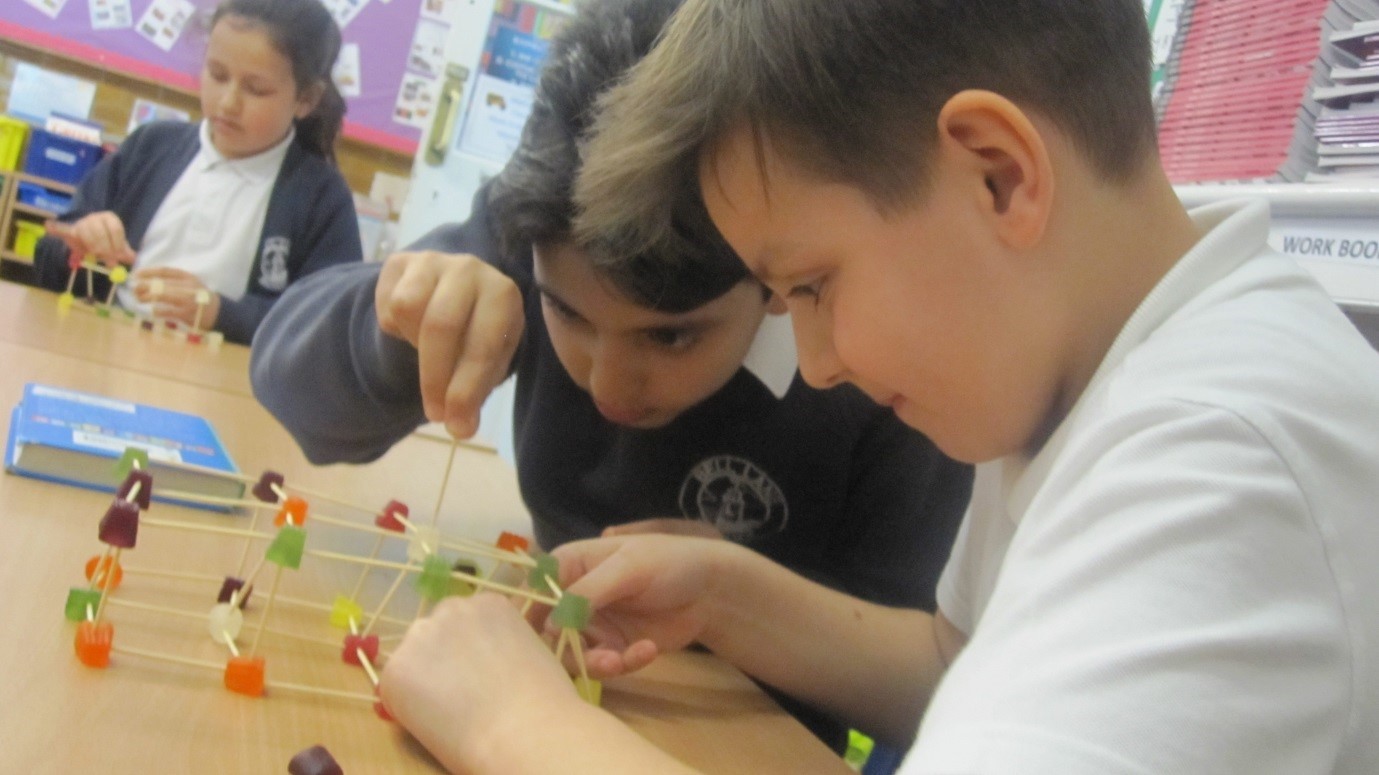
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**Bell Lane Primary School and Children’s Centre**



A VALUES BASED SCHOOL

**Deputy Head teacher**

# Candidate Information

Bell Lane Primary School and Children’s Centre

# Background

Bell Lane is characterised by the rich cultural and ethnic mix of its intake. Over 400 pupils and over forty teaching and non-teaching staff represent all five continents with about 50 different languages spoken.

#### “We have teachers that are hardworking, dedicated and helpful. In Bell Lane,

*we always try our best and strive for excellence.”*

The School Council

Bell Lane has a diverse intake. We have a high percentage of children with English as an additional language and high levels of mobility and disadvantage. We are proud to serve a multi-faith local community.

