



CANDIDATE PACK FOR POST OF  
DEPUTY HEADTEACHER  
OUTER LONDON LEADERSHIP SCALE (L22-26)  
START DATE September 2018



## LETTER FROM THE HEADTEACHER

**DEAR COLLEAGUE,**

Thank you for your interest in the post Deputy Headteacher in our very successful and popular multicultural community school. The school since 2015 has undergone an expansion programme to become ten form entry, and by 2019 will have 1900 students on roll. This post has arisen to; meet the needs of our expanding and ambitious school, and ensure our continued success in providing the highest quality of education within excellent facilities and a supportive and respectful school community.

At Oaks Park, our child-centred philosophy puts every child achieving their potential as the ambition for the school, but most importantly strives to enable every child to believe that success is for everyone. Traditional values underpin everything that we do. Students are expected to display the highest standards of behaviour and show respect for themselves, others and the world around them. Developing positive relationships and taking pride in all aspects of school life are essential ingredients that make Oaks Park High School special.

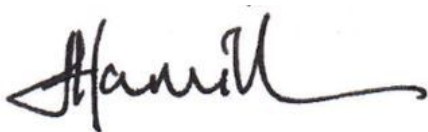
This is an exciting time for Oaks Park. You would be joining a highly focused, reflective and courageous senior leadership team, who support a motivated and very capable middle leadership team. Together they lead staff and students to be the best they can be. We are ambitious for our school, students and staff, and fully understand and model the behaviours expected to enable all in the community to thrive.

Oaks Park is looking for a future Deputy Headteacher who relishes the challenges of school improvement to make a positive difference to the lives of young people and society, who can demonstrate a proven track record in this, and is considering Headship in due course. Final responsibilities will be agreed considering the previous experiences and development needs of the successful candidate and the balance of responsibilities across the senior leadership team.

Visits are warmly welcomed to see the school in action and experience for yourself why we are so proud of our students and staff. Should you wish to do so then contact my PA, Linda Cutmore by email ([headteachersPA@oakspark.redbridge.sch.uk](mailto:headteachersPA@oakspark.redbridge.sch.uk)) or by telephoning the school on 020 8590 2245 x 2073.

Should our school and the opportunity to work within a high performing, ambitious and committed leadership team appeal to you, then I look forward to receiving your application.

Yours sincerely,



**Joanne L Hamill**  
**Headteacher**

# KEY INFORMATION ABOUT OAKS PARK

## BACKGROUND

Oaks Park High School is an 11-18 mixed comprehensive school situated in the London Borough of Redbridge. The school opened in September 2001 and it quickly became a popular and oversubscribed community school, it was awarded 'Outstanding' status in 2011.

In September 2015, the school expanded to ten forms of entry in Year 7. A large building programme was recently completed to accommodate this increase in student numbers. The student roll currently stands at 1747, including nearly 400 in the Sixth Form. By 2019, when the ten form entry expansion has fully rolled through, the school on current trajectories, will have over 1900 students on roll.

Oaks Park is a truly comprehensive school. We take students from a wide range of abilities and a variety of different backgrounds. Nearly two thirds of our students have English as an additional language and over a third receive free school meals. Oaks Park serves the local community with the clear majority of our students coming from the local catchment area with which we have built strong relationships with our feeder primary schools and families.

## STAFF INFORMATION

The Senior Leadership Team currently consists of the Headteacher, two Deputy Headteachers, four Assistant Headteachers and a School Business Manager. The structure and responsibilities of the team are strategically planned on meeting the priorities and needs of our expanding school. High visibility, shared decision-making, and a relentless pursuit of the highest standards in everything that we do is the cornerstone of our approach.

Oaks Park is organised into learning teams which are led by Curriculum Leaders and line managed by a member of SLT. We currently have over one hundred teachers and approximately fifty full time equivalent support staff working alongside teaching staff to support student outcomes. The school has fully embraced all aspects of workforce reform and both teaching and support staff are well supported in both their work and ambitions to develop and take on additional responsibilities as their careers progress.

