

Wanstead High School

Education with Character



Deputy Headteacher - Inclusion and Designated Safeguarding Lead

Application Pack



Wanstead High School

Education with Character

- Redbridge Lane West, Wanstead, London E11 2JZ
• Tel: 020 8989 2791 • Email: whs@wansteadhigh.co.uk
• Website: www.wansteadhigh.co.uk



Acting Headteacher: Mr J Gharu

May 2022

Dear Prospective Candidate,

I am so looking forward to starting my second Headship at Wanstead High in September 2022, having successfully been Head of Heathcote School in Chingford for 5 years. Although, I will not be starting until then, I will of course be involved in the recruitment of this post. The successful candidate will work closely with myself and the other Deputy Headteacher to drive the strategy to make Wanstead High an outstanding school. Inclusion, including behaviour, attendance and safeguarding, are of paramount importance in ensuring the well-being of all members of the community and I am passionate about exemplary practice in these areas.

The vision, drive and success of any school is spearheaded by leaders at all levels and I want my Leadership Team to model excellent practice in all areas, including managing their well-being. Whilst never an easy job, I believe in creating a robust team that support and encourage each other and stick to these fundamental principles:

- Our work is led by our values and beliefs which tie in with the school vision. We are solution-focused, own our workload and do not wait to act. We are inspired by our purpose to improve the life-chances of our most vulnerable pupils, and to develop new expertise in our teachers and ensure all teachers improve.
- We value relationships, give to others readily and respect and use others' strengths alongside our own, to have greater impact in our work. We are inspirers and facilitators of our teams giving **permission to lead** and are able to influence and to advocate. We see the big picture and strive for collaboration across the school and in the community.
- We are independent thinkers, willing to speak out, to challenge others and any views or actions that are inconsistent with our shared aims and values. We are able to take decisions despite ambiguity, and are resilient and persistent when we face obstacles.
- We expect the best from people and do not make subjective judgements; we value quality work, tangible results, and invite feedback to inform continuous improvement.
- We are able to recognise the limitations of ourselves and our work and strive for improvements. We are flexible in our thinking, willing to be proved wrong, and able to plan for real strategic change.
- We are able to be challenged and to learn from experiences and interactions. We are aware and respectful of others' experiences, insight and knowledge and constantly look to recognise unconscious bias.

If this appeals to you, I look forward to reading your application. Although I certainly do not have all the knowledge yet about the school, Jason Gharu, or one of the Senior Team, will be able to answer any questions and I am happy to talk to anyone directly on the phone. Please let Fiona Rutland know if you would like to arrange a call with me (f.rutland@wansteadhigh.co.uk). I look forward to meeting shortlisted candidates.

Yours sincerely,

Emma Hillman



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The Application Process

Please see below the key dates in the application process:

1. Closing Date – Thursday 19th May at noon. Completed applications should be returned by email to recruitment@wansteadhigh.co.uk. Please ensure that the application addresses all aspects of the Person Specification.
2. There will be an opportunity to visit the school on Monday 16th May 2022. Please contact Ms Rutland on 020 8989 2791 ext 262 or by email f.rutland@wansteadhigh.co.uk.
3. Shortlisting will take place on Friday 20th May 2022. Only successful candidates will be contacted if shortlisted.
4. Interviews for this post will be held on Wednesday 25th May 2022.

This pack includes the following information:

1. Letter from Emma Hillman
2. The Application Process
3. Values and Ethos of Wanstead High School
4. Job Description
5. Person Specification
6. School Information
7. Ofsted/Performance Statistics

There is more information on the school website at www.wansteadhigh.co.uk

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Values and Ethos

Our Vision

We will provide high quality education with character: inspiring our young people, keeping them safe and preparing them fully for life in the modern world.

This will be under-pinned by the following commitments:

- We will continue to improve the quality of teaching and learning across the school so that all students receive an entitlement to excellence and to education with character.
- We will deliver curriculum that best meets the needs of every single student, ensuring that our high quality assessment, tracking and intervention systems maximise the attainment and achievement of every student. Our curriculum will be broad, balanced and inclusive.
- We will ensure all students are safe, healthy and happy and have the skills, knowledge and qualities needed to thrive in the modern world, including a respect for each other, for their community and their planet. We will ensure we promote modern British values including a respect for the rule of law and tolerance of all faiths and communities.