We are ambitious for all our children and believe that our emphasis on high quality teaching is a key feature of our success. We spend a great deal of time ensuring that as teachers we are well prepared and continuously learning and enhancing how we teach in order to extend our pupils. Throughout our curriculum, our pupils enjoy a wide range of enrichment activities which serve to enhance their depth of learning.

Our Edwardian building is full of history and our sports centre offers space for physical activity. Our Children’s Centre is a well-respected and important part of the community. It serves a diverse range of families, many of whom go on to join the school. We have provision for two year olds, which alongside the services offered by the Children’s Centre, further supports families in the community.

Our ethos

Governors, staff, parents and carers at Bell Lane are committed to making our school a safe, secure and positive learning environment. Our aim is to nurture and develop our children as confident and resilient young people, encouraging them to develop their full potential in readiness for secondary education.

Our goal is that all of our children will build the necessary skills and knowledge to allow them to confidently access the next stage in their academic journey, eventually progressing to higher education and full participation in our democratic society.



About the role

This is an exciting time to join Bell Lane! We are looking for a remarkable Academic Deputy Headteacher to join our Pastoral & Inclusion Deputy, Headteacher and School Business Manager to complete our dynamic leadership team. As Deputy Headteacher you will share our vision and bring a restless and infectious determination to making sure that we do not miss any opportunities to improve the life chances of all the children at Bell Lane.

You will share our values and support and drive the next phase of our development building on the rapid improvements made over the last year. You will have a real understanding of what outstanding learning looks like and the ability to nurture our team and raise standards of learning to enable our children to confidently access the next stage in their academic journey.

Our children are eager to earn, our staff are committed, our parent body is supportive, and we have a Governing Board that is rapidly improving.

Bell Lane Primary School has all the ingredients to become an outstanding school at the centre of its community. Our new Deputy Headteacher will work tirelessly as part of our team to make that happen.

Bell Lane Primary School and Children’s Centre

Our Vision

**B E L I E V E**

At Bell Lane Primary School, at the heart of everything we:

**B**uild a safe environment

*to help us***E**ngage in our education

*to help us*

**L**earn that we can shape the world

*because***I**ndependent thinking requires collaboration

*to help us*

**E**xcel in our work, aiming high

*to help us***V**alue everyone’s differences

*because*

**E**ducation will support our future generation.

We **believe** in everyone being a learner, including our teachers. If you ​**believe**​ in me, I ​**believe**​ in you.

Value of the month

As school staff, volunteers and visitors we focus on:

* showing **unconditional positive regard** for children and one another;
* being publicly **upbeat, positive and optimistic**;
* valuing **every adult working as a ‘teacher’**;
* being **role models** – there are no bystanders; everyone has high expectations.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | September | Respect | | October | Responsibility | | November | Resilience | | December | Reflection | | January | Integrity | | February | Friendship | | March | Empathy | | April | Perseverance | | May | Determination | | June | Thoughtfulness | | July | Fairness | | August | Love | |

Bell Lane Primary School and Children’s Centre

# **Our Requirements**

Deputy Head teacher

Key Priorities for 2020-21

* Improve the quality of teaching, learning and assessment through effective leadership
* Provide a curriculum that reflects the vision and values of the school.
* Develop pupils behaviour so that they have high levels of respect for others and feel confident within themselves.
* Provide meaningful opportunities for pupils to develop their talents and interests.
* Strengthen and empower leaders and managers at all levels (including governors and middle leaders) to provide a clear, strategic vision based on the school’s drive that achieves high standards and an uncompromising, highly successful drive to improve pupils’ achievements.

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**Bell Lane Primary School has all the ingredients to become an outstanding school at the centre of its community.**

Salary Leadership L8-L13

Start date: September 2021

We are seeking to appoint an energetic, innovative leader to join our friendly and forward-thinking team. The successful candidate will be an inspirational practitioner with proven leadership skills, who is confident to make independent decisions. You will work in partnership with the Headteacher to promote and manage all aspects of the school’s performance.