## CURRICULUM STRUCTURE

The school operates a two-week timetable based on five one hour lessons per day. Considering recent national changes, we have this year moved to a three year KS4 programme. In this academic year we have a transition year and will see two year groups starting their KS4 courses at the same time (Year 9 and Year 10). This exciting development has added a new challenge for timetable construction and considerable planning has taken place to enable this to happen.

The three year KS4 enables us to continue to offer students four optional subjects from a long list to complement their studies in English, Mathematics, Science, PE and PSHE. We aim to ensure that a broad and balanced curriculum is obtained by offering a range of subjects in: Humanities; Technology; Social Sciences; Modern Foreign Languages and Performing Arts. Students also have the

option to study Triple Science. We provide a Pathways Programme which offers all students the opportunity to study the most appropriate and relevant courses for them which will enable further study in the Sixth Form, college or on apprenticeship. We also provide courses designed to support students who take a limited number of GCSEs.

## **PASTORAL CARE**

The school is divided into tutor groups, with each year group led by a Pastoral Leader and Pastoral Assistant. The Pastoral Assistant is not a teacher and is able to carry out key administrative tasks and supports the Pastoral Leader in ensuring that all students have their needs taken care of to promote their progress and achievements. There is a dedicated Year 7 Pastoral Leader who ensures the consistency of approach and transition to secondary from primary, but all other Pastoral Leaders move up through Years 8-11, which has considerable benefits for students and their care over the time they are with us.

All students participate in a house system, which is used for a variety of activities but primarily to give a sense of belonging and comradeship in our large but friendly and supportive school. The school has excellent medical facilities and employs a full-time Welfare Officer and there are two school counsellors available for consultation and advice by both students and staff.

## **SIXTH FORM**

Our Sixth Form opened in September 2006 and has grown rapidly. We now have nearly 400 students in the Sixth Form, the majority having progressed from Year 11 at Oaks Park. The Sixth Form offers a wide range of academic and vocational courses. Progression to Higher Education is excellent and performance in examinations post-16 continues to improve and achieve positive value added across the majority of qualifications. The quality of teaching, pastoral support and guidance, together with the first-class facilities have been instrumental in the rapid growth of the Sixth Form.

## **FACILITIES**

The excellent facilities are a standout feature of the school. The buildings, facilities and resources available are of a very high quality, and are well maintained and respected by all stakeholders. In January 2016 the expansion programme building works programme was completed and we took possession of the Craig Foster Building and 4G playing field. These state of the art facilities accommodate our Sixth Form provision, new facilities for PSHE, Drama, Business Studies, Media Studies and Social Sciences as well as five new Science laboratories.

As a future forward school, we have invested heavily in Information Technology and utilise it fully to support learning in the classroom, safeguarding, and wherever it can result in more efficient and effective systems to reduce staff workload. Last year we have moved to using the Google Suite of Applications for Education to improve communication and support teaching and learning with Google Classroom. Our students are confident and proficient users of ICT and regularly take part in video conferencing with other schools from across the globe.

## **PERFORMING ARTS**

Oaks Park is proud of its achievements and facilities in music and performing arts. Alongside well resourced music and drama suites, there is also a Music ICT Suite, Recording Studio and Radio Station available. The considerable facilities and focus on whole school performing arts events enables many students to enrich their educational experience and inspire a love of the arts.

## **SPORT**

Participation in sport is actively encouraged and celebrated at Oaks Park. We arrange numerous fixtures in a variety of sports and compete in a range of local and county league and cup competitions. The exceptional well-resourced facilities comprising a 4G pitch, sports hall, fitness suite gymnasium, and field all helps to generate considerable uptake and accomplishments at local and county level and are acknowledged and rewarded at our annual Oaks Park Sports Awards evening.

## **NQT AND STAFF DEVELOPMENT**

Oaks Park has an outstanding record for developing newly qualified teachers and enabling support staff to embark on teacher training courses. Over 50 of our current staff began their teaching career at Oaks Park and many of these have gone on to undertake significant areas of responsibility. We have an excellent training programme designed to support new staff through their first year and beyond.

