

**Deputy Headteacher Candidate Pack
for Ethos, Culture and Inclusion
Brentwood County High School**



Osborne
Co-operative Academy Trust

Welcome Letter

DEPUTY HEADTEACHER – Ethos, Culture and Inclusion

Dear Candidate,

Thank you for your interest in the post of Deputy Headteacher at Brentwood County High School with responsibilities for Ethos, Culture and Inclusion. The successful candidate will be part of a forward thinking, innovative school Leadership Team. As a Deputy Headteacher at Brentwood County High School, you will work in partnership with the Headteacher and the School Leadership Team to raise academic standards and remove barriers to learning.

Due to increasing student numbers, Brentwood County High School is on a journey of improvement and is seeking to appoint additional staff. Following our “Good” Ofsted rating in June 2022, demand for places in Year 7 and Year 12 has been rising. In February 2024, we opened the final stage of our £27 million DFE heritage building project. This provides new state-of-the-art learning environments including new science, sporting, technology, and art facilities whilst also retaining the character of the original school buildings that date back over a century.

BCHS is a Co-operative Academy which is firmly rooted in serving our community. We are proud to be an inclusive co-educational comprehensive school where we recognise that success for young people is built on firm foundations of trust, respect, care and hard work. We measure our success by much more than exam results as we recognise that such data tells only a part of the story of each of our young people. BCHS is already a great place to teach and learn. Our pupils are motivated and highly engaged by a dynamic learning environment, with a wide range of leadership and enrichment activities help to encourage a spirit of co-operation, aspiration and joy for pupils.

We are looking for a hardworking, ambitious and dynamic individual to join BCHS. Successful candidates will be part of a team of dedicated professionals. You will need to be flexible and adaptable to the needs of a growing school. Our staff team is a warm, welcoming and hardworking group, with staff wellbeing high on our agenda. As a Trust, we recognise the value of, and seek to achieve a diverse workforce. We welcome applications from all backgrounds. Please refer to our recruitment and selection policy statement (www.osborne.coop/working-with-us) for more information.

We hope you feel your skill set makes you a good fit for this exciting opportunity and I look forward to receiving your application.

Yours sincerely,
Sharon Jenner
Executive Headteacher for Secondary Education
Osborne Co-operative Academy Trust



The benefits of working with us

We understand that our employees are our greatest asset. We are dedicated to providing our staff with benefits that include a professional development process and continued professional development opportunities both within the school and across the trust, access to online training and supporting the NPQs through the Apprenticeship Levy as well as competitive salaries, generous annual leave, two-week autumn half term, recognition of continuous service and fully subsidised access to the Employee Assistance Programme. We also offer a relocation package of up to **£8,000** for new employees **renting** or **buying** a property

We also recognise the importance of work-life balance and offer flexible working arrangements, including part-time and job-sharing options as well as internal opportunities to support employees to have better working lives. Our commitment to our employees' wellbeing extends to offering individual support and counseling services through our Employee Assistance Program and a supportive work environment that fosters teamwork, open communication, and recognition for a job well done. We believe that by investing in our employees' professional and personal growth, we are investing in the future of our pupils and our community as a whole.



“ *Brentwood County High School is like a community. The support and career development they have offered me is second to none. There is no other trust like it. I can't do my job without their help. I love it!*

Helen Neale, Safeguarding Officer and Well-being Manager Brentwood County High School

Our Cooperative Values



At Brentwood County High School, we live our Cooperative values daily, showing how we help people to help themselves. To take responsibility and ownership for our actions, to strive to give our members a voice in the way we run our organisation. Members will have equal rights and benefits, all members will be treated justly, fairly, and aim to support each other.



Equality



Self- Help



Equity



Solidarity



Democracy



Self Responsibility

“ *The Osborne Trust values aren't just a set of words; you will see and feel these values in our schools. Collaboration and peer review are integral parts of our school improvement strategy as we strive to fulfil the potential of all our students*
Sharon Jenner, Executive Headteacher for Secondary Education

About Brentwood County High School



I am delighted to extend a warm welcome to you as the Headteacher of Brentwood County High School. At Brentwood County High School, we take immense pride in being an inclusive school that nurtures and supports every student on their educational journey.