If you:

* always strive for high expecta- tions
* are an excellent, first-class

teacher

* are committed to the achieve- ment of high standards by all pupils
* share a passion for a creative and exciting curriculum that inspires and motivates children
* are a great team player, able to lead, inspire and motivate staff and children
* share a commitment to a values

A picture containing person, indoor, working

Description automatically generated-based nurture-driven approach

* are an innovative, independent and strategic thinker with vision and fresh ideas
* have good organisational and management skills
* **A picture containing person, athletic game, sport, floor

  Description automatically generated**can uphold our happy, positive learning environment.

We can offer:

* enthusiastic, happy children, who are keen and eager to learn
* a commitment to developing

your leadership skills

* a dedicated and enthusiastic staff team
* high quality professional development opportunities
* parents who work as partners with the school for the benefit of their children
* a supportive and hard-working governing body.

# **Job Description**

## Main purpose of the role

* Support the Headteacher in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school
* Support the Headteacher in ensuring that financial management and administrative procedures in school support its vision and aims
* Support the Headteacher in the management and organisation of the school accommodation to ensure that it meets the needs of the curriculum and health and safety regulations
* Support the Headteacher in the production, implementation, monitoring and review of policies adopted by the School Governing Body
* Support the Headteacher in the production, implementation, monitoring and evaluation of a school improvement plan which identifies priorities and targets for ensuring that pupils make progress and achieve high standards, and increasing teachers’ effectiveness
* Lead in an overview of the curriculum across the primary range to support and complement the skills and expertise of the Headteacher
* Work with the Headteacher and governors to recruit staff of the highest quality.
* Take full responsibility for the school in the absence of the headteacher
* Under the overall direction of the headteacher play a lead role:
* in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
* be responsible for the standards and assessment of all pupils including monitoring of progress towards achievement
* proactively manage staff and resource
* Carry out the professional duties of a teacher as required
* Take responsibility for child protection issues as appropriate
* Take in responsibility for promoting and safeguarding the welfare of children and young people within the school as required
* Support the Headteacher in the deployment, supervision and welfare of all staff
* Support the Headteacher with the discipline and pastoral care of all pupils
* Report to the Head teacher and Governors as appropriate

## Roles and Duties

**Shaping the future**

* In partnership with the headteacher and governors establish and implement an ambitious vision and ethos for the future of the school
* Play a leading role in the school improvement and school self-evaluation planning process
* In partnership with the headteacher manage school resources
* Devise, implement and monitor action plans and other policy developments
* Lead by example to motivate and work with others
* In partnership with the headteacher, lead by example when implementing and managing change initiatives
* Promote a culture of inclusion within the school community where all views are valued and taken into account

**Leading teaching and learning**

* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
* Work with the headteacher with the timetable design across the school to ensure all pupils access a broad , balanced and differentiated national curriculum
* Work with the headteacher to raise standards through staff performance management
* Lead the development and delivery of training and support for staff
* Lead the development and review of all aspects of formative and summative assessment, including recording and reporting, assessment for learning and evaluation of data to support teaching and interventions
* Ensure excellent teaching in school, including through training and development for staff
* Work in partnership with the headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
* With the headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school for all pupils, including monitoring to ensure consistency and quality
* Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
* Establish a culture of ‘open classrooms’ as a basis for sharing best practice
* Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
* Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
* Ensure through leading by example the active involvement of pupils and staff in their own learning

**Developing self and others**

* Support the development of collaborative approaches to learning within the school and beyond
* Organise and support the induction of staff new to the school and those being trained within the school
* Act as an induction co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate
* Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the headteacher
* Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
* Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
* Work with the headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management
* Lead the annual appraisal process for all identified support and teaching staff
* Identify emerging talents, coaching current and aspiring leaders
* Hold all staff to account for their professional conduct and practice

**Managing the organisation**

* Support in the day to day management of the school
* Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
* Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
* Working with the headteacher, undertake key activities related to professional, personnel/HR issues
* Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
* Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
* Be a proactive and effective member of the senior leadership team
* Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
* Organise all cover within the school. This will involve:
  + Organising the cover of absent / sick colleagues on a daily basis
  + Organising, in partnership with the Headteacher, long term cover arrangements: e.g. Long term sick cover, maternity leave
* Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
* Work with political and financial astuteness, translating policy into the school’s context
* To undertake any professional duties, reasonably delegated by the head teacher