We are part of the Seven Kings Teaching Alliance and carry out a lot of our training and continual professional development programmes within this group. Peer review is an integral part of how we keep an informed understanding of our strengths and areas for development. We regularly take part in collaborative reviews alongside other local schools and from across London to share best practice and develop leadership capacity and experiences.

A robust and supportive performance management process is in place for all staff. It serves to recognise the hard work and strengths of individuals, identify training needs to enable staff to progress in their career, and ensure as a school we are collectively working together to achieve our school priorities.

The significant size and structure of the school allows for many different roles and responsibilities to be made available for staff at all levels of experience. Talent and commitment to school development to improve the lives of the young people in our school will always be recognised and rewarded at Oaks Park.

The information provides a starting point for getting to know our school, do please consider arranging a visit to see our school for yourself by emailing [HeadteachersPA@oakspark.redbridge.sch.uk](mailto:HeadteachersPA@oakspark.redbridge.sch.uk) or by telephoning the school on 020 8590 2245 x 2073.

## JOB DESCRIPTION

<b>Job Title</b>	Deputy Headteacher	<b>Grade</b>	L22-26
<b>School</b>	Oaks Park High School		
<b>Reports to</b>	Headteacher		
<b>Job Purpose</b>			
<p>The role and responsibility of the Deputy Headteacher is to support and assist the Headteacher, Governing Body and the wider community by providing professional leadership, vision and strategic direction to promote and secure the best outcomes for our students. The Deputy Headteacher will undertake any of the Headteacher’s professional duties delegated to him/her by the Headteacher and deputise for the Headteacher as and when the need arises. The Deputy Headteacher is a member of the School Leadership Team who, under the leadership of the Headteacher, work together to:</p> <ul style="list-style-type: none"> <li>● Formulate the aims and objectives of the school;</li> <li>● Establish policies through which they shall be achieved;</li> <li>● Manage staff and resources to that end;</li> <li>● Monitor progress towards their achievement.</li> </ul>			
<b>Main Expectations of the Role</b>			
<p><b>Vision for the Future</b></p> <p>The Deputy Headteacher will contribute to our shared vision at Oaks Park; focus on improving our school at every level to achieve our priorities, improve the school experience, and inspire stakeholders to play their part. He/she will:</p> <ul style="list-style-type: none"> <li>● Demonstrate vision and and strategic planning to further improve our school to achieve our priorities across every area of school life</li> <li>● Understand and respond to the local and national context</li> <li>● Create and innovate, modelling best practice at all times</li> <li>● Inspire, involve and motivate stakeholders.</li> </ul> <p><b>Teaching and Learning</b></p> <p>The Deputy Headteacher will be ambitious in the quest to secure our students the best achievements of which they are capable of. They will lead by example and role model effective auditing of standards and use of research to identify highly effective pedagogy to improve the outcomes achieved by our students. He/she will:</p> <ul style="list-style-type: none"> <li>● Set and demonstrate high expectations which focus on improvement of teaching and learning</li> <li>● Ensure that best practice in all aspects of teaching and learning is shared and encouraged to reduce workload and promote staff wellbeing</li> <li>● Encourage a climate in which teachers feel trusted to take risks and innovate in ways that are right for the students</li> <li>● Promote and encourage an outward facing perspective to pursue collaborative opportunities with other schools, individuals or organisations, in the pursuit of the highest standards and expectations</li> </ul>			

### **Developing Self And Working With Others**

The Deputy Headteacher will lead collaboratively with self-awareness, a readiness to learn and enthusiasm to help others learn. An excellent role model, leading by example and with integrity. He/she will:

- Builds Oaks Park as a successful, inclusive, inviting learning community
- Set high expectations and provide clear feedback, identifying strengths and areas for improvement
- Recognise and use opportunities for learning and development, both for self and others
- Use effective coaching and feedback skills
- Work effectively under pressure and show resilience.