We firmly believe in the power of education to transform lives, and we hold high expectations for all our students. Our dedicated team of educators and staff are committed to providing a safe, stimulating, and supportive environment that enables each student to reach their full potential.

I am especially proud to share with you that in June 2022, we were recognised as a good school by Ofsted. This achievement is a testament to the hard work and dedication of our entire school community, including our exceptional students, talented staff, and supportive parents. It reflects our unwavering commitment to providing a high-quality education that prepares our students for their future endeavor's.

At Brentwood County High School, our core values are the foundation of everything we do. They are ingrained in our everyday life and shape our interactions, decisions, and policies. Our values consist of self-help, self-responsibility, democracy, equality, equity, and solidarity. We believe in empowering our students to take ownership of their learning, fostering an inclusive and respectful community, and promoting democratic principles that encourage active participation.

We strive to create an environment where each student feels valued, respected, and supported. Through our inclusive practices, we celebrate diversity and champion equality and equity. We firmly believe that every student has unique strengths and talents, and it is our responsibility to help them discover and develop these gifts.

I encourage all students to embrace the opportunities that lie ahead. Be curious, be ambitious, and be resilient. Together, let us create a vibrant learning community that inspires excellence, encourages collaboration, and nurtures compassion.



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Brentwood County
High School



Knowledgeable and dynamic Trust with supportive governors, with a robust understanding of education



Motivated and polite pupils, who have a strong voice in the school with diversity champions and student parliament



Staff are aided by extensive and wide-ranging in-house support and coaching, by dedicated and helpful colleagues



Our people are at the heart of our success. We have developed a strong culture of cooperation and best practice, with professional development and career planning at its centre. We invest in all of our staff with support, coaching and mentoring

“ At Brentwood County High School, our vision is to empower every student to make continuous progress from their unique starting point. We strive to cultivate an environment that fosters academic growth, personal development and the acquisition of essential life skills.

Through a focus on the cooperative values our goal is to ensure that though our school community all students work together to flourish. This will ensure that each student can leave Brentwood County High as a well-rounded individual, equipped with the knowledge, character and confidence to navigate the challenges of the future successfully.



**Parvis Rahman, Headteacher
Brentwood County High School**

**Proud to be
GOOD**

"Pupils are proud of their school. They appreciate and benefit from the many positive changes that have taken place in recent years."



"Pupils understand and live up to the trust's core values. For example, they readily demonstrate 'self-help' when facing difficult tasks in lessons. Pupils have also shown admirable resilience in learning in the face of the challenges presented by the school's large building project. Many pupils proudly take up positions of responsibility. Students in the sixth form make many positive contributions to school life such as reading with younger pupils."



"Pupils have high aspirations for themselves and each other. They know that learning and doing well are important. Pupils work hard to achieve high levels of success. Lessons are calm and purposeful."

Ofsted
Good School

"The school is a caring environment where pupils' well-being is a top priority. If pupils feel worried about any aspect of their lives, they know that staff are willing and able to help. Bullying is not common."



