



The Charles Dickens School

Expect, Believe, Achieve

Assistant Headteacher (L14-L19)

Information Pack



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Dear Applicant

Welcome to the application pack for the position of Assistant Headteacher at The Charles Dickens School. Ours is a rapidly-improving, non-selective 11-18 school. We have a vision and a determination to provide our community with an excellent school and we are making great strides towards this. Our results in 2022 identify us as the most improved school in Kent (out of 101 secondary schools) and one of the most improved schools in the country. We keenly await an OFSTED inspection to validate our improvement.

To work here is to embrace the challenges of an economically-diverse community and understand the influence education has in promoting social mobility. There are few schools in the country where a teacher's ability to change lives is so evident. Without hyperbole, this is a career-defining mission. We're looking a brilliant leader to join our team on this journey.

The School has the 5th highest Index of Multiple Deprivation (IMD) score of 101 secondary schools in Kent. More than 40% of the pupils are Pupil Premium and post-COVID, we know progress gaps have widened. More than 80% of our pupils are White British pupils, which is the lowest performing ethnic group nationally. ONS data tells us the level of qualifications in the district are well below average and therefore average earnings are lower than UK and South East average. It also shows us that the percentage with no qualifications is significantly higher. This is a challenging context, but also an opportunity to do something heroic.

If we are in any way mediocre, we will just perpetuate this disadvantage. We have to be excellent every day so our pupils can confound their statistical expectations; where they can secure excellent qualifications which open avenues of opportunity; where they can find secure, fulfilling well-paid jobs; where they can become the first member of their family to go to university. This isn't cliché, and it isn't pie in the sky, because as our 2022 results demonstrate, we're already doing it. Our mission is "Expect, Believe, Achieve", and it's a simple equation: expectations of staff plus the belief of the pupils and parents will lead to the achievement necessary to break this cycle.

If you're considering this position, you probably also aspire to become a deputy head or headteacher yourself at some point, and I am extremely confident that the experience gained with us will put you in a very strong position to take that next step when the time comes.

If you wish to visit the school and/or discuss the role please contact Debbie Fitch, my PA via email on dfitch@cds.kent.sch.uk or by telephone on 01843 862988. Please submit your application at your earliest convenience; we look at all applications as they arrive and reserve the right to progress them at any stage.

I look forward to hearing from you.

Warren Smith
Headteacher

The successful candidate will perform one of the following two roles within the Senior Leadership Team. The role will depend on the successful candidate's skill-set and the skills of the other members of the senior team.

<p>Behaviour & attitudes – measurable outcomes from the OFSTED framework</p> <ul style="list-style-type: none"> • 19. The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. • 20. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. • 21. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. • 22. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. • 23. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. • 24. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. • 25. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. 	<p><u>Key responsibility</u> Behaviour & attitudes (operational delivery, whole school, and strategy, whole school)</p> <p><u>Line management</u> Head of Year 9 & 10 Behaviour Team Attendance Improvement Managers (KS4) Alternative Provision Curriculum Leaders (departments to be determined)</p>
<p>Personal development - measurable outcomes from the OFSTED framework</p> <ul style="list-style-type: none"> • 26. The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. 	<p><u>Key responsibility</u> Personal Development Primary transition (with Head of Y7)</p> <p><u>Line management</u> Head of Year 7 & 8</p>

- 27. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- 28. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- 29. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- 30. The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- 31. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- 32. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- 33. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Attendance Improvement Managers (KS3)
 PSHE/SMSC co-ordinator
 Curriculum Leaders (departments to be determined)
 School Medical Officer
 School Headstart Co-ordinator

Person specification

The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description. The person specification will be used as part of the selection process including: (i) shortlisting of applications (ii) assessment by interview (iii) and satisfactory references.

To apply for the role, please complete the application form fully and provide a supporting statement of no more than two pages of A4.

	Essential	Desirable
Qualified teacher status	X	
A degree or equivalent	X	
Evidence of recent and ongoing professional and leadership development	X	
Successfully completed appropriate Child protection training	X	
Recent successful leadership as a middle leader in a secondary school	X	
Track record of successful delivery of improvement with measurable impact.	X	
Track record of implementing effective behaviour management strategies and policies to establish and maintain high standards	X	
Evidence of promoting equality and inclusivity in school and fostering an understanding and respect for difference across school life and the curriculum		X
Experience of implementing safeguarding policy and procedure in school to promote the welfare of children	X	
Experience of leading curriculum development in a specific subject or pastoral development across a year group or key stage	X	
Experience of leading and line managing teaching staff at secondary level, with evidence of improvement in standards.	X	
Track record of inspiring, challenging, motivating and empowering teams and individuals to achieve high goals and continuous improvement creating and sustaining a positive and supportive school culture	X	
Experience of mentoring and coaching staff and teams and facilitating staff training to develop talent and promote continuous professional development in school		X

Application Process

Closing date for applications is Friday 21 April 2023 at 3pm. Please complete the application form and provide a supporting statement (on no more than two sides of A4). The supporting statement should include how you meet the person specification and your skills and experience to date that make you an ideal candidate for this post.

Interviews will take place during the week beginning Monday 24 April.

If you wish to discuss this post please contact Debbie Fitch, Headteacher's PA, dfitch@cds.kent.sch.uk.

Please email your application to: Mrs Anne-Marie Ormsby, aormsby@cds.kent.sch.uk, HR Officer c/o The Charles Dickens School, Broadstairs Road, Broadstairs, CT10 2RL.