### **Managing Oaks Park**

The Deputy Headteacher will manage effectively, use resources efficiently, make appropriate decisions and show good judgement. He/she:

- Takes and shares responsibility in creating an effective organisation
- Support staff well in managing behaviour
- Shows good judgement, makes appropriate decisions and ensures tasks are completed, ensuring that deadlines are both set and met
- Ensures strategic plans are implemented effectively
- Understands and acts within statutory frameworks
- Leads confidently and effectively in the absence of the headteacher
- Produces, reviews and updates policies as appropriate.

### **Securing Accountability**

The Deputy Headteacher will hold him/herself and others accountable for high standards of performance and behaviour and take effective action for sustainable school improvement. He/she:

- Makes clear own and staff accountabilities to secure high standards of performance and behaviour
- Routinely monitors, analyses and rigorously evaluates school performance, narrowing gaps
- Provides clear and ongoing feedback to others; line managing effectively, celebrating good practice and addressing unacceptable levels of performance
- Keeps Oaks Park under review and provides an accurate, clear account of school performance to a range of stakeholders
- Understands internal and external processes by which Oaks Park is judged and always aims for outstanding progress to be achieved for each measure.

### **Strengthening Community**

The Deputy Headteacher will engage effectively within the community; supporting individual staff, students and families, reducing barriers to learning and securing improved outcomes for children and young people. He/she:

- Prioritises the safeguarding and wellbeing of all members of our school community;
- Creates and maintains effective partnerships with a range of stakeholders;
- Recognises and celebrates diversity;
- Contributes to ensuring equality of opportunity and community cohesion.

*The job description above provides the overall responsibilities for the post of Deputy Headteacher, but the final responsibilities will be confirmed at a later stage and will consider the previous experiences and development*

*needs of the successful candidate along with the needs of the school. The person specification states essential skills, experiences and attributes required for the role and will be used to determine suitability.*

## PERSON SPECIFICATION

Attributes	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> <li>● A good honours degree PGCE, QTS.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of further professional study eg MA</li> </ul>
Experience	<p>Has a proven track record of:</p> <ul style="list-style-type: none"> <li>● Holding a senior curriculum or pastoral leadership role and successful experience at team leadership level i.e. Assistant Headteacher or higher</li> <li>● Proven experience of sustained excellent teaching and learning</li> <li>● Expertise in effective behaviour management in mid or large school settings, and the ability to support staff with this</li> <li>● Leading improvements in the quality of teaching and learning linking to student progress and raising standards in the areas of responsibility</li> <li>● Expertise using data to set targets, monitor and track student achievement and progress and build capacity in others that is sustainable</li> <li>● Developing, leading and implementing interventions in either a curriculum or pastoral area to target improvement</li> <li>● Evaluating impact to identify priorities resulting in improving practice and outcomes</li> <li>● Using performance management and intelligent accountability to drive up standards</li> <li>● Leading teams and participating as a team member</li> <li>● Setting high standards to staff and students by personal example</li> <li>● Dealing with day-to-day issues while remaining focused on longer-term goals</li> </ul>	<ul style="list-style-type: none"> <li>● Current post holder in a school</li> <li>● Expertise with SIMs and other data management systems</li> <li>● Raising achievement planning</li> <li>● previous experience in two or more schools to develop a range of skills and experiences</li> </ul>
	<p>Able to demonstrate s/he can take responsibility as and for:</p> <ul style="list-style-type: none"> <li>● Securing ambitious progress for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of project management</li> <li>● Understanding and expertise in using new technologies to promote and deepen learning</li> </ul>