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Job Description

Job title: Deputy Headteacher – Inclusion and Designated Safeguarding Lead
Reports to: Headteacher
Grade/Pay Range: Leadership Point 19-25 (Outer London)
Start Date: September 2022/January 2023

Purpose of the post:

- To work with the Headteacher and other deputies to develop staff teams so that they are best placed to meet the needs of all learners.
- To work with the Headteacher and other deputies to develop effective systems to support all learners, including vulnerable learners such as those with SEND.
- To ensure behaviour and attendance is exemplary across the school.
- To work with key teams in the school to develop effective use of data and ensure that this leads to the implementation of effective strategies and actions to improve student well-being and outcomes.
- As DSL, be responsible for the effective safeguarding and pastoral support of our students.
- To work with the Headteacher and other deputies to further develop teaching and learning in the school, including the continuing professional development of staff.
- In the temporary absence of the Headteacher to undertake the professional duties of the Headteacher in rotation with the other Deputy Headteachers in the school.

Specific Responsibilities of this post:

- Lead and deliver the highest standards of pastoral care so that student behaviour and attendance is consistently good or better and students can be kind and self regulate.
- Develop and lead other school leaders to ensure high standards of behaviour and attendance are achieved throughout the school and embedded across all year groups and departments.
- Ensure a professional, visible presence to support and embed high standards of student conduct in lessons and around the school.
- Ensure the school has a robust and relentless drive to ensure the highest standards of safeguarding and well-being leading in this area and acting as DSL with a team of support.
- Manage the SENDCO and key inclusion staff to ensure the needs of vulnerable learners are met.

SLT Generic Responsibilities:

In accordance with the current Teachers' Pay and Conditions Document you will:

- Carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher.
- Perform, in accordance with any directions, which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned.

- Teach consistently excellent lessons for assigned groups.
- Ensure that students make more than expected progress in assigned classes.
- Promote and support the achievement of the school's vision and goals.
- Promote the safeguarding of students, the standards incorporated into the school's policy on Disability and Equality of Opportunity and striving to create an inclusive coherent community.
- Contribute to the planning, implementation, monitoring, evaluation, and review of the school development plan.
- Carry out strategic and operational planning for improvement in relation to designated areas of responsibility.
- To research, write, implement and evaluate strategic and operational plans as required.
- Contribute to the development and delivery of Continuing Professional Development in the context of whole school needs.
- Efficiently and effectively manage resources and budgets assigned.
- Implement Health and Safety policies and ensure practices are in-line with health and safety policy requirements.
- Participate in the day-to-day management of the school including school assemblies, duty rota and cover.
- Attend Leadership Group meetings as required including out of hours events.
- Attend meetings of consultation groups.
- Attend Governors Committee meetings and Full Governors meetings as required and to provide reports to the Governing Body.
- Use school systems as designated and to use ICT to apply and organise procedures consistently, with deadlines established and achieved.
- Implement and review school policies as appropriate.
- To take financial responsibility for the designated areas of management.
- Participate in whole school monitoring and evaluation of teaching standards through a range of school procedures.
- Act as role model to staff and students in terms of modelling high standards of professionalism, dress and behaviour.
- Support, advise and guide staff to promote their well-being.
- To care for the well-being of staff.
- Implement personnel procedures as required by the Headteacher.
- Support school events, including evenings, for example: musical concerts, Parents' Association events.
- Communicate and meet with parents as necessary.
- Participate in the interview process for teaching and non-teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- Keep up to date with developments in relation to teaching and learning and developments promoting student achievement at national, regional and local levels.
- Actively pursue personal professional development.

Safeguarding:

To ensure the safety and wellbeing of students in line with:

- The DFE Teachers' Pay and Conditions Document.
- The School's Safeguarding Policy.

This job description may not necessarily be a comprehensive definition of the post. It will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the holder of the post.

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Person Specification

A = Assessed by application	S = Assessed by selection process	E = Essential	D = Desirable
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Qualifications		
A first degree or equivalent	E	A
Qualified Teacher Status (QTS)	E	A
Evidence of professional development in leadership	E	A
At least three years successful curriculum or pastoral leadership	D	A
Qualified Designated Safeguarding Lead qualification – Level 3	D	A
Professional Experience and Knowledge		
At least 2 years' experience as an Assistant Headteacher or experience of working at a strategic level within an academy or school	E	A,S
Knowledge, experience and understanding of effective whole school behaviour systems	E	A
Extensive experience of managing pastoral, behaviour and attendance in at least one school with clear evidence of impact	E	A,S
In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of an 11-18 school	E	A,S
Proven track record in leading and managing staff including building a successful team, delegating effectively and implementing and managing change	E	A,S
Extensive experience of safeguarding and knowledge of the issues that face young people in Redbridge	D	A,S
Professional Aptitudes, Qualities and Skills		
Successful experience of raising standards for all, with measurable outcomes, as a result of own contribution in a school, in the pursuit of excellence	E	A,S
To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others	E	S
To be articulate and approachable with excellent interpersonal skills both verbally and in writing	E	A,S
To have proven sound decision-making skills combined with the ability to lead, influence and manage change	E	A,S
To be astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate conflict and resolve issues imaginatively	E	S
To be proactive, innovative and versatile with a high level of drive, energy, enthusiasm, resilience, reliability, integrity and a sense of humour	E	S
To be able to relate empathetically to staff, students, parents/carers, Governors and other stakeholders	E	S
To be able to prioritise, plan and organise effectively and manage a budget	E	S

