channel Ports and Tunnel.

Some 218,000 people live in the borough, 60% of whom are of working age and a sixth are of school age. Around 8% of local people are from minority ethnic communities.

The borough has high levels of resident satisfaction and has been rated as 'excellent' by the Audit Commission, which is the local government watchdog. Bexley is one of only 26 local authorities in England to receive this rating. Bexley's social services and environmental management have also been nationally recognised.

## Education in Bexley

The London Borough of Bexley provides a range of lifelong learning opportunities starting from nurseries through to adult education. Educational attainment at GCSE is above the national average in Bexley.

## In-Service Education

In-service education and the continuous professional development of the workforce is considered to be a fundamental entitlement in all schools. Teachers and support staff are encouraged to develop existing expertise through both in-house and external courses.

For further information please visit [www.bexley.gov.uk/education](http://www.bexley.gov.uk/education)

## Equal Opportunities Statement

It is the policy of LB Bexley, reflected by the Governing Body, that all persons shall have equal opportunity for employment, advancement and training, on the basis of their ability, qualifications and fitness for the work according with the Council's policies in these areas. There must be no discrimination towards or against a person, whether in recruitment, promotion, training or in any other way on the grounds of colour, race, creed, nationality, ethnic or national origin, sex or marital status.

## Employment of Disabled People

It is the policy of the LB Bexley, again reflected by the Governing Body, to provide employment opportunities for disabled persons that are superior to any statutory requirements. In particular:

- a) The Authority and Governing Body will give full and fair consideration to disabled people applying for employment. Special attention will be given to their particular aptitudes and abilities in respect of the position applied for.
- b) Employees who become disabled whilst in service will be enabled to continue working as long as their work is satisfactory. If, however, their disability prevents them from carrying out the work for which they were employed, every effort will be made to find suitable alternative employment within the Authority, taking into consideration the medical circumstances and ability of the employee; appropriate training will also be considered.
- c) Disabled employees will be given full consideration for training, career development and promotion in the same way as non-disabled employees, in accordance with the conditions of service.

## Your application

It is important that you complete all sections of the form and that you provide full information in each section. Your application form may be submitted on line or on the paper form which should be completed in black ink or ball point or be typed to facilitate photocopying. You are asked to tabulate your experience and additionally to submit a letter setting out the main points of your application.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

Reference is made on the application form that you must disclose whether you are related to any senior officer in the Borough Council's service, to an elected or co-opted member of the Governing Body. Canvassing for appointment disqualifies.

Visits to the school are welcomed and you are invited to contact the school on 020 8300 4161 to arrange.

The **closing date** for receipt of applications is **midnight on Sunday 30<sup>th</sup> June 2019**. Interviews are expected to be held on **week commencing 15<sup>th</sup> July 2019**

Please address your application to:

V Jarvis,  
School Business Manager  
Alma Road, Sidcup, Kent, DA16 4ED  
Direct Dial No: 020 8300 4161  
E-mail: [sbm@birkbeck.bexley.sch.uk](mailto:sbm@birkbeck.bexley.sch.uk)

### **What will happen if you are offered the post...**

If you are shortlisted for interview you will receive a letter inviting you to attend an assessment day. You will be asked to bring proof of relevant qualifications, identity and right to work in the UK. We will write out to referees at this stage requesting these are returned before the interview date.

If you are offered the post, we will ask you to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children's Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Your qualified Teacher Learning and Skills (QTLS) status with the Institute for Learning, if relevant; and
- That you are medically fit to undertake the role.

### **False Information**

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.



## Job Description

### Deputy Head Teacher

We are looking for an enthusiastic and inspirational leader who can support our Head Teacher to build on our many achievements so far. Our new Deputy Head Teacher will be capable of taking on varied responsibilities with energy and passion.

We are prepared to tailor the position to ensure we find the right candidate.

This appointment is subject to the current conditions of employment of deputy head teachers contained in the School Teachers' Pay and Conditions Document, the current Education Act, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

*This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.*

The post holder, in addition to the requirements of a class teacher, will be required to undertake the following areas of responsibility and key tasks:

#### **Strategic direction and development of the school**

In cooperation with, and under the direction of, the head teacher:

- support the vision, ethos and policies of the school and promote high levels of achievement;
- support the creation and implementation of the school improvement plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it;
- support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work;
- support the evaluation of the effectiveness of the school's policies and developments with particular emphasis on the School Self Evaluation Form;
- ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement;
- enable the views of both parents and children to be heard and considered;
- promote opportunities for networking with other schools.