**Securing accountability**

* Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school’s performance and standards
* Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
* Support the headteacher in reporting the school’s performance to its community and partners
* Promote and protect the health and safety welfare of pupils and staff
* Support in the for promoting and safeguarding the welfare of children and young people within the school

**Strengthening community**

* Work with the headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
* Develop and maintain contact with all specialist support services as appropriate
* Promote the positive involvement of parents/carers in school life
* Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
* Strengthen partnership and community working
* Promote positive relationships and work with colleagues in other schools and external agencies

**Other areas of responsibility**

* Support in the safeguarding the welfare of all children you are responsible for as the designated safeguarding lead.
* Comply with Bell Lane Primary School policies and contribute to their evaluation and development
* Contribute to the overall ethos, aims, and work of Bell Lane Primary School
* Keep abreast of current legislation and developments relating to your area of work
* Proactively seek and participate in professional development, training and other learning activities
* Participate in performance management processes
* Be a positive role model
* Attend and participate in team, department, school or SLT meetings as appropriate
* Actively contribute to the school and Bell Lane self-evaluation processes and development of future improvement plans

Carry out such duties as the Headteacher may reasonably direct from time to time

# **Person Specification**

|  |
| --- |
| **A. Qualifications and experience** |
| * Graduate level qualification or equivalent * UK Qualified teacher status * Recent experience of working successfully as a senior leader in a school * Evidence of major whole school responsibilities and experience of turning policy into effective and successful prac- tice * Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school * A clear understanding of the essential qualities necessary for effective teaching and learning * Evidence of involvement in successful whole school curriculum development. * Up to date knowledge of statutory regulations and guidance relating to the post |
| **B. Knowledge, skills and abilities** |
| Can demonstrate the ability to:   * Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement * Develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements * Lead and manage a school team/s to successfully achieve agreed goals * Be an effective team player that works collaboratively and effectively with others * Develop and deliver effective and inspirational professional development for staff (including mentoring and coach- ing as appropriate) * Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate) * Demonstrate high quality teaching strategies * Support, motivate and inspire both colleagues and pupils by leading through example * Contribute effectively to the work of the Headteacher and senior leadership team * Deal successfully with situations that may include tackling difficult situations and conflict resolution * Work successfully with a range of external agencies |
| **C. Personal & professional qualities** |
| * The ability to inspire, lead, motivate and show confidence in coaching others * A genuine enthusiasm for, and commitment to, the development of young people * Commitment to ensuring inclusion, addressing the rich social and cultural diversity within the school and surround- ing community. * The ability to develop effective working relationships with all external partners * The ability to make informed judgments and think clearly under pressure * Emotional resilience and the ability to reflect on own performance and overcome adversity * Emotionally intelligent with a positive, calm and solution focussed approach * The ability to deal with difficult situations effectively * The ability to work independently and as part of a team * A positive attitude to change * Strong personal motivation and drive, loyalty, flexibility and good sense of humour * Willing to take part in extracurricular activities |
| **D. Commitment** |
| Demonstrate a commitment to:   * Equality * Promoting the school’s vision and ethos * High quality, stimulating learning environment * Relating positively to and showing respect for all members of the school and wider community * Ongoing relevant professional self-development * safeguarding and child protection |

**Letter from the Headteacher**

Dear Prospective Deputy Headteacher,

Thank you for expressing an interest in the Deputy Headteacher role at Bell Lane Primary School.

We seek to recruit a Deputy Head teacher Academics to work closely with my Deputy Head teacher Inclusion and the Senior Leadership Team in leading and promoting high standards of achievement in all aspects of children’s development. I am looking for an inspirational practitioner with proven leadership skills, who is confident to make independent decisions.

Our children are wonderful and keen to learn. Our staff has a dual ambition for our children to achieve highly academically and explore a wide range of interests and develop a life-long love for learning. The Governors are committed to the school’s vision.

We hope that you’ll share our vision for our school and be excited about joining our team and working with our school community. Your contribution of strong and effective leadership of our staff team will ensure that they are happy and successful. Your support to my role as Headteacher will be critical through working with staff, parents, governors and the community in ensuring our school achieves the very best.