**Brentwood County
High School**



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Post: DEPUTY HEADTEACHER

Ethos, Culture and Inclusion



- To support and nurture our strategic focus on Equality, Diversity and Inclusion (EDI). Ambition to achieve excellence in delivering an inclusive education.
- Be an ambitious and effective leader who can deputise for the headteacher on an operational basis.
- Lead and develop a culture of high expectations, ensure that it is consistently applied across the school to secure outstanding outcomes for all students, recognising that all students are unique and have different starting points. To ensure learning strategies are adapted to meet the needs of all our students.
- Promote a positive ethos to ensure student progress.
- Model through example, high expectations and a positive culture for both students and staff.
- Embed the trauma perceptive practice (US approach) across all areas of the school.
- Lead on the school's behaviour curriculum to ensure that the school creates a safe, calm, orderly and positive environment. This will allow all students to feel safe, valued, heard and achieve their potential. To ensure strategies and systems promote and secure exemplary standards of behaviour for learning throughout the school community.
- To ensure that all students are recognised for their achievements, academic and other. Rewards and recognition are used to support the school values of Community, Love of Learning and Character.
- Lead on the implementation, monitoring and evaluation of the Personal Development curriculum including an effective SMSC provision, which supports the students to be global citizens. In collaboration with the Deputy Headteacher 6th Form, ensure inclusion and progress for all, at each key stage by offering a broad provision which is accessible to all and supports high aspirations.
- Ensure students have opportunities for leadership in all key stages.
- Ensure that form time is used appropriately and effectively.
- Lead and promote school enrichment and extracurricular activities.
- To lead safeguarding across the whole school, as the Designated Safeguarding Leader which includes but is not limited to:
 - Further embedding the positive culture of safeguarding.
 - Overseeing safeguarding procedures and processes across the school including the effective use of CPOMS.
- Monitor safeguarding meetings.

Post: DEPUTY HEADTEACHER

Ethos, Culture and Inclusion



- Lead and develop pastoral leadership at all levels, leading and monitoring Head of Year improvement plans, delivering training where required. Promote collaborative working, engaging with external agencies to ensure inclusive practice.
- Lead and further develop a student mental health/wellbeing strategy engaging with various stakeholders.
- To liaise with the Educational Welfare Officer (EWO) and monitor the implementation of a high-quality strategy to secure good attendance.
- Lead on, and further develop, the Alternative Provision including the development of a curriculum within a curriculum and effective external provisions.
- Lead school representation at the local Behaviour and Attendance Panel.
- Lead the Assistant Headteachers and other members of the SLT as directed by the headteacher.
- Effectively line manage curriculum areas as directed by the headteacher.
- Lead on school improvement strategies relating to ethos, culture and inclusion as well as supporting Trust initiatives.
- Engage effectively with our internal and external school community to deepen a sense of partnership.
- Oversee effective induction of new students including primary transition and mid-year admissions.
- Be responsible for the development and review of all school policies relating to ethos, culture and inclusion.

Job Description

**Leadership range 21 to 25 £78,507 to £86,450
depending on experience**

Post: Deputy Headteacher

Salary: Leadership Range 21-25

Responsible To: Headteacher

Responsible For: Ethos, Culture and Inclusion

Purpose of Job:

To lead and develop inclusion, safeguarding and a restorative approach to behaviour which positively the Headteacher in formulating the aims and objectives of the school, establishing the school and trust policies through which they shall be achieved. Managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

Introduction: The Deputy Headteacher will have delegated responsibilities which are both school wide and of considerable weight. This will be in addition to carrying out the professional duties of a Leader.

Specific Responsibilities:

To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school.



Key Responsibilities

1. Core Purpose and Accountability

1.1. Establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

1.2. Undertake the professional duties of the Deputy Headteacher reasonably delegated to you by the Headteacher.

1.3. Undertake the professional duties of the Headteacher, in the event of their absence from the school.

1.4. In partnership with the Headteacher and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school.

1.5 To provide professional leadership and management of school development plan priorities.



2. Generic/Teachers

2.1. You are to carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Brentwood County High School.

2.2. To facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.

2.3. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards and are expected to uphold and promote the school's aims and values.

2.4. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.

2.5 All staff will take an active role in the School Self Evaluation process. As Deputy Headteacher you will be expected to be part of the school improvement team and help develop the School Self Evaluation process.

2.6. All staff are expected to actively undertake professional development through keeping abreast of the latest developments in schools by thinking, reflection, coaching and mentoring, self-evaluation and peer reviews.





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3. Professional Development Process (PDP)

3.1. To undertake annual professional development process (PDP), setting and agreeing targets linked to school development plan priorities with the Headteacher.