	<ul style="list-style-type: none"> <li>● Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other</li> <li>● Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning</li> <li>● Work as part of a highly visible and committed team to provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.</li> <li>● Be accountable for the progress and achievement in areas of responsibility</li> <li>● Supervision of students before school, break, lunchtimes and after school, as directed</li> <li>● Deputise for the Headteacher, as required</li> <li>● Any other duties as required</li> </ul> <p>More generally to:</p> <ul style="list-style-type: none"> <li>● Lead and inspire others</li> <li>● Work on their own initiative and be part of a team</li> <li>● See tasks, plans and ideas through to completion</li> <li>● A clear knowledge that reflection is the bridge between 'doing' and 'understanding'.</li> <li>● Think strategically but have an 'eye for detail'</li> <li>● A creative and strategic thinker able to turn theory into practice</li> <li>● Undertake complex, problem solving tasks such as data analysis</li> <li>● Assimilate information quickly and prepare succinct summaries</li> <li>● Research educational literature and present papers</li> <li>● Communicate effectively in a wide variety of forms to a range of audiences</li> <li>● Use emotional intelligence to manage change effectively</li> <li>● Use ICT solutions effectively and with confidence</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of a range of software to support school efficiency and effectiveness</li> </ul>
Attitudes	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> <li>● an awareness, understanding and commitment to the protection and safeguarding of children and young people.</li> <li>● they value the education of every student as equally important</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working with the community</li> <li>● Experience of peer review and collaboration</li> </ul>

	<ul style="list-style-type: none"> <li>● a relentless focus on standards and the deeply held belief that all students can succeed given the right opportunity and support</li> <li>● a 'can do' attitude</li> <li>● a willingness to relate to the local community</li> <li>● a commitment to equal opportunities</li> <li>● a clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues and grow other leaders</li> <li>● be committed to high quality in all aspects of their work</li> <li>● an understanding and practise of the principles of change management</li> <li>● a collaborative approach to partnership working</li> <li>● a deep understanding or willingness to learn about school systems, timetabling, data tracking for students, development, planning and implementation</li> </ul>	
<p>Personal qualities</p>	<p>You will have the personal qualities to inspire, motivate and challenge others.</p> <p>Qualities:</p> <ul style="list-style-type: none"> <li>● Creative and strategic thinker who encourages others</li> <li>● Empowers, delegates, develops potential in others</li> <li>● Intellectual tenacity</li> <li>● Dynamic, positive and constructive</li> <li>● Ambitious for self and others</li> <li>● Capacity for hard work</li> <li>● Good sense of humour</li> <li>● Genuine concern for others</li> <li>● Decisive, determined and self-confident</li> <li>● Integrity, trusted, honest and open</li> <li>● Accessible and approachable</li> <li>● Manages change sensitively and skilfully</li> <li>● The capacity and desire for headship</li> <li>● Excellent attendance and punctuality</li> <li>● Excellent interpersonal skills with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>● Committed to comprehensive education</li> </ul>

# APPLICATION PROCESS

Closing date                      12 noon, Wednesday 18th April

Interviews                        Thursday 26th and Friday 27th April

References will be taken for all shortlisted candidates. We will request references on the same day as notifying candidates of their interview. In order to prevent delays it is essential that you have informed your referees that we will contact them and that references are present by the interview date.

## Selection criteria

Please refer to the person specification.

## Application

The London Borough of Redbridge application form, candidate pack, school and sixth form prospectus' are available both on the TES and school website. Please complete the application form and write a separate letter of application (please do not write your letter on the form).

Your letter of application should be no longer than 2 sides of A4 in a readable font.

**In your letter please address the following:**

- ***Why you are applying to be Deputy Head at Oaks Park High School***
- ***Your experiences to date and how you will transfer your learning to our context***
- ***The results from your classes of your current leadership over the past 3 years***
- ***Your experience of the specified role or how you will apply your experience to this role***
- ***The impact of your professional development on your practice***
- ***What contribution you will make to the leadership of Oaks Park High School***

Application forms are available in electronic format and should be returned electronically to the PA to the Headteacher Linda Cutmore: ([headteachersPA@oakspark.redbridge.sch.uk](mailto:headteachersPA@oakspark.redbridge.sch.uk))

Please do not send a CV or any other documentation as it will not be used to consider your application.

We look forward to receiving your application.