This is an important time for Bell Lane Primary School and we need the right person to take on this fantastic opportunity to support us in the progress towards becoming a good and ultimately an outstanding school. If you are enthusiastic about making a real difference and can inspire ambition and confidence in others then I urge you to apply and look forward to meeting you.

It is very important to us that you visit the school before you apply and get a feel for our ethos and ambition.

Please read the accompanying job description and specification and if you fulfil the criteria, we would be delighted to receive an application and hear from you. To apply, be succinct and clear, giving real examples of your work and the impact it made on children’s learning, specify the outcomes and tell us about your successes. Address each point of the personal specification in order, labelling them.

Thank you for taking the time to consider this Deputy Headteacher post and I look forward to meeting you.

Best wishes,

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Miss Harsha Patel

Headteacher

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Bell Lane Primary School and Children’s Centre

|  |  |
| --- | --- |
| **Key school facts and statistics** | |
| **Type of School** | Two form entry community primary  A 52 place nursery (am and pm) and  12 place Fee2 provision (pm only) |
| **Age range** | 2 – 11 |
| **Denomination** | Community |
| **Co-educational or single sex** | Co-educational |
| **Number of children** | 407 |
| **Schools Awards** | Healthy School Awards, Stonewall School Champions, Every Child a Reader,  White Rose Math's  Ruth Miskin – Read Write Inc,  Stars 2018 – Gold Level accreditation |
| **Number of teaching staff** | 20 |
| **% of children eligible for the Pupil**  **Premium Grant** | % |
| **% of children with EAL** | % |
| **% of children with SEND** | % |
| **EYFS results (2019)** | Overall GLD = 71% Reading – 76%  Writing – 71%  Number – 84%  Shape, Space and Measure – 82% |
| **Key Stage 1 results (2019)** | Phonics = 85%  Reading – 72%  Writing – 67%  Maths – 76% |
| **Key stage 2 results (2019)** | Reading – 74% Greater Depth – 6% Writing - 68% Greater Depth -12% Maths - 86% Greater Depth - 32%  SPAG - 84% Greater Depth – 42% |

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Bell Lane Primary School and Children’s Centre

# Application

##### Selection process and how to apply

Completed application forms must be received by the deadline stated in the timetable below. You must complete

the London Borough of Barnet Application Form which accompanies this Brochure and return it to the school office by post or email [office@belllane.barnetmail.net](mailto:office@belllane.barnetmail.net) **marked FAO Miss Harsha Patel, Headteacher**

##### Recruitment timetable

|  |  |
| --- | --- |
| **Visits to the school** | **Thursday 22nd April 10am and 1:30pm; Tuesday 27 April 10am** |
| **Deadline for applications:** | **Wednesday 5th May 2021 at noon** |
| **Shortlisting:** | **Thursday 6th May 2021** |
| **Candidates notified regarding interviews:** | **Friday 7th May 2021** |
| **References obtained:** | **Before interviews** |
| **Interviews:** | **Thursday 13th May 2021** |

###### Completing your application

You are asked to complete all the standard information required on the application form and are advised to be succinct and clear, giving real examples of your work and the impact it made on children’s learning, specifying the outcomes and telling us about your successes. Address each point of the personal specification in order, labelling them. If providing additional pages or information, you should ensure it is clearly labelled.

###### Visits to the school

Visits to the school are encouraged and can be arranged by contacting Cara Demetriades (SBM) on 020 8203 3115 or cdemetriades@belllane.barnet.sch.uk. For an informal discussion about the post please contact Harsha Patel, Headteacher on the number above.

###### Shortlisting process

The shortlisting process will take place on **Thursday 6th May 2021**. Shortlisted candidates will be notified on **Friday 7th May 2021** and given more details. Please ensure that your preferred means of urgent contact (phone, mobile phone or e-mail) is clearly identifiable on the application form, so that your confidentiality is maintained.

###### References

Candidates are advised that references will be taken up immediately after shortlisting. You are asked to ensure that your referees are warned of the need to respond within the timescale set. In all cases at least one professional reference is required. The post will be offered subject to satisfactory completion of pre-employment checks.

###### Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

*Bell Lane Primary School and Children’s Centre is committed to safeguarding and promoting the welfare of children. We expect all staff, volunteers and visitors to share this commitment. This post is subject to an enhanced DBS check.*