4. Key Areas

4.1. Impact on Educational Progress:

- a. Support the Headteacher in: Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all Demonstrating the vision and values of the school in everyday work and practice Motivating and working with others to create a shared culture and positive climate.
- b. Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self-evaluation policy.
- c. Create subject curriculum development plans which contribute positively to the achievement of the School Improvement Plan, and which actively involves all staff in its design and execution.
- d. Develop and implement policies and practices for the curriculum area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies.
- e. Promote high expectations for progress and attainment.
- f. Establish short, medium and long-term plans for the development and resourcing for the specific areas of responsibility.





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g. Monitor the progress made in achieving subject/area plans and targets and evaluate the effect on teaching and learning.

h. Work with outside agencies and stakeholders to inform future action.

4.2. Leading learning and teaching, developing, and enhancing the teaching practice of others:

a. Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.

b. Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning.

c. Develop whole staff, phase teams and individuals to enhance performance. Undertake coaching and mentoring plan, organise and deliver staff meetings, where necessary bringing in outside speakers to keep abreast of the latest developments in the area and disseminate information effectively to other members of staff.

d. Plan, delegate and evaluate work carried out by team(s) and individuals

e. Create, maintain and enhance effective relationships.

f. Recruit and select teaching and support staff.



4.3. Securing Accountability

a. Work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors, Trust and OFSTED; ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community.

Develop a school ethos which follows the Trust values and enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

Work with the Local Governing Body and Trust (providing information, objective advice and support) to enable it to meet its responsibilities.

Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Trust, governors, parents and carers.


Reflect on personal contribution to school achievements and take account of feedback from others.

b. Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets.

c. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.

d. Provide guidance on a choice of teaching and learning methods / strategies including:

Coaching and mentoring; modelling and demonstrating excellent teaching practice. Act as a consultant for other staff. Undertake shared planning and team teaching. In line with Trust expectations for implementing systems for recording individual pupil's progress.

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- e. Evaluate the quality of teaching and standards of achievement, setting targets for improvement.

4.4. Resource Management

- a. Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation
- b. Work with the Headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- c. Oversee and evaluate the subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.
- d. Secure and allocate resources to support effective learning and teaching within the subject area(s)
- e. Monitor and control the use of resources and budget according to the school's and trust's agreed financial procedures.

4.5. Developing Self and Working with Others

- a. Work with the Headteacher to build a professional learning community which enables others to achieve.
- b. As an SLT Link, support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
- c. Be committed to your own professional development.



d. Implement successful performance management processes with allocated team of staff Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

e. Build a collaborative learning culture within the school and actively engage with other schools within the Trust and outside to build effective learning communities.

f. Acknowledge the responsibilities and celebrate the achievements of individuals and Teams.

g. Develop & maintain a culture of high expectations for self and others.

h. Regularly review own practice, set personal targets and take responsibility for own professional development.

4.6. Achievement of Pupils

a. Evaluate analysis of data to identify barriers to learning and suggest ways to address these.

b. Monitor the progress of pupils throughout the year, identifying gaps and any underachievement alongside middle leaders (through classroom learning visits, book scrutiny, discussion with pupils, teachers and leaders).

4.7. Strengthening Community

a. Work with the Headteacher to engage with the internal and external school community to secure equity, equality and entitlement.



b. Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.

c. Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

5. Assessment

a. Develop and maintain a whole school approach to assessment and target setting.

b. Analyse assessment data from a variety of sources to inform whole school planning and resourcing.

c. Present assessment data to a range of stakeholders.

d. Develop ways in which parents can be informed about attainment.

e. Evaluate analysis of data to identify barriers to learning and suggest ways to address these.

f. Monitor the progress of pupils throughout the year, identifying gaps and any underachievement (through book scrutinises, planning checks, observation, discussion with pupils etc).

g. Organise Performance Management Review meetings and evaluate outcomes.

h. Work with a range of staff to analyse assessment data.



i. Contribute to discussions with the Local Governing Body and Trust

j. Co-ordinate informal and formal assessment arrangements.

6. Duties for Deputy Headteacher

6.1. To provide professional leadership and management of a key area of the School Improvement Plan as agreed, on an annual basis, with the Headteacher.