Shaping the Future		
Experience of and commitment to working with the Governing Body to develop collaboratively a school vision which embraces excellence, high standards and inclusion	E	S
Proven record of providing vision, a sense of purpose and high aspirations for a school or other educational institution with a determined focus on raising student achievement	E	S
A commitment to a student-centred approach, within an equitable and inclusive school in which the academic and personal welfare of each student is paramount	E	S
Developing Self and Working with Others		
Ability to set appropriate and challenging targets	E	A,S
Evidence of the ability to successfully coach and improve performance of others	E	A,S
Evidence of contribution of effective staff training	E	A,S
Ability to make and take decisions	E	A,S
Understanding when to consult or seek advice, responsive to feedback	E	A,S
Maintain a consistent focus on results and outcomes	E	A,S
Ability to establish clear, uncompromising professional relationships/boundaries	E	A,S
To demonstrate a successful work life balance and a commitment to that of others	E	S
A commitment to the health and welfare of students and staff through effective pastoral care	E	S
Building the School profile		
Ability to work with parents/carers to establish meaningful and positive relationships with them as key stakeholders to the school	E	S
A commitment and vision to collaborate with neighbouring schools in support of the development of the wider school community	E	S
Safeguarding and Safer Recruitment		
To demonstrate an understanding of the process of safeguarding and safer recruitment	E	S
Personal Qualities and Attributes		
Emotional Resilience	E	S
Able to form and maintain appropriate relationships and personal boundaries with children and young people	E	S
Excellent communication skills	E	S
Ability to work under pressure, think creatively and to anticipate and solve problems	E	S
High professional standards	E	S
Dynamic, positive and constructive	E	S
Good sense of humour	E	S
Sense of proportion and sound judgement	E	S
Honesty and trustworthiness	E	S
Willingness to learn from mistakes	E	S
Empathy and excellent listening skills	E	S
Commitment to Equal Opportunities and evidence of promoting diversity within the school, curriculum and in employment practice	E	S

In addition, the successful candidate must be willing to uphold the ethos and policies of the school, including the commitment to safeguarding and promoting the welfare of children and young people.

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School Information

Wanstead High School seeks to enable students to achieve the highest academic standards. Over recent years', good examination results have been achieved at GCSE and A-Level compared to national standards.

A large number of our students stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 students from the surrounding area.

An Ofsted report in 2019 confirmed that we are 'Good' in all areas.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1450 plus students on roll including some 250 students in the Sixth Form. Currently there are 170 teaching and support staff. Eight forms of entry (240 students) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of students speak English as an additional language. There are over 35 languages spoken by the students. The school is heavily over-subscribed with some 940 applications for 240 places in Year 7 this year.

We currently have 40 students with EHCPs. We have 815 LSA hours as quantified provision on Education Health and Care Plans. 32 out of 40 of our EHCP students qualified for top up funding as they have over 18 hours LSA support with most having 20-25 hours.

All students wear uniform except in the Sixth Form where students are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), students join one of nine mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the student's career. The year based pastoral system is central to the discipline and wellbeing of the students. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built Theatre, a Dance studio and Music suite. Considerable refurbishment has taken place over recent years, and the school has just embarked on an extensive building programme which will further enhance our facilities. The school is well resourced with IT equipment.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.



Ofsted/Performance Statistics

The school was last inspected by Ofsted in January 2019, rating the school as 'Good'. This [short inspection report](#) noted the following:

“(Our) inclusive approach and attention to pupils’ well-being are held in high regard by pupils, parents, carers and staff.”

“The presentation of work in pupils’ books reflects teachers’ high expectations.”

“Staff morale is high. Middle leaders, who are a strength of the school, demonstrate enthusiasm and ambition to do the very best they can to improve pupils’ outcomes. Teachers who are new to the school speak very highly of the level of support they receive.”

The last set of [published performance data](#) (2019) and the subsequent Inspection Data Summary Report are very positive:

- 63% of students achieved a Grade 5 or above in English and Maths, 82% achieved a Grade 4 or above.
- A Progress 8 score of +0.42: significantly above the national average and in the highest 20% of all schools.
- Overall Attainment 8 (53.9) was in the highest 20% of all schools in 2019.