#### **Teaching and learning**

- develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
- take responsibility for the development and monitoring of a curriculum area(s) or whole school curriculum aspect(s), as agreed from time to time;
- support the head teacher in the monitoring of the quality of teaching and children's achievement including the analysis of performance data;
- support the head teacher in developing links with parents, other schools, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.

#### **Leading and managing staff**

- support the head teacher in developing positive working relationships with and between all staff and provide and sustain motivation;
- lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;
- support the head teacher in the implementation of the school's performance management policy.

#### **Effective deployment of staff and resources**

- support the head teacher in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- manage the school effectively in the absence of the head teacher;
- support the head teacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met;
- work with the head teacher and governors in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

### **General**

- act as "critical friend" and provide effective professional challenge and support to the head teacher;
- provide information and advice to the head teacher and governing body and support proper accountability processes throughout the school;
- promote equal opportunities within the school and seek to ensure the implementation of the school's equal opportunities policy;
- take on specific tasks related to the day to day administration and organisation of the school;
- take on any additional responsibilities which might from time to time be determined;
- responsibility for behaviour policy and practice across the school, ensuring consistency of approach.

### **Specific responsibilities**

- carry out Designated Safeguarding Lead duties;
- lead on and use rigorous analysis of assessment and data to raise standards;
- take on specific tasks related to the day to day administration and organisation of the school;

### **School specific responsibilities and tasks:**

- take on any additional responsibilities which might from time to time be determined.

*This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.*



**Person Specification**  
**Deputy Head Teacher**

	<b>Essential</b>	<b>Desirable</b>
Qualifications/ Education	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH</li> <li>• Leadership accreditation</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Excellent teaching performance (KS1 &amp; KS2)</li> <li>• Experience of leading a successful initiative across all primary year groups</li> <li>• Experience of working with school governors, other agencies, parents and the community</li> <li>• Evidence of a commitment to personal professional development over the last two years</li> <li>• Leadership experience</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in EYFS, KS1 and KS2</li> <li>• Mentoring of both NQTs and more experienced teachers</li> <li>• Planning and delivering assemblies</li> <li>• Managing support staff, with experience as a team leader in the performance management process</li> <li>• Assistant Headship experience</li> </ul>
Knowledge & Understanding	<ul style="list-style-type: none"> <li>• A clear understanding of strategies for improving the quality of teaching and learning in primary schools across all phases, including the EYFS</li> <li>• Proven ability to analyse data, evaluate performance and plan for improvement</li> <li>• Demonstrable knowledge of a range of effective classroom and behaviour management strategies</li> <li>• Implement and monitor measures that promote and ensure safeguarding of children</li> <li>• An understanding of the need to utilise school resources effectively, with an awareness of best value principles</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth knowledge of a core curriculum area or strategy</li> <li>• Experience of EYFS</li> <li>• Clear understanding and experience of delivering high quality provision of SMSC</li> <li>• Knowledge of the expectations within the revised Ofsted Framework 2019</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Teaching skills assessed to be frequently outstanding, with pupil progress data to support this judgement</li> <li>• Ability to set high and clear expectations and hold others to account for their performance, delivering clear messages to ensure (at least) good pupil progress</li> <li>• Good organisational skills with the ability to prioritise work and meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrable coaching/mentoring skills to support the development of other staff</li> <li>• Ability to lead school based INSET and parent information meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective communication skills, in order to meet the needs of different situations and audiences across the school and wider community</li> </ul>	
Personal Characteristics	<ul style="list-style-type: none"> <li>• Ability to create a positive team spirit, delegating and negotiating when necessary and resolving conflict sensitively</li> <li>• Demonstrates creativity, enthusiasm and a keenness to embrace new ideas and challenges</li> <li>• Works well as part of a team while being flexible, approachable, caring and empathetic</li> <li>• Commitment to improving parental involvement</li> <li>• Commitment to make learning fun, good sense of humour</li> </ul>	

## **BIRKBECK PRIMARY SCHOOL**

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