6.2. To be responsible for behaviour policy & practice across the school.

6.3. To provide professional leadership and management of the Curriculum.

6.4. To take an active role in the Schools Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.

6.5. To lead the professional development process of a group of teachers.

Person Specification



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| REQUIREMENT | ESSENTIAL | DESIRABLE |
|----------------------------------|--|-------------------------------------|
| QUALIFICATIONS | | |
| | Degree | |
| | Qualified Teacher status | |
| | Evidence of continuing professional development | |
| EXPERIENCE | | |
| | Experience across the Secondary age range | Liaison with external agencies |
| | Proven record of successful classroom teaching | |
| | Proven record of successful experience as Assistant Headteacher or Deputy Headteacher | |
| | Good ICT skills and knowledge to enhance teaching and learning through the identification, evaluation, adoption, and integration of effective education technology innovations into the curriculum | |
| LEADERSHIP AND MANAGEMENT | | |
| | Proven leadership and management skills | Project management experience |
| | Demonstrable excellent supervisory, administrative, communication and interpersonal skills | Knowledge and Understanding of GDPR |
| | Understand the Co-operative values and work effectively as part of the Trust | |
| | A clear vision of excellence in Secondary education | |
| | A proven ability to raise educational standards and a commitment to high standards of achievement | |
| | Understanding of school improvement and basic budget preparation | |
| | Understanding of the strategic role of the Governing Body and ability to work effectively with Governors | |
| | Ability to delegate, monitor and evaluate information | |
| | Evidence of good working relationships with parents and the wider school community | |
| | Highly visible in and around the school | |
| | Experience of professional development process of both teaching and support staff | |
| | Commitment to the continuing professional development of all staff | |
| | Ability to lead by example and inspire others to achieve positive results | |
| | Ability to initiate and manage change sensitively in pursuit of strategic objectives | |
| | A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures | |

Person Specification

Continued

| REQUIREMENT | ESSENTIAL | DESIRABLE |
|--|---|--|
| KNOWLEDGE AND SKILLS/ TEACHING AND LEARNING | | |
| | <p>Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation</p> <p>Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these</p> <p>Demonstrable knowledge and understanding of education technology and its use across the curriculum</p> <p>Commitment to inclusion and equality of access to educational provision for all children</p> <p>Demonstrable knowledge and understanding of safeguarding and Online Safety regulations, principles and resources</p> <p>An understanding of consistent approaches to behaviour management</p> <p>Demonstrable knowledge and understanding of productivity software such as Office 365 and Gsuite</p> <p>Demonstrable knowledge and understanding of education technology associated with CPD, such as LMS, Video based professional learning and social media</p> <p>The ability to identify user needs (teachers, students, management and administration), analyse, logically organise the information and come up with a variety of solutions including appropriate training resources.</p> <p>Clear understanding of what is effective teaching and learning</p> <p>A high regard for the personal achievement of each child</p> | <p>Innovative and creative approach to teaching and learning</p> |
| PERSONAL QUALITIES | | |
| | <p>Strong interpersonal and communication skills</p> <p>Engage effectively with staff, children and the community</p> <p>Desire to promote respect between children, staff, parents and governors</p> <p>A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines</p> <p>Ability to recognise and utilise staff strengths</p> <p>Ability to build, support, motivate and work as part of a high performing team</p> <p>Ability to inspire children</p> <p>Resilient, hardworking and calm in a crisis</p> <p>Lead by example in extra-curricular activities</p> | <p>Have a good sense of humour</p> |






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How to apply

Please complete the application form on our website

If you wish to discover more about this exciting opportunity, or need any further information or would like to have an informal discussion, please contact Sharon Jenner Executive Head Teacher of Secondary Education for the Osborne Co-operative Academy Trust on s.jenner@osborne.coop or you can speak to our HR Director Louise Guy on l.guy@osborne.coop or call our recruitment helpline on **01375 648936**

-  **Closing date: Monday 15th April**
-  **Shortlisting: Wednesday 17th April**
-  **Interviews: Wednesday 24th April**



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